



Centre for  
Creative  
Education

# BACHELOR OF EDUCATION FOUNDATION PHASE



## Course Information

# GENERAL INFORMATION

## Contact People

Enquiries and applications for the Bachelor of Education – Foundation programme can be made through the following email [admissions@centreforcreativeeducation.org.za](mailto:admissions@centreforcreativeeducation.org.za) or you can phone and ask to speak to Genevieve Langenhoven.

Course leaders for the various year groups are Peter van Alphen, Joanne Peers, Anette Bestwick and Bernard Hurner. Willem van der Velden is the Department Head.

Regular Open Days offer the opportunity to meet course leaders, students and some of the many lecturers involved in the delivery of the programme.

## Accreditation and Registration

The degree *Bachelor of Education (Foundation Phase Teaching)* is the nationally recognised qualification for educators in schooling and is accepted for employment in any South African school. The degree is recognised by the South African Council for Educators (SACE).

The Centre for Creative Education has offered qualifications in Higher Education (including B.Ed.) for many years, as a fully accredited provider, registered by the Department of Higher Education and Training (DHET). Due to a change in legislation we have needed to change our programme, which used to include the Intermediate Phase, now to be specific for the Foundation Phase.

Our revised programme has been accredited by the CHE/HEQC and registered by the Department of Higher Education and Training (cert. 2000/HE08/003). Application and registration details are on page 11.

## Structure of the course

The programme is modular, and students have to complete all modules successfully in order to obtain final qualifications. Assessment criteria include 90% attendance, completion of all assignments and reaching minimum pass marks (50% unless specified otherwise).

## Full-time studies over four years

The full-time programme for the qualification *Bachelor of Education* takes 4 years. A daily programme of lectures, experiential sessions, teaching practice, takes place over 9 weeks per term. Due to the amount of contact tuition,

students need to reside in or around Cape Town for the duration of their studies.

Although in past years a part-time version of the programme existed, this mode of studying has been discontinued due to insufficient student numbers. For viable groups of students part-time components of the programme can be reconsidered.

### **Teaching practice**

As an integral part of the training, students are expected to do several blocks of teaching practice in a variety of schools, as follows:

- Observing and small contributions (2/3 single weeks)
- Teaching parts of lessons (2x 3 weeks)
- Planning and teaching single lessons (3 weeks)
- Teaching over a length of time (2x 3 weeks)
- Teaching at professional level (2x 4 weeks each)

Students practise teaching both in Waldorf schools and in schools using the National Curriculum (CAPS).

### **Assessments**

A broad variety of assessment strategies are used throughout the programme, including examinations, assignments, presentations and school-based performance.

Progress through the programme is also subject to passing standardised tests in English and mathematics.

Students have access to an on-line data management system, for their detailed assessment results, marks, timetables, messages and various resources.



# PERSONAL & ARTISTIC DEVELOPMENT

## Aims

As it is widely recognised that a person's personality, motivation and creativity are the most vital elements of being a good teacher, much emphasis in our Bachelor of Education – Foundation Phase programme is put on the personal and artistic development of the student. Throughout the course, but with an emphasis on the first year, a variety of artistic and developmental modules are offered, in which the student can:

- Balance and harmonise the inner person
- Stimulate and enliven imaginative and creative thinking
- Engage with philosophical ideas and discussions
- Deepen respect for the human being as well as motivation for the teaching profession
- Discover the artist in oneself
- Develop practical skills through craft work
- Learn to live with questions
- Cultivate an attitude of life-long learning

## Modules addressing these aims

- Painting & Drawing
- Clay Modelling
- Handskills
- Form-Drawing
- Speech and Drama
- Storytelling
- Music
- Eurythmy
- Educational Philosophy
- Goetheanistic Observation
- Biography
- Celebrating Festivals



# EDUCATIONAL BACKGROUND

## Aims

A thorough understanding of the human being and his/her development through the ages forms a vital basis for understanding how a child grows up into adulthood. The Bachelor of Education – Foundation Phase programme includes a wide variety of modules building this understanding in the prospective teacher. Through these modules the student will be able to:

- Differentiate various levels of the human being, e.g. physical, soul and spiritual levels; thought, emotion and action
- Understand how the development of the child reflects the developmental history of the human being
- Have an overview of the needs of children at various stages of their development
- Develop a resource file of myths, fairy tales and stories appropriate for teaching different age levels
- Develop clarity in observation and thinking
- Relate consciously to basic educational principles and theories

## Modules addressing these aims:

- The Three-fold Human Being
- The Four Levels of Existence
- Human Temperaments
- Child Development (early & middle childhood / adolescence)
- The Senses
- Educational Philosophy and Psychology
- Theories of Education
- An introduction to Waldorf Education
- Teaching practical (observation)

**Our highest endeavour must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.**

*Rudolf Steiner*

# CURRICULUM

## Aims

A good Foundation Phase teacher is a generalist, who is able to address the needs of young children moving from informal to formal education.

