



# EDUCATION

# TEACHER

## TEACHERS

Teachers are key contributors to the transformation of education in South Africa – they are responsible for the transfer of knowledge and skills to the learner in order to help him develop into a happy and productive citizen of the country. Teachers fulfil various roles that include being facilitators of learning, designers of learning opportunities (lessons), leaders, administrators and managers, researchers, assessors and subject specialists. Teachers are also called upon to fulfil to look after the general well being of learners by taking on a pastoral role within the school community. A teacher's role therefore goes beyond the mere transfer of ready knowledge, but also entails the development of the learner's character and sense of responsibility.

Teaching, being one of the most demanding and responsible professions, sets very high standards which are a challenge to every prospective teacher.

### WHAT AM I GOING TO DO IN THIS OCCUPATION?

The specific nature of a teacher's work will depend on the age of the children he teaches and the nature of the training he received. The prospective teacher can consider foundation phase education (Grades R to 3), intermediate phase education (Grades 4 to 6), senior phase education (Grades 7 to 9) or FET (Further Education and Training) (Grades 10 to 12).

The high school curriculum at academically orientated schools generally includes basic subjects from the natural sciences, human sciences and languages. High schools can also provide specialisation in certain subject fields including technical, commercial, agricultural or art subjects.

Besides the formal education given in the classroom, the teacher is also expected to plan and organise extra curricular activities such as sporting events, cultural activities, tours, weekend camps and outings to places of interest. Through involvement with the learner on this level the teacher gets to know the learner better and values such as a sense of responsibility, the value of commitment, punctuality, respect, friendship and trust are nurtured.

Teachers are required to do administrative work which includes setting examination papers, marking answer sheets, marking homework, the completion of registers and writing of reports.

The teacher working in the field of special education works with learners with speech and hearing disabilities, learning disabilities, blindness, deafness, hardness of hearing, weak-sightedness, epilepsy and mental and physical handicaps. These learners require specialised attention and are taught through specially developed apparatus and techniques. The teacher works as part of a multi-professional team consisting of physiotherapists, occupational therapists, occupational counsellors, psychologists and medical personnel.

### WHAT PERSONAL QUALITIES DO I NEED?

A teacher needs to understand children and enjoy working with them. Children can quickly sense when someone is not really interested in them and such a teacher will surely fail. Good communication skills, fairness, maturity, a sincere caring attitude, tactfulness, a strong sense of responsibility, discipline and tolerance are important qualities a teacher should possess.

### STUDY OPPORTUNITES AND SPECIALISATION

Only the public South African universities (and a few accredited private universities) are allowed to offer qualifications to qualify to become a teacher. All prospective teachers must obtain either, a four-year degree, or a three-year degree plus a teaching certificate.

### FOUNDATION PHASE (Grades R to 3)

To qualify to teach primary school learners from reception year to grade 3 (ages 6 to 9) the prospective teacher must obtain either a specialised four-year teacher education degree, or first complete a degree (usually three years) in another discipline (language, psychology, sciences, etc) and then complete a post-graduate certificate in education specialising in the foundation phase. Foundation Phase students follow a set programme that focuses on acquiring competences to facilitate the acquisition literacy, numeracy and life skills.

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## INTERMEDIATE AND SENIOR PHASES (Grades 4 to 6)

The intermediate and senior phases cater for learners in middle childhood and early adolescence (ages 10 to 12 and 13 to 15). Prospective teachers for these phases must obtain either a specialised four-year teacher education degree, or first complete a degree (usually three years) in another discipline (language, psychology, sciences, etc) and then complete a post-graduate certificate in education specialising in the intermediate phase/senior phase. Students specialising in the Intermediate and/or Senior Phase do, however, have a choice of which learning areas to specialise in. The eight learning areas in these phases are: Languages, Social Sciences, Mathematics, Technology, Life Orientation, Arts and Culture, and Economic Management Sciences.

In these phases learners go from newly literate and dependent to taking responsibility for knowing what they want and where they want to go in life. This four-year degree course will equip the student to promote learning, manage the classroom, and aid the personal and social development of your learners, including special needs learners. The student teacher will learn and understand more about philosophy and the psychology of education, as well as the eight learning areas of the curriculum.

## FURTHER EDUCATION AND TRAINING (FET) (Grades 10 to 12)

To teach in the FET band a student needs to obtain a specialised four-year teacher education degree or an appropriate three-year degree followed by a post-graduate certificate in education specialising in at least two subjects taught in the FET. The subjects taught include, amongst others, Mathematics, Mathematical Literacy, Physical Science, Life Sciences (Biology); Life Orientation, Business Studies, Economics, Accounting, Languages, History, Geography, Computer-assisted technology and Hospitality Studies.

## ADMISSION REQUIREMENTS

Prospective students will need at least a **National Senior Certificate (NSC)** or an equivalent school-leaving certificate and must ensure that four of their seven subjects are from the designated list<sup>1</sup> for admission to a degree programme. Apart from this, there are also specific subject requirements for some programmes. Prospective students who **matriculated prior to 2008** must contact the Admissions Officer at the university where they intend to register to determine their admission requirements.

Admission to an undergraduate teacher education programme will be further determined by an applicant's Admission Point Score (APS)<sup>2</sup>. The APS system is used for allocating point values to the seven NSC subjects (see Table A). Applicants who do not meet the general requirements for the APS and/or the specific requirements for admission to a module or programme may be given the opportunity to be assessed on the Access Assessment Battery (AAB). All applicants who do not meet the requirements for direct admission to the programme of their choice, but who have an APS of 22 and higher, will be referred for access testing.

Universities usually have limits on the number of students that can be admitted to each programme. Meeting the minimum admission requirements does NOT guarantee acceptance and applicants may be required to undergo further testing and/or be interviewed. If a programme is full, an applicant may be denied admission, despite having met the minimum requirements.

