



TEACHING AND LEARNING STRATEGIES IN THE SERVICES SUBJECTS

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It all starts here



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**A teacher affects eternity; he can
never tell where his influence stops.**
– *Henry Adams*

Services subjects

- Consumer Studies
- Hospitality Studies
- Tourism



Does NOT mean it is easy / no learning required

DOES mean teaching & learning need to be scaffolded to support this overall aim

- Services subjects have an essential role to play in development of learners in South Africa
 - life-relevant learning
 - entrepreneurial learning
 - community upliftment through skills development
 - and much, much more

**WE NEED TO SUPPORT OUR LEARNERS
WITH EFFECTIVE TEACHING AND LEARNING STRATEGIES
WHICH WILL ALLOW THE FULL POTENTIAL OF OUR SUBJECTS
TO SURFACE**

The NCS is based on the following principles:

- Social transformation
- Active and critical learning (NOT rote learning)
- High knowledge and high skills
- Progression
- Human rights, inclusivity, environmental and social justice
- Valuing indigenous knowledge systems
- Credibility, quality and efficiency

The NCS aims to produce learners that are able to:

- identify and **solve problems** and use critical and creative thinking;
- work effectively as individuals and **with others as a team**;
- **organise and manage** themselves and their activities;
- collect, analyse, organise and critically **evaluate information**;
- **communicate** effectively using various modes;
- **use science and technology** effectively and critically
- showing responsibility towards the **environment** and others;
- understanding of the world as a set of **related systems**.

INCLUSIVITY

Preferred pedagogies

- not mere methodology
- **method and practice / activities of teaching, but also includes the “principles, practice, or profession of teaching”**
- teaching (or learning) methods, but also
- the approach to how the subject is taught (or learned), as well as
- the principles fundamental to learning in that subject
- has to do with the *“how”* of the learning of that subject, i.e. how learning is and should preferably be constructed

Guidance in CAPS for services subject teachers



- Though recommended in the Report of the Task Team for the Review of the Implementation of the National Curriculum Statement , it was not included (Dada, et al., 2009)

Requirements of services subjects teachers

- Dynamic learning
- 21st Century skills
- Competencies
 - collaboration and communication
 - continued life-long and life-relevant learning / research
 - critical and creative thinking skills to **facilitate** problem-solving and entrepreneurship
 - pedagogical approaches and methods for subject-specific content knowledge and skills

Research indicates the following aspects
as essential regarding teaching and learning
of services subjects:

Metacognition

Life-

Learner-Centered



What does that imply?

LEARNER-CENTERED:

- Context – helps to scaffold learning
- Prior knowledge
- Learners have to think and do (active learning)

LIFE-RELEVANT:

- Useful & current
- Link to real-life experiences & problems
- Transferability of learnt content to other contexts

METACOGNITION:

- Think about thinking
- Critical thinking

**Tell me, and I forget, teach me and I
may remember, involve me and I
learn.**

– Benjamin Franklin

Specific strategies

- **Case studies**
 - real, relevant, interesting
 - news: television, newspapers, magazines
 - photographs, articles, videos (cell phones!)
- **Projects**
 - scaffolded to support learning of content & 21st Century skills
 - involve learners in planning, challenge them, set goals
 - transferability of learnt content
 - assess content, skills, learning
- **Problem-based learning**
 - adding value to community
 - increased learner motivation
 - transferability of learnt content
- **Groups & individual work**

If implemented effectively, learners should be able to...

- **solve real-life problems** , using critical and creative thinking;
- work effectively individually and **as a team**;
- **organise and manage** time, resources, learning;
- **evaluate information** for its value and application possibilities;
- **communicate** to serve consumers effectively
- **use science and technology** effectively and critically to support learning;
- show responsibility towards the **environment** and others;
- understand the world as a set of **related systems**

A teacher who is attempting to teach without inspiring the pupil with a desire to learn, is hammering a cold iron.

– Horace Mann

Teachers therefore have to

- keep on learning (dynamic subjects)
- stay up-to-date with latest developments
- be critical thinkers
- know what is happening in their communities
- form networks and work co-operatively with others: communities of practice
- reflect, adapt, improve
- LIVE sustainably – set the example
- practice what you preach

If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.

– Abdul Kalam



Thank you

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