In the Bachelor of Education - Foundation Phase programme the whole spectrum of the Foundation Phase curriculum is studied, with attention to the content and characteristics of all



learning areas that need to be covered. Subjects contribute to the child's development in different ways, and therefore require different approaches in how the teaching and learning takes place. In several learning areas (e.g. Language and Maths) a teacher needs to facilitate a carefully prepared path of learning, which guides children step-by-step towards mastering more and more complex situations. Most of these studies start in the second year of the course.

## Modules addressing these aims

- Language – communication and the written word (reading & writing / grammar / creative writing / poetry)
- Additional Languages – teaching a second or third language, communicating in various languages
- Mathematics – learning to understand rather than learning tricks (from early numeracy to mathematical skills)
- Natural and Social Sciences – understanding and appreciating our world (historical, geographical, natural and physical aspects)
- Technology/Economics/Life-skills/Arts/Culture
- Specific aspects of the Waldorf Curriculum
- Specific aspects of the National Curriculum (CAPS)
- Curriculum Development

# TEACHING METHODOLOGY

## Aims

Parallel to studying curriculum matters and mastering subject content, the students learn and practice a variety of effective methods for teaching and learning. Based on the understanding that pupils learn best when they are motivated and actively involved, teachers need to have a range of creative tools for inspiring children for the lesson content and for facilitating active learning for classes, for group work and for individual development. The students learn to:

- Plan and deliver effective and interesting lessons
- Consider and use various tools for assessment
- Record and report learner progression accurately
- Evaluate one's own functioning and decide on improvements
- Develop and present creative teaching resources
- Handle classes and find positive approaches to discipline



## Modules addressing these aims

- Introduction to Learning Skills
- Child observation
- Record keeping and reporting
- Report verses
- Presentations / micro-teaching
- Blackboard techniques
- Computer as a Tool for the Teacher
- Outcomes-based Activities
- Professionalism in the Teacher
- Teaching Practice (from assisting to teaching series of lessons)

# TEACHER PROFICIENCY

## Aims

Towards the end of the Bachelor of Education – Foundation Phase programme, the students' levels of understanding, skills and attitudes culminate in studies and practical teaching in classrooms at a professional level. Through these activities, the student will:

- Understand the progression of ongoing learning processes
- Have advanced diagnostic and reporting skills
- Know of learning barriers and ways of addressing these
- Be able to deal with conflict at class and school level
- Understand legal and ethical aspects of the teacher's profession
- Be introduced to academic literature and research
- Conduct an individual case study

## Modules addressing these aims

- Advanced Assessment and Record Keeping
- Learning Barriers
- Remediation through Activities and Movement
- Creative Listening and Conflict Resolution
- The Teacher in the Community
- Research methodology
- Teaching Practice (proficiency level)
- Individual case study
- Life-long learning and personal health

**As the child imitates adults in every respect we need to develop teachers who are living examples of creative, clear-thinking people, imbued with social sensitivity and the ability to express feelings, as well as having a moral responsibility towards the world.**



## THE WALDORF ELEMENT OF THE COURSE

Waldorf Education is an international movement for educational renewal, initiated by Rudolf Steiner in the year 1919, when the first Waldorf School was started. Since then, the Waldorf movement has grown to over 1500 schools worldwide, and South Africa counts around 20 schools and new initiatives at present.

The background of Waldorf Education is a thorough study of the Human Being, including his Spiritual background, his Soul life, and his physical appearance. On this basis a holistic approach for education has been developed, in which learners, through personal contact with their teacher, experience education as a valuable, developmental experience. The role of social development in Waldorf Education is prominent, as well as an emphasis on artistic and creative skills.

