



PIONEERS IN CHRISTIAN HOMESCHOOLING

TCE AND THE NATIONAL CURRICULUM STATEMENT (CAPS)

The twelve critical and developmental outcomes required by the South African National Curriculum Statement can best be achieved in a family context. God's solution to the first problem on earth (the fact that the man was alone) was to establish the family. In a family, children are raised in an atmosphere of love. They are taught to love, honour and obey their parents, to love and honour their siblings and to participate fully in the life of the family. They make their contribution in accordance with their age and abilities, and learn to function in a society by functioning effectively in the family unit.

Homeschooling provides an ideal way of producing the desired outcomes. A school environment is by its very nature artificial, because children are put together with other children of their own age, which is a situation that exists only in school, not in life in general, and the ratio of adults to children is reduced to one adult per a fairly large number of children (often 30 or more). In a family there are two parents and one or more children, but never a very large number of children, as exists in the average classroom. Thus children are able to receive individual attention in the home, which is lacking in most classrooms.

There is also a bond of love that exists in a family situation between the various family members that does not exist in a classroom situation.

Children have many opportunities to apply what they are learning in practical ways, and children's individual interests can be further explored and developed, possibly leading to career choices later.

In a home, children are required to share in the life and work of the family. Often children in a classroom have little or no responsibility for looking after it. Thus, a school tends to work against the desired outcomes, while the home works for them.

1. **Communicate effectively using visual, mathematical and language skills.**

A TCE pupil learns to read, write and spell properly. He is encouraged to discuss his schoolwork in the family context.

2. **Identify and solve problems using creative and critical thinking.**

A homeschooled child is part of a family and participates in the identification and solution of all kinds of day-to-day problems.

3. **Organise and manage activities responsibly and effectively.**

A TCE pupil has to complete a certain amount of work each day. He is accountable to the TCE curriculum he is using, and is tested and/or examined in the work he is learning.

4. **Work effectively with others in a team, group, organisation and community.**

A homeschooled child is part of a family. He has to contribute his share of the family dynamics. He normally has chores to do and is required to be part of the family life. He also learns to get along with the other family members in all kinds of situations.

5. **Collect, analyse, organise and critically evaluate information.**

Homeschooled pupils have far more opportunities to apply the theory they are learning to practical situations. This is often difficult in a classroom situation, but fairly easy in a home environment. On an academic level, TCE pupils have plenty of opportunity to apply what they have learned by doing exercises, writing essays, answering questions, etc.

6. **Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.**

Homeschooled children learn in a family context of the importance of saving electricity and water and being responsible with their toys, clothes and other possessions. They are taught consideration of other family members (sometimes the hard way.) This helps them to treat other people with respect and consideration.

7. **Understand that the world is a set of related systems.**

Homeschooled children learn the consequences of their actions in the family. They soon learn that the decisions they make affect other people as well as

themselves. Thus it is not difficult for them to grasp the concept that the various areas of life are interrelated. The TCE curriculum focuses on the character qualities of God as unifying themes. As the children learn the different subjects, they realize that God is the Creator of them all, and that they all affect one another.

8. Reflect on and explore a variety of strategies to learn more effectively.

TCE pupils have their memories trained from an early age. Because they are tested regularly, they learn short-term memory skills. Formal exams from Grade 4 onwards (twice a year) help them to develop long-term memory skills. They are taught a number of different techniques for learning, including summarizing, answering questions, applying concepts, etc.

9. Participate as responsible citizens in the life of local, national and global communities.

Homeschooled children are part of the family, which is where good citizenship is best learned. They learn to consider other people and to obey house rules. This helps them later to respect and obey the laws of the land. TCE pupils frequently have the opportunity to discuss various social issues and the Christian position on these.

10. Be culturally and aesthetically sensitive across a range of social contexts.

Homeschooled children have the opportunity to learn how to get on with siblings and other family members. A strong bond of love develops in families who work together and play together. As they learn about other lands and people, they are able to extend this love and sensitivity to others.

11. Explore education and career opportunities.

Homeschooled children are encouraged to think about and talk about future career choices. Parents are able to help their children find out about different careers. Children who receive a sound foundational education are able to choose from a wide variety of careers.

