B Ed Honours
Information Booklet

2017

Faculty of Education
Cape Peninsula University of Technology

Mowbray campus
and
Wellington campus

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8000

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1. **Purpose of the B.Ed. Honours degree**

The **primary aim** of the B Ed Honours qualification is to equip students with specialised knowledge and skills regarding the specialisation they chose in particular, and current educational theory and practice in general, in order to enhance the student’s educational practice, as well as to equip the student to play a leadership role in his/her field of specialization.

The **secondary** aim is to prepare students for advanced research studies, in this case the M Ed (Masters in Education).

This degree requires that students enter a specific specialisation, and it includes an independent research project undertaken by the student. While students may take the degree for different purposes, a central element of the B Ed Honours degree is that it aims to provide a foundation for further academic study and research.

2. **The various B.Ed. Honours degrees offered by CPUT**

CPUT currently offers the following B Ed Honours degrees:

- B Ed Honours GET: Foundation Phase (FP) (Full-time and Part-time)
- B Ed Honours GET: Intermediate and Senior Phase (ISP) (Full-time and Part-time)
- B Ed Honours FET (Full-time and Part-time)
- B Ed Honours Educational Management (Part-time only)

3. **Admission requirements for B Ed Honours**

All B Ed Honours qualifications currently offered are on NQF (National Qualification Framework) level 7. The minimum admission requirement is an M+4 (480 credits) qualification that includes an education qualification. Examples are:

- A four-year B Ed degree, or
- An appropriate three-year B degree plus an education qualification such as PGCE
- An appropriate three-year ND (National Diploma) plus an education qualification such as PGCE. **Note:** Applicants in possession of an appropriate ND, who wish to apply for B Ed Honours Educational Management, must follow a **full-time** PCGE in order to enroll for additional modules in education management offered in the full-time B Ed undergraduate qualifications.
- A four year (former) college of education qualification, such as a Higher Diploma in Education HDE), or a three year Diploma in Education (DE), followed by an Advanced Certificate in Education (ACE) or a Further Diploma in Education (FDE)

In addition, there is a **selection procedure** where all applicants’ applications will be evaluated to determine his/her suitability for postgraduate study in the selected specialization(s). This entails amongst others:

- A minimum average of 60% in the preceding qualification(s)
- In the case of B Ed Honours FP, ISP and FET: The specialization chosen for B Ed Honours must have been taken as a major subject in the preceding qualification(s), with a minimum average of 60% in the major subject
- In the case of B Ed Honours Educational Management: a minimum of three years’ educational experience, with experience in, exposure to, or evidence of interest (such as attendance of relevant short courses) in educational management

4. **The current B Ed Honours degrees phase out in 2017**

The NQF level 7 B Ed Honours degrees described in sections 2 and 3 above, will phase out at the end of 2017. This means that the last (part-time) intake for these qualifications will be in 2017. From 2018, new
NQF level 8 qualifications will be offered, in line with the policy on Minimum Requirements for Teacher Education Qualifications (MRTEQ).

These level 8 qualifications are:
- B Ed Honours in Teaching and Learning
- B Ed Honours in Educational Management and Leadership
- Post Graduate Diploma in Education (PGDipEd) in Teaching and Learning
- Post Graduate Diploma in Education (PGDipEd) in Educational Management and Leadership

For these qualifications, the following minimum admission requirements will apply:
- A four-year B Ed degree, or
- An appropriate three-year B degree plus an education qualification such as PGCE
- An appropriate three-year ND (National Diploma) plus an education qualification such as PGCE

These qualifications are considered to be on NQF level 7, and therefore provide access to the above mentioned level 8 qualifications, subject to other minimum requirements.

Qualifications other than the above mentioned, such as a four year (former) college of education qualification, for example a Higher Diploma in Education (HDE), or a three year Diploma in Education (DE), followed by an Advanced Certificate in Education (ACE) or a Further Diploma in Education (FDE), will be considered to be on level 6, and therefore will not provide direct access to either B Ed Honours or PGDipEd. Applicants with such qualifications will first have to complete a 120 credit level 7 Advanced Diploma in Education (ADE).

Therefore, the last opportunity for students with qualifications mentioned in the previous paragraph to be admitted directly to B Ed Honours, will be in 2017 (subject to other minimum requirements, as per a selection procedure).