Waldorf methodology has over the years built up extensive experience with artistic and activity-based ways of learning, which are effective for all children in all schools. The Waldorf approach has been accepted and registered by provincial Departments of Education, and by ETQAs like Umalusi and CHE/HEQC, at primary, secondary and tertiary level.

Applicants for the Bachelor of Education-Foundation Phase at the Centre for Creative Education are requested to do some reading about the Waldorf background (see e.g. [www.waldorf.org.za](http://www.waldorf.org.za)) prior to joining the course, in order to make an informed choice and to enter the programme with an open mind. However, students are not required to become “believers” of any of the ideas and philosophies discussed. A variety of educational theories are discussed as perspectives for understanding and educating children.

The Centre’s programme ***Bachelor of Education (Foundation Phase Teaching)*** prepares students for teaching in either Waldorf or non-Waldorf settings. The methodology is applicable to all teaching situations, and differences between various curricula are studied as an integral part of the programme. A part-time programme is being developed to add the Intermediate Phase to the Foundation Phase qualification.

## COURSE TIMES

The **full-time programme** takes place on a daily basis, from 08h30 – 14h30 (13h00 on Fridays). Lessons take place over an average of 9 weeks each term.

The daily timetable has the following format:

08h30 – 10h30 daily main lesson (2-3 weeks per theme)

11h00 – 14h30 artistic and practising sessions

During practice teaching students need to make themselves available for the extended hours. Occasionally, there are also activities such as festivals and drama productions which will require additional time.

At home, students will need to allow for sufficient time to do preparations, self-study and assignments.



***Please note: All information in this brochure is subject to change.***

# APPLICATIONS

## Entry Requirements

All prospective applicants are interviewed, to establish the suitability of the applicant, for instance in connection with attitudes and values, motivation for the teaching profession and previous qualifications.

As this is a Higher Education qualification, on the same level as universities, the applicant's ability to cope with the level of the course needs to be established, evidence of which can be found in a matriculation certificate with exemption or a sufficient aggregate in relevant subjects. English and Maths entry tests may be part of the selection process.

Prior learning can be recognised (RPL), and a specific leaflet is available for more information.

## Course Fees and further Expenses

At the time of applying form a non-refundable application fee of R 500 is payable. Applications must be made by the 30 July or by 30 November. It is advised to apply early to ensure a placement in the programme as we take a limited no. of students.

After acceptance into the programme, a non-refundable acceptance fee of R 3000 is payable to ensure your place, due 30 October 2021.

The annual fees are subject to annual increases and for the 2022 first-year intake the fees are:

Payment option 1:	1 x R 70 300, payable by 31 January
Payment option 2:	2 x R 36 750, payable by 31 Jan and 30 June
Payment option 3:	10 x R 7 820, monthly from 7th Jan - 7 Nov

Prior to the start of Term 1 all students are expected to Register officially into the programme at CCE. At this stage the contractual agreement will be signed and a fee of 10% of the Payment option becomes due. This will taken as the first payment.

## Possible further expenses (R 3,000 – R 4,000)

- Purchasing books, resource materials and course notes
- Photocopies and prints
- Descant recorder (music) / Soft shoes or gyms slippers (Eurythmy)
- Travel expenses for practice teaching, excursions, camps, etc.



**Also offered by the Centre for Creative Education:**

- **Bachelor of Arts (in Dance) in the field of Eurythmy**

A comprehensive, practical, experiential movement-based study, working with speech and music. Eurythmy is an educational, artistic and therapeutic tool which also forms part of the training received by the ECD and primary school teachers. The Kairos Eurythmy programme is a four-year full-time course.

- **Certificates in Early Childhood Development (levels 4 and 5)**

The focus of the training is about developing a deep respect for the child, for the environment and for all life. Students develop the skills and knowledge of how to facilitate learning through play as well as establishing the academic and social skills that form the foundation for primary school education. Each certificate programme is currently offered as a two-year part-time course.

For more information, please contact the  
McGregor House, 4 Victoria Road, Plumstead  
PO Box 280, Plumstead 7801  
phone (office hours): 021 – 797 6802  
e-mail: [admissions@centreforcreativeeducation.org.za](mailto:admissions@centreforcreativeeducation.org.za)  
web: [www.centreforcreativeeducation.org.za](http://www.centreforcreativeeducation.org.za)

***September 2020***

Registered with the Department of Higher Education and Training  
for the qualifications as shown on certificate number 2000/HE08/003