12. Develop entrepreneurial capacities.

Homeschooled children are often able to be involved in entrepreneurial activities inside and outside the home. They are often able to help their parents with a home business. They are able to earn pocket money and save it or spend it responsibly. They learn principles of diligence, honesty, integrity and service which equip them for the workplace later.

The learning outcomes for the eight subject areas (Languages, Mathematics, Natural Sciences, Social Sciences, Arts & Culture, Life Orientation, Technology and Economic & Management Sciences) can also best be achieved in a family context.

We show below how each outcome is adequately covered in the TCE curriculum. The family is the ideal place for outcomes-based education to take place.

LANGUAGES

1. Listening.

The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Homeschooling parents are encouraged to read to their children, both for enjoyment and for information. Children respond orally and in writing to what they have heard.

2. Speaking.

The learner is able to communicate confidently and effectively in spoken language in a wide range of situations.

There is no better place than the family for a child to learn to speak and communicate well. He is able to give his views, and is taught the appropriate way of doing this. There are many opportunities for the homeschooled child to communicate in spoken language. Homeschooling children are known for their confidence and competence in this area.

3. Reading and Viewing.

The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Because TCE pupils learn to read properly in Grade 1, they are able to read a wide variety of children's books. They are also able to read their textbooks and gain information from them. Because they are competent in reading, they are able to respond to the aesthetic, cultural and emotional values in the texts, and because they are at home, they are able to discuss these with their parents.

4. Writing.

The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

TCE pupils are given ample opportunity to develop and use their writing skills. They are taught to use cursive writing in all their work after Grade 3 level, which

helps them to write easily and fast. From Grade 4 on, pupils are required to summarize a passage and write a story or essay in their exams. Later they write friendly and formal letters as well.

5. Thinking and Reasoning.

The learner is able to use language to think and reason, and access, process and use information for learning.

Homeschooling pupils have ample opportunities to discuss and think about what they are learning. They also learn to respond in writing in the form of questions and answers to the texts they are studying.

6. Additional language learning.

The learner knows and is able to use the sounds, vocabulary and grammar of the additional language.

TCE pupils start learning a second language in Grade 2. They are taught the phonics of the language and how to read it. They then learn the grammatical structure of the language and develop their vocabulary skills.

MATHEMATICS

1. Numbers, operations and relationships.

The learner is able to recognize, describe and represent numbers and their relationships; and counts, estimates, calculates and checks with competence and confidence in solving problems.

TCE pupils follow a comprehensive Maths programme from Kindergarten level onwards. The emphasis in the early grades is on mastery of the fundamentals: number combinations (addition and subtraction) and tables (multiplication and division). Pupils also gain competence in operating with numbers by being given ample opportunity to practise the skills that they are learning. Because the books are attractively set out, and new concepts are explained in a very user-friendly manner, TCE pupils tend to have a good grasp of mathematical concepts.

2. Patterns, functions and algebra.

The learner is able to recognize, describe and represent patterns and relationships, and solves problems using algebraic language and skills.

TCE pupils are exposed to patterns, functions and algebra from the early grades. They learn these skills and concepts in enjoyable ways, related to real-life situations.

3. Space and shape.

The learner is able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

TCE pupils learn about space and shape from the early grades. They learn how to work with perimeters, areas and volumes, and how the formulae governing these calculations have been derived.

4. Measurement.

The learner is able to use appropriate measuring units, instruments and formulae in a variety of contexts.

TCE pupils are given ample opportunity to use measuring units, instruments and formulae. Because they are at home, they are often able to make practical application of what they are learning by taking part in kitchen activities, etc.

5. Data handling.

The learner is able to collect, summarize, display and critically analyse data to draw conclusions and make predictions, and to interpret and determine chance variation.

TCE pupils are exposed to data handling from the early grades. They are shown how to display information in picture or graphical form, and how to interpret such displays of information.

NATURAL SCIENCES

1. Science process skills.

The learner is able to develop and use science process skills in a variety of settings.