Both the future B Ed Honours and PGDipEd qualifications are on NQF level 8. They therefore both will require academic and reflective capabilities of an advanced level by the student. The difference between these qualifications is essentially as follows:
- The emphasis of the B Ed Honours will be on research. The course will largely be based on research-related content. In addition, students will be required to conduct an extensive independent research project (counting 30 credits of the total of 120 credits) under supervision of an academic supervisor. It will be aimed at educators who want to follow a career in educational research.
- The emphasis of the PGDipEd is on professional development, improvement of educational practice, and leadership in the chosen specialization. The emphasis will be geared more towards reaching these objectives and less on research; however, a small research project focusing on the student’s immediate professional practice (counting 15 credits) will be conducted. This qualification will be aimed at educators who want to improve their professional practice and become leaders in their field of specialization, rather than to become researchers.
- Upon completion of both level 8 qualifications, a student may apply towards studying a Master’s degree in Education (M Ed)
5. **Structure of the current B Ed Honours qualifications**

**B Ed Honours Foundation Phase (FP):**

1. **Compulsory subjects:**
   - Theory of Education V [24 credits]
   - Education Management V [12 credits]
   - Research Methods [12 credits]

2. **Specialisation subjects (offered only when there is a minimum number of 5 students):**
   Choose ONE of the following specialization subjects (you automatically also select the corresponding Specific Subject Didactics):
   - Early Childhood Development [60 credits]
   - Inclusive Education [60 credits]
   - Teaching Studies FP (Literacy and Mathematics) [60 credits]

Corresponding Subject Didactics [12 credits]

It is important that you realise before you register that not all the specialisations listed above will necessarily be offered.

**B Ed Honours Intermediate and Senior Phase (ISP):**

1. **Compulsory subjects:**
   - Theory of Education V [24 credits]
   - Education Management V [12 credits]
   - Research Methods [12 credits]

2. **Specialisation subjects (offered only when there is a minimum number of 5 students):**
   Choose ONE of the following specialization subjects (you automatically also select the corresponding Subject Didactics):
   - Afrikaans [60 credits]
   - Art [60 credits]
   - Geography [60 credits]
   - Human Movement Science [60 credits]
   - Inclusive Education [60 credits]
   - Mathematics [60 credits]

Corresponding Subject Didactics [12 credits]

It is important that you realise before you register that not all the specialisations listed above will necessarily be offered.

**B Ed Honours FET:**

1. **Compulsory subjects:**
   - Theory of Education V [24 credits]
   - Education Management V [12 credits]
   - Research Methods and Techniques [12 credits]

2. **Specialisation subjects (offered only when there is a minimum number of 5 students):**
   Choose ONE of the following specialization subjects (you automatically also select the corresponding Subject Didactics):
   - Biology [60 credits]
• Business Studies [60 credits]
• Entrepreneurship [60 credits]
• Mathematics [60 credits]

Corresponding Subject Didactics V [12 credits]

It is important that you realise before you register that not all the specialisations listed above will necessarily be offered.

B Ed Honours Educational Management:

All subjects are compulsory.

Subjects offered in 2017:
• Law of Education
• Research Methods
• Theory of Education 5

Subjects offered in 2018:
• Personnel Management in Education
• Management of Education Institutions:
  - General Education Management (Module 1)
  - Financial Management (Module 2)
  - Classroom Management (Module 3)
  - Information Management (Module 4)

6. Study programme of the current B Ed Honours for 2017 and 2018

B Ed Honours FP, ISP and FET:

The B Ed Honours FP, ISP and FET programmes will be offered part-time over two years, or full-time over one year (the latter depending on the number of students). Part-time students register for Theory of Education V and Education Management V in their first year, and for Research Methods, their specialization subject and Subject Didactics in their second year.

1st year part-time:
On Mowbray campus, contact sessions for Theory of Education and Education Management will be on twelve Friday evenings 16:00 - 19:00 and Saturday mornings 08:30 - 11:30. In addition, Academic and Digital Literacy will be offered during eight additional Friday evenings. Attendance is compulsory.

On Wellington campus, these subjects will be offered on Tuesday afternoons and evenings, starting at 16:30.

2nd year part-time:
On Mowbray campus, Research Methods is offered on eight Saturday mornings (08:30 – 12:30). Contact times for the specialisation subjects will be at least one day per week (usually Tuesdays 16:30 – 19:30), for at least 30 weeks.
On Wellington campus, these subjects will be offered on Thursday afternoons and evenings, starting at 16:30.

