Table 1: Brief descriptions of the participating universities in the ITERP study

|  |  |
| --- | --- |
| A  | Formerly advantaged English-speaking university, located in urban context. Initial teacher education is offered in full-time contact mode. |
| B | University offering teacher education on multiple campus sites. Teacher education programme under review is located in a formerly advantaged Afrikaans-speaking campus. Initial teacher education is offered through partial distance learning and full-time contact modes. |
| C  | University offering initial teacher education to students through distance learning.  |
| D  | Formerly disadvantaged university located in a rural context. Initial teacher education is offered in full-time contact mode. |
| E | Technical university offering teacher education, on multiple campus sites. Initial teacher education is offered in full-time contact mode. |

Table 2: Summary of the years of study in which concepts are taught to B Ed students in compulsory courses in 5 participating institutions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Elements of all teaching interactions | Concepts | University A | University B | University C | University D | University E |
| Knowledge & curriculum | Selection & sequencing of knowledge | 1; 2 | 1 | - | 3 | 3 |
| Familiarity with current curriculum | - | 1 | - | 2 | 1 |
| Curriculum contestation and change | 2 | 1 | - | - | - |
| Learners | Human development theory & stages of how children learn | 1 | 2; 3 | 1; 2 | 2 | 1; 3 |
| Learner diversity & ‘barriers to learning’ | 3 | 1; 2; 3 | 4 | 1; 4 | 2; 4 |
| General Pedagogy | Pedagogy with respect to learner need | 3 | 3 | 3; 4 | 4 | 2; 4 |
| Lesson planning | 1 | 1 | 1 | 1 | 1 |
| Use and design of learning materials | - | 3 | - | 2 | 1 |
| Classroom management  | 1 | 2; 3 | 2 | - | 2 |
| Teaching and learning strategies  | - | 2; 3 | - | 2 | 4 |
| Assessment  | 4 | 2; 4 | - | 3 | 4 |
| Context | Environmental concerns | - | 3 | - | 4 | - |
| History of education in SA context | 2 | 1; 4 | - | - | 1; 3 |
| Role of schools in society | 1; 2 | 1 | 2 | 1 | 1 |
| Education and the law | 4 | 4 | 3 | 3; 4 | 3 |
| School and administrative routines | 4 | 1 | 1 | 3 | 4 |
| Schools as institutions; school management  | 4 | 4 | 4 | 3; 4 | 3 |
| Role of teacher unions | 4 | - | - | - | - |
| Teacher | Ethics in education  | 4 | 2 | 3 | - | - |
| Teacher identity | 1; 4 | 1 | 1 | - | 1 |
| Conception of teaching & professionalism | 1 | 1 | - | - | 3 |
| Knowledge bases  | 1 | - | - | - | 3 |

Table 3: Comparison of main concepts related to knowledge and curriculum studied in each year of study across five BEd programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| A | Selection and sequencing of subject matter knowledge in teaching | Curriculum changes over the historical changes of education in SA  | - | - |
| B | Curriculum change in SA & philosophical underpinnings of education in SA context; teacher as a dynamic agent of curriculum development | - | - | - |
| C | - | - | - | - |
| D | - | - | Curriculum theory and development | - |
| E | Knowledge selection and sequencing; working with curriculum documentation | - | Overt, covert & hidden curriculum; values in current curriculum | - |

Table 4: Comparison of main concepts related to learners studied in each year of study across five BEd programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| A | How children learn; stage theories of child development  | - | Emotional and social development of learners diversity social constructions of gender and race;  | - |
| B | Identifying and supporting barriers to learning in classroom contexts | Human development theory (child to late adolescent); Physical, neurological; Emotional, behavioural and social barriers to learning and intellectual barriers to learning | Variables that influence learner performance, such as prior knowledge; environment; motivation; cognitive reflection and behaviour | - |
| C | The learning child; relationships that support learning: learner; teacher; school; family; giftedness and learning  | Child development: physical, cognitive, affective, social; relationships  | - | Multicultural education |
| D | - | Human development and learning  | - | - |
| E | Human developmental domains Developmental & learning theories  | Extrinsic and medical barriers to learning  | Cognitive; Emotional; Social and moral development of children  | Diversity and human rights, race, class & sexual orientation |

Table 5: Comparison of main concepts related to pedagogy studied in each year of study across five BEd programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| A | Organising knowledge & organising learners: teacher’s work in making knowledge accessible to all learnersLesson analysis & planning | - | - | Principles of assessment |
| B | Lesson planning | Teaching and learning strategies | Principles for materials development | Principles of assessment |
| C | - | - | - | - |
| D | - | Educational mediaTeaching and learning strategies | Assessment in Education  | - |
| E | Media and chalkboard workLesson planning | Classroom managementDiscipline and learner behaviour | - | Principles of assessmentTeaching and learning strategies |

Table 6: Comparison of main concepts related to pedagogy with respect to learner diversity studied in each year of study across five BEd programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| A | Teacher’s role in working to make knowledge accessible to all learners | - | Difference & diversity; social justice & epistemological access to education; Inclusive pedagogies | - |
| B | Identification of barriers to learning and provision of support | Development of health promoting schools;Psycho-social dynamics of a classroom;Supportive classroom environments; | Accommodation of learners with specific barriers to learning in different classroom contexts; Implement the SIAS-process; collaboration with parents and other professionals to support learners  | - |
| C | - | - | - | Multicultural education; multicultural methodology and managing multicultural schools and classrooms |
| D | - | - | - | Inclusive education  |
| E | - | - | - | Inclusive education |

Table 7: Comparison of main concepts related to the contexts of schooling in South Africa studied in each year of study across five BEd programmes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 |
| A | Role of school in society; structural functionalism; reproduction and teacher agency | - | Dismantling exclusionary and marginalizing school and classroom practices | Education and the lawTeachers & learners rights & responsibilities; codes of conductTeacher identity pre/post 1994, professionalization and teacher unions Organisation, administration & management of schools  |
| B | Major school routines and administrative activities | - | Education Management Educational systems; Management tasks of educators; Leadership in education; classroom management  | Educational Law; Code of ethics; Bill of rights; Learner discipline and the law; Labour law in SA; Current debates in educational systems |
| C | - | - | Educational Law and Professional Ethics education: Educational law; labour relations; roles, rights & responsibilities of professional teachers  | Schooling within the SA’s education system & other critical issues  |
| D | - | - | School leadership and management Society, educational law and school governance  | Management of school systems and extra-curricular activities  |
| E | Can schools change society or do they perpetuate the status quo? Different societies today (the privileged and the disadvantaged): effect on education and schools | - | Discipline and authority in Schools; Education Management: Education Law (e.g. Constitution; SA Schools Act; Bill of Rights)South African Council for Educators School Governance  | Duties of management and educators  |