To be admitted to the 4-year Bachelor of Education Degree the prospective student teacher must pass NSC with an achievement rating of 4 (50-59%) or better in four subjects from the designated list, together with any other university requirements.

Designated list of NSC: ....

<sup>1</sup> All the universities use the APS system for admission, but the upper and lower level of the points may differ.

<sup>2</sup> You are advised to check with the university you are considering registering with

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## How to calculate your Admission Point Score (APS)

Table A:

NSC	NSC%	APS	APS %
		8	90-100%
7	80-100%	7	80-89%
6	70-79%	6	70-79%
5	60-69%	5	60-69%
4	50-59%	4	50-59%
3	40-49%	3	40-49%
2	30-39%	2	30-39%
1	0-29%	0	0-29%

The APS system allocates point values to the levels of achievement obtained for your matric subjects.

Write down your seven NSC subjects and the levels obtained. If you have 8 or more subjects, use Life Orientation + the best six subjects (the six subjects which have the highest level).

Allocate points according to the table above.

Add up the number of points you have to calculate your APS

### FUNDING: BURSARIES AND LOANS

Contact the university where you intend to register for information on the class fees and other costs (hostel accommodation etc) and other bursaries and loans.

#### National State Bursary System (Funza Lushaka)

This is a full-cost bursary for B Ed and PGCE students, however, conditions apply as this bursary scheme has designated priority areas within education. In return for receiving the bursary, recipients must work in a public school for the same amount of years that they received the bursary. Contact the university's Financial Aid Office for more information - or visit the following website: [www.funzalushaka.doe.gov.za](http://www.funzalushaka.doe.gov.za)

#### Bursaries via the Provincial Department of Education

These bursaries are available only in some of the provinces - enquire at your local Department of Education office. Prospective candidates must apply directly to the department official at your local governmental Department of Education district office.

#### Merit bursaries (based on matric results - depending on symbols obtained)

Enquire at the university's **Financial Aid Office**

#### National Student Funding Scheme (NSFAS)

Provides loans for financially disadvantaged students. Enquire at the university's **Financial Aid Office**

### IN-SERVICE TRAINING

Practicing teachers can further their qualifications by either doing an Advanced Certificate in Education (that will allow the teacher to broaden his/her areas of specialisation), or continue with post-graduate studies.

### ADVANCED CERTIFICATES IN EDUCATION (ACE)

South African universities offer a wide range of ACE programmes in, amongst others, the following areas:

- Early Childhood
- Inclusive/Special Needs
- HIV/AIDS Education
- Foundation Phase studies
- FET subject specialisation
- School Leadership

### POSTGRADUATE

- Hons BEd (in various fields of specialisation)
- MEd (Research or structured with fields of specialisation)

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- DEd / PhD Degrees
- Postgraduate Certificate/Diploma in Tertiary Education

## CAREER OPPORTUNITIES

A teacher can work at any school (private or public) and in a range of other settings including; in museums and tourism (e.g. a museum educator or an educational tours officer), in the corporate world (e.g. as a skills development officer), in the community (e.g. an early childhood educator, an adult literacy educator, a community environment educator or HIV/AIDS educator).

The conscientious teacher that works hard and studies further, can be promoted to positions such as subject head, head of department, deputy-principal, principal or a subject advisor or an educational planner at the Department of Education.

A teacher can work for herself if she has the necessary resources to establish a private school or play school. To earn an extra income, a teacher can give extra or part-time classes, for example in Mathematics or Adult-education, or provide remedial education.

## LECTURER

The lecturer facilitates learning and provides tuition and guidance to students on a tertiary level of education, in a specialised field. A wide range of subjects are taught at universities, universities of technology and colleges.. The responsibilities of lecturers differ from one tertiary institution to another. Usually, the lecturer is responsible for the preparation and presentation of lectures. The lecturer has to prepare and mark the examination papers. Depending on his/her field of study, the lecturer may be required to guide senior students in their independent research. In order to be well informed, a lecturer should continuously try to maintain a practice of studying and reading publications, papers and articles relating to his field of study.

Conducting research is a very important aspect of most lecturers' work and it is usually expected of them to publish their own research findings in addition to acting as research counsellors to their students. Depending on his field of study and the institution where he is employed, he may be working with a large group of students, or may even be giving individual training to a single student. Being a lecturer often enables a person to undertake study tours or attend symposia and conferences. Excellent opportunities to come into contact with other experts in his field of specialisation are thus available.

## REQUIREMENTS

A good intellect and an interest in a specific field of study, as well as a scientific orientation is required. As a lecturer mostly works with the youth, it is essential that he is patient and tactful and he should be able to present his subject-matter in an interesting and fascinating manner. The degree of freedom he experiences with regard to academic aspects as well as office hours, requires a sense of responsibility.

## ADMISSION REQUIREMENTS

A National Senior Certificate or equivalent is required to be admitted to undergraduate studies. As a rule, the prospective lecturer should be prepared for long and rigorous postgraduate studies in his chosen field of study. These requirements will depend on the field of study, as well as on the future employer.

## TRAINING

Postgraduate or advanced tertiary qualifications are required for lecturing. An honours degree is rarely sufficient. Usually a master's or doctor's degree is required. Experience in teaching may be a requirement as well. A lecturer is expected to constantly improve his qualifications, in order to acquaint himself with developments in his field of study.

## CAREER OPPORTUNITIES

Career opportunities and prospects are usually bright, depending on the field of study and specialisation. The level at which a person is appointed varies from lecturer to full professor, depending on qualifications and experience.

A qualified lecturer, with the necessary experience in his field, can also give private classes, do consultancy work, develop teaching material and write textbooks