Full-time:
Full-time students do all the subjects indicated above in one year.

Note that this is a post-graduate course, and that you will therefore be expected to work extensively on your own. You can expect to spend per subject 2 to 5 hours on your own for every hour contact time. You will also conduct a fairly extensive research project, which, experience has shown, can be extremely time-consuming.
Students will be required to do written assignments. These assignments must be typed, and submitted electronically (i.e. by e-mail). Therefore, students are required to be sufficiently computer literate. If not, they need to make personal arrangements to become computer literate before enrolling for the B Ed Honours.

On the Mowbray campus this programme will be offered in English, and on Wellington in dual medium (Afrikaans and English).

**B Ed Honours Educational Management:**

The B Ed (Hons) (Educational Management) programme is offered part-time over two years.

Contact sessions are on Friday evenings from 16:00 until 22:00 and Saturday mornings from 08:00 until 14:00, on twelve selected weekends.

In addition, Academic and Digital Literacy will be offered during eight additional Friday evenings. Attendance is compulsory.

The programme is offered at the Mowbray and Wellington campuses.

On the Mowbray campus the programme will be offered in English and on Wellington in dual medium (Afrikaans and English).

**7. Application procedure for the current B Ed Honours for 2017**

Application forms for post-graduate study are available from the CPUT website ([www.cput.ac.za](http://www.cput.ac.za)) or the Applications Office, Highbury Road, Mowbray. Tel: (021) 680 1546, or Wellington campus (021) 864 5200.

Completed application forms and the documents mentioned below must reach the Applications Office of the Wellington or Mowbray campus by 30 September of the year preceding your intended study.

Your application must include the following:

- A completed application form
- Receipt that an application fee has been paid if you have not registered with CPUT or Cape Technikon or Peninsula Technikon before
- A copy of your identity document
- Certified copies of all your qualifications
- Certified copies of academic transcripts of previous qualifications (i.e. subjects passed and marks obtained)
- A typed record of your experience in education (or related field), i.e. a short CV
- A typed letter, in which you clearly motivate why you want to further your studies in your selected specialisation(s)
- Your preferred specialisations (at least two in order of preference) if you apply for B Ed Honours FP, ISP or FET

Incomplete and late applications will not be considered.

**8. Fees payable**

- Application fee: R100 (if before 30 Sept; thereafter R150) – if not an ex-CPUT, -Cape Technikon or –Peninsula Technikon student.
- Class fees: Approx. R17 000 in total
9. **Subject information**

**B Ed Honours FP, ISP and FET:**

**Theory of Education V:**

The focus of this subject is on studying the theory of education in relation to how it informs practice. The theory is used as a framework or advance organizer to which different topics are linked.

By the end of the course, students should be able to:

- Demonstrate a broad understanding and be able to distinguish or describe the concepts of education, assumptions and theories and to analyse the education phenomena;
- Understand the impact of educational theory on education;
- Perceive the link between theory and practice, in other words, how theory informs practice;
- Critically analyse the different educational theories and be able to develop an own philosophy of education;
- Develop strategies for own education which can lead to effective learning;
- Determine which educational theories would be relevant to the South African educational context and which would not;
- Ascertained what and who the child is and to maximize his potential in different situations;
- Reflect about the methods and processes in which the learners are being educated.

**Education Management V:**

The departure point of this subject is the role of the teacher as manager and leader in the education context. Sergiovanni’s Leadership Domains and Hay’s Leadership Capabilities form the theoretical base for deriving content. A theory – practice balance is sought in the knowledge, skills and values promoted within the content to meet the clearly focused outcomes listed below.

The major outcomes of the course will be to enable students to:

- Engage in discussion and debate on issues relevant to the development of the management and leadership role of teachers in the modern school and classroom;
- Gain knowledge, skills and values in their practices as managers and leaders in their relevant fields of expertise;
- Design, develop and implement various managerial and leadership strategies to improve classroom, departmental and school effectiveness;
- Analyse and interpret education management, leadership and policy related material.

**Research Methods:**

The purpose of this subject is to build a foundation in research interpretation and design by engaging students in the logic of research. Building upon a literature review, students initiate research projects centered around their own questions, develop a research design by selecting an approach for conducting further inquiry, collect, analyze and interpret empirical data.

