
  
**PRIMARY TEACHER EDUCATION (PRACTICE) PROJECT**  
**GEOMETRY AND MEASUREMENT WORKING GROUP**  
**DRAFT FRAMEWORK FOR A TEACHING UNIT**


**Principles**


The general aim of this teaching unit is to empower pre-service teachers by equipping them to geometry and measurement, and the relevant pedagogical content that would allow them to become self-reliant competent mathematics teachers. The high-level scope of the content that pre-service teachers are required to provide is what is outlined for the Intermediate Phase learners, but should allow pre-service teachers to not only support and represent the teaching of Geometry and Measurement with confidence. Pre-service teachers should be prepared to provide the Intermediate Phase teaching according to the requirements set in the SETC Exit-level Requirements for Teacher Education Qualification 2019. "MTEQ provides a basis for the construction of core curricula (what Teacher Education (TE) can and cannot do) and the Curriculum Development (CD) programme that accredited institutions must use in order to develop programmes leading to teacher education qualifications" (2019).

**Target Audience**

For utilization by teacher educators for the education of Intermediate Phase mathematics pre-service teachers.

**Big Idea's in Geometry and Measurement**




  
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Integrated learning - content of			
Theoretical & Computational	Practical	Foundational	Contextual
Computational learning represents the acquisition, integration & application of different types of knowledge. Each type implies the mastery of specific related skills.			
<b>Disciplinary</b>	Self-reliance, knowledge & specific, specialized subject		
<b>Pedagogical</b>	Knowledge of learners, learning, curriculum & general pedagogical & assessment strategies & assessment		
<b>Practical learning</b>	Learning to do from practice – the study of practice using one's skills, values & formal observations to provide practice & then basis for learning in practice. <b>Authentic &amp; contextual classroom experiences, i.e. Work-integrated learning</b>		
<b>Foundational</b>	Learning to continue in a second official language (D11), ability to use ICT & acquisition of academic literacy		
<b>Situational</b>	Knowledge of social learning, classroom, context & its connection of discipline, classroom, subject, <b>collaboration, etc. Learning about context &amp; diverse</b>		


  
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