

**BACHELOR OF EDUCATION HONOURS
(PRE AND JUNIOR PRIMARY)
(NQF LEVEL: 8)**

Rationale and the purpose of the Qualification

The Namibia's Occupational Demand and Supply Outlook Model (NODSOM) of 2012 and other several reports issued by the Ministry of Education highlights the shortage of professionally qualified teachers at all levels of the education system in Namibia. There is a high demand for appropriately qualified teachers especially for early childhood education which brought about the design and development of the Bachelor of Education (Pre and Junior Primary) Honours.

This qualification is designed to train early childhood education classroom teachers in thematic approach to teaching and learning, ability to locate learning within the child's context (environment) and help children understand why they are doing what they are doing. Furthermore, this qualification aims to equip early childhood education teachers with an in-depth understanding of the subject matter (classroom activities), sound professional teaching skills including multi-grade teaching skills (application), and ability to adapt to the ever-changing early childhood educational needs in Namibia (contextualisation).

The Bachelor of Education (Pre and Junior Primary) Honours qualification is designed to produce early childhood education teachers with an in-depth understanding of the early childhood education classroom activities, sound professional skills and ability to adapt to the ever-changing early childhood educational needs in Namibia. Its focus is on quality early childhood teaching and learning as well as management of early childhood classroom environment. Hence, the qualification content has been research-based and infusing best practices in early childhood education and strategies for classroom teaching and learning. For this qualification combines early childhood education theoretical components with practical application and the basis for this approach are the principles and insights of leading pedagogues such as Rudolph Joseph Steiner, Emmi Pikler, Thomas Gordon, Lori Malaguzzi and Maria Montessori.

Furthermore, this qualification also provides future early childhood educators with a foundation in classroom, department and school management, curriculum development, and methods of early childhood teaching and learning, including multi-grade teaching skills, as well as skills for working with children age five (5) through nine (9) years, Grade 0 through Grade 3. Furthermore, an emphasis is placed on the integration of appropriate technology in the school curriculum at this level.

The three year course leading to the qualification Bachelor of Education (Pre and Junior Primary) Honours aims at equipping students with necessary competencies in early childhood classroom teaching and learning and school managerial skills which are presently largely lacking in early childhood education across Namibia. This qualification will not only meet but also implement all the requirements for training quality early childhood educators as articulated by the Ministry of Basic Education in its ministerial policy documents.

It can, therefore be deduced that through the design of this qualification, the IUM intends to make available quality pre and junior primary education that will promote learner-centred and inclusive education and meaningful access to early childhood education. The effort made here is to improve the

quality of classroom teaching and learning and management, increase availability and access to quality education at early childhood education level as well as reduce the vulnerability of children to failure and dropout at later stages of education. Therefore, students completing this qualification will be well versed in teaching strategies that are not only varied but flexible as well within the well-structured sequences of fun lessons with stories, song and movement. These students upon graduation will be prepared for pre and junior primary school class teaching and learning as well as administration.

Qualification Duration

The study period for the qualification is:

- Fulltime/Part-time mode block release - Minimum: 4 Years; Maximum: 6 Years.

The qualification comprises of two (2) semesters, per academic year. Semester 1 runs from January to June. Semester 2 runs from July to December.

Outcomes for the whole qualification

Holders of this qualification are able to:

- demonstrate ability to teach school subjects;
- demonstrate understanding of the concepts, theories, principles and facts related to the pre and junior primary school curriculum subjects;
- demonstrate expertise in teaching methodologies and strategies that are consistent with the theme teaching approach, and in the facilitating integration of learning;
- demonstrate knowledge and understanding of children's early childhood development process in cognitive, emotional, social, aesthetic, spiritual and ethical, and physical domains;
- demonstrate understanding of learner-centred education and theories on literacy and literacy development;
- demonstrate expertise in implementing strategies developed to cope with code-switching and developing in learners the ability to think in the target language;
- demonstrate competency in curriculum design, development, implementation and analysis;
- demonstrate competency in developing a scheme of work that accommodates the challenges around first and second language issues;
- demonstrate competence in the well-structured sequences of fun lessons with stories, song and movement;
- create and maintain a learning environment that is conducive to effective early childhood learning;
- facilitate learning in such a way that different needs of learners, including the exceptionally talented children and those with learning disabilities and challenges, as well as emotional and behavioural problems, are taken into account within the framework of inclusive education;
- use information and communication technologies to enhance teaching and learning;
- demonstrate ability to locate learning within the children's context (environment) and help children understand why they are doing what they are doing; and
- Demonstrate ability to carry out both formal assessment methods (quizzes, short tests, oral tests and worksheets) and informal assessment methods (observation of each learner's progress in learning and practice situations).

ARTICULATION

Vertically, the Bachelor of Education (Pre and Junior Primary) Honours grants admission to Master of Education. Interfaculty students can apply for approval with the Deans of other Faculties for assessment to gain admission to any Masters programme. Horizontally, students may, where applicable, move into existing or new related undergraduate teachers qualifications.