The subject is designed to enable students to:

- Develop and present a research proposal (in the field of education management);
- Understand the paradigms within which educational research is situated;
- Understand the research process and can apply it to develop a research project;
- Understand the difference between ordinary knowledge and scientific knowledge;
- Critically engage with educational research literature, particularly in their field of education management;
- Understand educational research methodology and the range of research methods utilized, and can implement them;
- Design and implement suitable data collection instruments, can analyze (qualitative and quantitative) data collected by collection instruments, can interpret and discuss results.
Understand the principles and obligations of ethics in research, and are able to adhere to these

**Academic literacy:**

The purpose of this module is to support and empower students to become comfortable and confident in their academic literacy skills. This course will help students become effective writers, problem-solvers, thinkers and learners. Students will work independently and in small groups to express their ideas and those of others through written and oral academic literacy, gain confidence in their ability to further their studies, and to explore and present their ideas for the purposes that are typical of academic disciplines.

The course is designed to enable students to:
- understand principles of academic literacy
- understand the paradigms within which academic writing is situated
- understand the academic writing process through engaging in the development, execution and presentation of a project
- understand other people’s writing by engaging in a critical reading of articles within a particular field of interest
- use digital/electronic literature sources to locate and evaluate literature
- fluently and confidently use the Harvard referencing method for in-text and end-of-text referencing

**Afrikaans (B Ed Hons ISP only - Wellington):**

Die vak bestaan uit die volgende komponente:

- Literatuur teorie
- ‘n Studie van drama, romankuns en kortkuns aan die hand van geselekteerde werke deur een of meer skrywers.
- Poësie

**Art (B Ed Hons ISP only – Wellington):**

This subject consists of a theoretical and a practical component.

**Theory:**  
Exploration of South African Art

**Practical work:**  
Drawing portfolio  
Portfolio of two-dimensional work  
Portfolio of three-dimensional work  
Preparation for exhibition of work for external moderation

**Biology (B Ed Hons FET only - Mowbray):**

The purpose of this subject is to guide students to explore and to undertake research on their selected scenario in the teaching and learning of Life Sciences and to report on their research findings in the form of a research project. It also builds on the knowledge and skills acquired in the Life Sciences and the Curriculum Studies Life Sciences undergraduate program. Students registered for this subject should be computer-literate and should have regular access to a computer and the internet to download and read appropriate study and reading material from the World Wide Web.

The subject is designed to enable students to:
- Have developed a solid grounding in the basic and extended principles of the Curriculum and Assessment Policy Statement (CAPS) for Life Sciences
- Have developed a solid grounding in the teaching and learning theories that underpin the development of the Curriculum and Assessment Policy Statement (CAPS) for Life Sciences
Have developed the skills of doing research within the educational environment and in particular the Life Sciences classroom
Demonstrate the ability to, through the application of appropriate research methodologies, reflect on the application of the scientific method in the teaching and learning of Life Sciences.

**Business Studies IV (B Ed Hons FET only – Mowbray and Wellington):**

The topics that are covered in this subject, are:
- The Business Environment
- The Entrepreneurial Process and Establishment of the Business
- General management and leadership
- Purchasing and Inbound Logistics
- Operations Management
- Marketing Management
- Financial Management
- Communications management
- E Management and managing an E-Business
- Managing Diversity
- Business Ethics
- Globalisation
- Managing creativity and innovation
- Environmental Management
- Corporate governance
- Black Economic Empowerment

**Early Childhood Development (B Ed Hons FP only - Wellington):**

Daar is ‘n dringende behoefte aan goed gekwalificeerde en kundige opvoeders in die vroeëkindfase wat in hul nabye onderwysomgewing en in die wyer gemeenskap leiding kan neem. Hierdie onderwyskundige moet nie net in die georganiseerde onderwysveld kundige insette kan lever nie, maar moet ook oor ‘n uitgebreide en grondige kennis beskik rakende die ontwikkeling en funksionering van die vroeë kind. In die praktyk belee opvoeders van die vroeëkind dat daar ‘n behoefte is rakende spesifieke sielkundige opvoedkundige kwessies betreffende die kleuter se gedrag en optrede. Die doel van hierdie studieveld is om die opvoeder toe te rus om die kleuter nie net alleenlik te verstaan nie, maar om ‘n grondige kennis te hê van hoe om die kleuter tanteer. Ouers het ook dikwels ‘n behoefte aan leiding om hul kleuter se gedrag beter te verstaan en te bestuur. Hiervoor word deurdagte kennis van die volgende benodig:

- ‘n Verskeidenheid toepaslike ontwikkelingsteorieë met die fokus op die vroeëkind se ontwikkeling
- Toereikende en ontoereikende ontwikkeling
- Die vroeëkind se leer en wording
- Die sielkundige opvoedkundige van die vroeëkind
- Ouerleiding om die kleuter se gedrag beter te verstaan en tanteer
- Die inhoud van ‘n verskeidenheid vroeëkind leerprogramme
- Navorsingsvaardighede - hierdie is slegs ‘n studie van beperkte omvang om die student voor te berei om onafhanklike ondersoekte, navorsing en ‘n verskeidenheid bronne te benu

**Entrepreneurship (B Ed Hons FET only - Mowbray):**
A thorough understanding of the overall principles of entrepreneurship and business management is becoming indispensable in the sphere of business in the 21st century. Early exposure and development of these principles, already at school level, are therefore critical for the development of South Africa’s economy. Against this backdrop, the integrated subjects (Entrepreneurship 4 & Subject Didactics: Entrepreneurship 5) recognises the need for the development of subject specialist/leaders within the field of Economic and Management Sciences (SP education band) and Business Studies (FET education band). It further recognises that the academic and professional needs of teachers seeking this qualification is aimed at developing their ability to become leaders within this subject field and that such teachers wish to remain connected to the classroom to some degree. The role of teacher as subject leader, in the SP and FET education context, is therefore the departure point of these subjects.

Integrated Course Outcomes (Subject Content & Subject Didactics):

- To deepen students’ knowledge pertaining to Economic & Management Sciences and Business Studies (as per CAPS)
- To contribute towards equipping students with the necessary skills to undertake research projects independently, laying the foundation for development towards a more enhanced level of research at Masters Degree level.
- To equip students with the necessary skills to encourage and lead subject teams in discussion and debate on pertinent subject related issues
- To develop students’ ability to act as leaders and change agents in the future development of their subject field
- To develop students’ ability to design, develop and implement various managerial and leadership strategies aimed at the improvement of classroom, departmental and school effectiveness

Geography (B Ed Hons ISP only - Wellington):

The purpose of this subject is to prepare students for research-based postgraduate studies in the field of geography education. The subject aims to provide geography educators an advanced foundation to effectively teach selected topics in school Geography as sub-discipline of Social Sciences, by applying newly acquired knowledge and skills pertaining to pedagogical and content knowledge. It builds on the knowledge and skills acquired in Geography and Curriculum Studies in Geography in undergraduate education qualifications towards an advanced level of understanding of relevant perspectives, theory and practice within mathematics education. In addition, this subject aims to enable the student to become an increasingly reflective practitioner, of his/her own and peers’ practice.

- **Didactics – Geography**
  - Geography and CAPS
  - Research and development projects
  - Environmental Education
  - Development and evaluation of curricula
  - Educational leadership and management in the field
  - Specific education issues

- **Geographical Thought**
  - The framework for geographic thinking
  - Ancient, Renaissance and Modern Geography
  - Contemporary Geography and the positivist paradigm
  - The future of Geography

- **Issues and content**
  - The social environment and human resources
  - Sustainable development and urbanization in South Africa
  - Urban and rural communities and sustainable development
  - The natural environment and natural resources
  - Atmospheric phenomena, change and environmental problems in South Africa
Future challenges: Growth, development and sustainable development
- Geographic Information Systems

**Human Movement Science (B Ed Hons ISP only – Wellington)**

**Prerequisite: Human Movement Science passed on fourth year level in B Ed**

The purpose of this subject is to equip students to
- specialize in Human Movement Science, theoretical and practical knowledge and application thereof, including but not limited to didactics, sports coaching, sports psychology, applied physiology, kinesiology, history of sport and physical education, organising of sports, and theoretical and practical recreational activities.
- provide them with fundamental background knowledge and practical application in motoric principles
- provide them with fundamental background knowledge and practical application to teach learners with physical disabilities.

**Inclusive Education (B Ed Hons FP and ISP only – Mowbray and Wellington):**

This subject provides the student with opportunities to explore issues in the education of children experiencing barriers to learning from different perspectives:
- The development of the child;
- Practical approaches the teacher can use in the classroom; and
- The micro political climate that helps or hinders the inclusion process.