This qualification is designed for teachers willing to take up teaching assignments in both the private and public schools. It is structured to stretch and challenge the teachers to fulfil their true potential and to become defining players in the education system. The basis for the argument is that a teacher must first be a student and these programmes target those individuals willing to become students and then be transformed into professional teachers. Furthermore, a key concern of the qualification is the importance of literacy and numeracy to personal fulfilment.

CREDIT TRANSFER

Credit is the value assigned for the recognition of equivalence in content acquired learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing. To be awarded these credits, IUM will need to assess the courses or combination of courses as equivalent to IUM courses

Generally, credit will be given if the courses were taken at an accredited institution of higher learning, the course was equivalent to courses offered at IUM, or compatible with Namibian Qualification Authority requirements.

Courses will be evaluated for its current relevance and may not transfer if the material is outdated more than 5 years since the course was attended and examination sat and passed and/or the course was not passed at the first examination sitting.

Credits earned at an unaccredited college may not transfer unless the credit earned is equivalent to courses offered in degree qualification.

Credits earned at IUM are also transferable to other institutions of higher learning.

Acceptance of credits earned at other institutions is limited to 50% of the total credits required for an IUM qualification. No more than half the major area course requirements can be earned through transfer and/or exemption credit.

The IUM reserves the right to reject any or all credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the IUM on this question shall be final.

The IUM reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below average

Major Combinations

This qualification has no option of specialisation, but all courses are core and compulsory to all students perusing their studies for a Bachelor of Education in Pre and Junior Primary Honours.

Assessment

Coursework/Continuous Assessment

Continuous Assessment (CA) attracts 40% of the final grade. This will come from the activities and evaluations undertaken by the student during study period.

Students must score at least 50% in each course /coursework to qualify to sit for the final examinations. This means a student whose continuous assessment mark is below 50%, fails the course.

Final Examinations

The final examination counts for 60% of the overall final mark. The final examination comes at the end of the course. Unless prescribed otherwise, the standard examinations will be of three hours duration. Examiners may, in addition to written examination, test any candidate orally.

Supplementary Examinations

A student who fails a course with an overall mark of 40-49% is eligible to sit for a supplementary examination.

A student who fails the project with a mark of less than 50% will be allowed one opportunity to re-submit the project three months after the publication of results. A student who fails a course with an overall mark of 39% and below will be required to repeat the same course until the course is passed. A student may not proceed from one level to the next higher level carrying more than 50% of the courses or credits.

Practical Teaching

All students should acquire field experience in the second, third and fourth year of study and submit a report. For the:

- second year - this field experience amounts to 2 weeks of class observation per year;
- third year - this period of teaching practice amounts to 4 weeks per year; and
- fourth year - this period of teaching practice amounts to 12 weeks per year.

Teaching Methods/Strategies

The delivery methods for this qualification comprise of the part time and distance learning modes. Contact hours for distance learning mode are face-to- face encounters on monthly basis and block periods during IUM academic breaks and other public holidays such as Easter break.

The following are the methods of delivery:

- Face-to-face
- Design Thinking (Case Method) o Self-learning
- Social Media
- Online Learning Tools

The degree will be offered through a face-to-face mode in collaboration with the other faculties within the university.

Qualification structure /Courses

Year 1

1. Educational Foundations I
2. English for Teachers
3. Teaching Reading with Learners' Literature I
4. Physical Education I (PJP)
5. Religious and Moral Education I
6. Integrated Technology in Education I
7. Assessment in Education
8. Guidance and Counselling
9. Arts Education I (PJP)
10. Life skills I (PJP)

Year course(s) (40 Credits)

1. Micro Teaching & Childcare First Aid
2. English Language I
3. Namibian Language I
4. Numeracy and Mathematics Education I

Year 2

Course Title

14. Educational Foundations II
15. Curriculum planning and Development I
16. Multi-Grade Teaching
17. Teaching Phonemic Awareness and Phonics
18. Research Methodology in Education
19. Physical Education II (PJP)
20. Religious and Moral Education II (PJP)
21. Critical Thinking
22. Teaching Reading with Learners' Literature II
23. Integrated Technology in Education II
24. Environmental Education I
25. Arts Education II (PJP)
26. Life skills II (PJP)

Year course(s)

Course Title

1. School Based Studies I
2. English Language II
3. Namibian Language II
4. Numeracy and Mathematics Education II

YEAR 3

Course Title

1. Educational Foundations III
2. Teaching Reading with Learners' Literature III
3. Early Schooling Environment
4. Curriculum planning and Development II
5. Research Methodology
6. Physical Education III (PJP)
7. Environmental Studies Education II
8. Inclusive Education
9. Arts Education III (PJP)

Year course(s) (45 Credits)

1. School Based Studies II
2. Namibian Language III
3. English Language Education III
4. Numeracy and Mathematics Education III

Year 4

1. Project Management
2. Educational Foundations IV
3. Education systems

Year Course

1. School Based Studies III
2. English Language IV
3. Namibian Language IV
4. Education Research Project

Namibian Languages Available

Afrikaans Khoekhoegowab, Oshindonga, Oshikwanyama, Otjiherero, Rukwangali, Rumanyo, Silozi Thimbukushu

Foreign Language Available

German and French