Cross-linkages are made throughout the course to emphasize how these perspectives cannot be viewed in isolation. Additionally, the student will learn how to cater for the needs of learners experiencing barriers and how they can improve their general teaching skills and practices.

The outcomes of this subject are:
- To gain an increased understanding of learners experiencing barriers to learning and how barriers to learning can be understood from a developmental perspective;
- To gain knowledge of various barriers to learning;
- To understand historical and local trends in the education of learners experiencing barriers;
- To explore assessment issues and how they affect learners experiencing barriers to learning;
- To learn how to adapt the classroom environment, learning materials and teaching strategies in order to teach learners experiencing barriers to learning more effectively; and
- To explore socio-political aspects of inclusive education, within the school and the community.

**Mathematics (B Ed Hons ISP and FET only – B Ed Hons FP only if Mathematics was taken on fourth year level in B Ed – Mowbray and Wellington):**

The purpose of this subject is to provide mathematics educators an advanced foundation to effectively teach selected topics in school Mathematics, by applying newly acquired knowledge and skills pertaining to pedagogical and content knowledge. It builds on the knowledge and skills acquired in Mathematics and Mathematics Curriculum Studies in undergraduate education qualifications towards an advanced level of understanding of relevant perspectives, theory and practice within mathematics education. In addition, this subject aims to enable the student to become an increasingly reflective practitioner, of his/her own and peers’ practice.

Mathematics (for ISP) consists of the following modules:
- Fundamentals of teaching and learning mathematics, including problem-based learning in mathematics and Realistic Mathematics Education (RME)
- Fundamentals of Geometry teaching and learning
- Geometry (GET)
• Measurement
• Early Algebra
• Whole numbers
• Rational numbers
• Language in mathematics education

Mathematics (for FET) consists of the following modules:
• Fundamentals of teaching and learning of mathematics, including problem-based learning in mathematics and Realistic Mathematics Education (RME)
• Fundamentals of Geometry teaching and learning
• Geometry (FET)
• Early algebra
• Elementary Algebra
• Calculus teaching and learning
• Analytical geometry (conic sections)
• Matrix algebra
• Language in mathematics education

Teaching Studies Foundation Phase (Literacy and Mathematics) (B Ed Hons FP only – Mowbray and Wellington):

• The purpose of this subject is to provide Foundation Phase educators with a thorough understanding of a variety of aspects informing the teaching and learning of Literacy and Numeracy (Mathematics) in the Foundation Phase. These aspects include underlying theories and learning trajectories.
• The literacy component aims to provide literacy educators with a thorough foundation to effectively understand literacy pedagogy and curriculum.
• In school education, numeracy is a fundamental component of learning, discourse and skills from across the curriculum. The numeracy (mathematics) component emphasises the theories which underpin the teaching and learning of numeracy in the Foundation Phase. Particular emphasis is placed on pedagogical knowledge, critical thinking skills and a grounded appreciation of mathematics as a discipline.

B Ed Honours Educational Management:

Subjects offered in 2017:

Research Methods

The purpose of this subject is to build a foundation in research interpretation and design by engaging students in the logic of research. Building upon a literature review, students initiate research projects centered around their own questions, develop a research design by selecting an approach for conducting further inquiry, collect, analyze and interpret empirical data.

The subject is designed to enable students to:
• Develop and present a research proposal (in the field of education management)
• Understand the paradigms within which educational research is situated
• Understand the research process and can apply it to develop a research project
• Understand the difference between ordinary knowledge and scientific knowledge
• Critically engage with educational research literature, particularly in their field of education management
• Understand educational research methodology and the range of research methods utilized, and can implement them
• Design and implement suitable data collection instruments, can analyze (qualitative and quantitative) data collected by collection instruments, can interpret and discuss results
• Understand the principles and obligations of ethics in research, and are able to adhere to these

Theory of Education 5

The focus of this subject is on studying the theory of education in relation to how it informs practice. The theory is used as a framework or advance organizer to which different topics are linked.

By the end of the course, students should be able to:
• Demonstrate a broad understanding and be able to distinguish or describe the concepts of education, assumptions and theories and to analyse the education phenomena;
• Understand the impact of educational theory on education;
• Perceive the link between theory and practice, in other words, how theory informs practice;
• Critically analyse the different educational theories and be develop an own philosophy of education;
• Develop strategies for own education which can lead to effective learning
• Determine which educational theories would be relevant to the South African educational context and which would not;
• Ascertain what and who the child is and to maximize his potential in different situations;
• Reflect about the methods and processes in which the learners are being educated

Law of Education 1

In terms of the Employment of Educators Act, No. 76 of 1998, it is considered misconduct if educators do not abide by education laws, rules and regulations. For this reason, educators must have a thorough working knowledge of Law of Education so they will be empowered to protect the rights and interests of all people at school, make informed decisions, promote safety, enhance teaching and learning and prevent neglect and misconduct.

The modules offered in this subject are:
- The Law and Education – Rule of Law and legal requirements for educators
- The Constitution and the Bill of Rights – Fundamental Human Rights pertaining to Education
- Education Legislation – The South African Schools Act, Employment of Educators Act, and Labour Relations Act including Policies, Guidelines and Regulations
- Common Law Principles – Safety, Discipline, Misconduct and Punishment
- Case Law – Understanding court cases and interpreting rulings

Subjects offered in 2018:

Personnel Management in Education 3

The Constitution, education legislation, policies, guidelines and regulations set the legal parameters within which education managers are required to lead and manage schools. Education managers are expected to create school environments in which high quality teaching and learning can occur. To achieve this, they appoint suitable personnel who have the appropriate qualifications, experience and character to teach. They plan and implement professional development programmes and motivate personnel to improve performativity. They manage personnel conflict and stress effectively to establish a strong sense of collegiality between personnel, all of which play a pivotal role in making schools centres of excellence.

The modules offered in this subject are:
- Emergence of Personnel Management
- Personnel Provision
- Interviews
- Staff Induction
- Staff Appraisal
- **Professional Development**
- **Staff Meetings**
- **Leadership**
- **Building Teams**
- **Motivating Staff**
- **Conflict Management**
- **Burnout and Stress**

**Management of Education Institutions 4:**

- **General Education Management (Module 1)**
  
The purpose of this subject is to enable working professionals to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in the field of Education Management. To achieve this, the subject demands a high level of theoretical engagement and intellectual independence, as well as the ability to relate knowledge to a range of contexts that will enable successful students to function as well skilled managers in the field of education.

**Key outcomes:**

- Demonstrate detailed and integrated knowledge of the central field of Education Management, including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of this field to unfamiliar but relevant contexts.
- Demonstrate deep, well-rounded and critical subject knowledge that will facilitate intellectual transfer.
- Demonstrate critical subject knowledge, thus the general knowledge of Education Management.
- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organize and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information relating to Education Management.
- Communicate effectively using visual, symbolic, and/or language skills in various modes.

- **Financial Management (Module 2)**
  
The following topics are covered in this module:
  - a policy perspective on the funding of education
  - legal framework for funding of education in south africa public schools
  - financial management in context
  - budgeting process
  - managing the budget
  - financial accounting and reporting
  - entrepreneurship
  - project management
  - the economics and education
  - involving the community

- **Classroom Management (Module 3)**
  
The Purpose of the subject is to engage students (practicing teachers) in the academic discourses about classroom practices that relate to good classroom management. The main principles of management are taken as basis. These will be expanded further to include influences of the environment, the school and society, factors related to the teacher's personal attributes and attitudes, interests and philosophy of teaching and being an initiator and facilitator of learning.

The role of the teacher in creating a classroom that is conducive to learning and inspirational for learners to become creative co-constructors of learning will be a major focus.

Classroom management is often equated with classroom discipline. Students' perceptions of what
is understood by 'discipline' will be scrutinized and put to the test. The intention is to reflect on personal experiences and becoming more critical about our own experiences and how such experiences influence our thinking and being, and how it might impact on teaching and learning in a modern classroom.

Creating and maintaining a classroom culture that is conducive to learning and effective in creating a safe environment for learning, is paramount. Ways of dealing with this issue will be explored.

- Information Management (Module 4)
The purpose of Information Management in Education is to acquaint students with concepts involved in information management and to provide a framework for practical exposure to information technology. Armed with the concepts and exposure students will be able to design and implement a management information system.
Key outcomes are:
  o Conceptualising the nature of management in an educational environment, and the place of information
  o Using computers in the information management process
  o Developing information systems
  o Managing information systems
  o Controlling information systems

10. Staff and contact details

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