TCE pupils are given ample opportunity to experiment and discover scientific truths for themselves. Experiments are of a nature that they can be done in the home context, using equipment, apparatus and chemicals that are readily available in the average home. In Grades 10-12 pupils are supplied with proper chemistry, physics and biology kits to enable them to do the experiments required by the syllabus and final exams.

2. Scientific knowledge.

The learner is able to develop and apply scientific knowledge and understanding.

TCE pupils have access to textbooks of a high quality, both in terms of information contained therein and presentation of the material. Concepts are clearly explained in a way that children can readily understand, and well-illustrated with pictures and diagrams. Pupils are able to respond to the material by answering questions based on the work. Because this is being done in the home context, there is ample opportunity for discussion and application to the pupil's own surroundings.

3. Science and society.

The learner is able to gain an appreciation of the relationship and responsibilities between science and society.

Because this education is taking place in the home, the concepts being learned about are able to be discussed at length, not only during the actual lesson, but at other times during the day, such as meal times, when all members of the family can take part. This is far more effective than children being told what to think by a teacher in a classroom situation.

SOCIAL SCIENCES

History

1. Historical knowledge.

The learner is able to demonstrate historical knowledge and understanding.

TCE pupils are given a chronological view of history, with emphasis on cause and effect. They are required to know names, dates and places, so that they are able to place events in their proper context. World history is dealt with from the beginning of creation to the present. South African history is dealt with from 1488 to the present.

2. Enquiry skills.

The learner is able to use enquiry skills to investigate the past and present.

TCE pupils are able to use the internet or encyclopedias or other books to find out more about a particular time in history. They are also encouraged to read historical novels in order to gain some knowledge of the background of events that have taken place. Movies also play a role here. Visits to museums and other places of historical interest are possible in the home context and become enjoyable outings for the whole family. Because this is all taking place in the home, often the whole family is involved in finding out about a particular era.

3. **Historical interpretation.**

The learner is able to demonstrate an understanding of historical interpretation.

The most important thing about interpreting history is to be able to discuss it at length. This is possible in a home context, where a parent has time to discuss matters with the child, and both are able to find out for themselves more about what happened. Pupils also learn the importance of perspective when discussing historical events – different people have different views concerning what has happened. Again, in the home it is possible for some very interesting and fruitful discussions to take place, helping the child to develop a healthy approach towards different perspectives on history.

Geography

1. **People, resources and the environment.**

The learner is able to demonstrate knowledge and understanding of the interrelationships between people, resources and the environment.

TCE pupils are given ample opportunity to learn about other groups and nations. Because we are dealing with this from a Christian perspective, pupils learn that all people are descended from one man, and that God is concerned with all nations and people groups. The Bible has much to say about God's love for the people of this earth and how He has provided for each group. Pupils also learn about the resources that God has provided for us, and how man has utilized these.

2. **Key concepts and processes.**

The pupil is able to use enquiry skills to investigate key concepts and processes used in Geography.

TCE pupils are able to learn about key concepts and processes from beautifully presented, user-friendly textbooks. In addition to this, they are able to do their own experiments and research and go on their own field trips with their families in order to see at first hand some of the geological formations and processes that they are studying. Pupils are also able to observe the weather and record their own readings for their own weather stations, set up at home, using simple apparatus that is easily available.

3. **Social and environmental issues.**

The learner is able to make critical and informed choices, and takes action to deal with social and environmental issues.

TCE pupils are exposed to various points of view on social and environmental issues, and are able to discuss these in the family context on an ongoing basis. This helps them to become more socially and environmentally conscious. Because families are intensely practical, pupils learn to contribute practically to the environment by looking after the environment around them (keeping it neat, not littering, etc.) Pupils also learn that all people are created by God, so that there is no room for racism on the basis of skin colour. However, all people are also responsible to God, and pupils are taught that they are personally responsible for the way in which they handle resources that God has provided.

ARTS AND CULTURE

1. Practical.

The learner is able to create and present work in each of the art forms.

TCE pupils are given the opportunity to engage in many different kinds of artistic activity, including drawing, painting, sculpture, collage work, handwork, sewing, knitting, woodwork and many others. Pupils are also exposed to skills to do with music – theory, practice and listening activities.

2. History of Art.

The learner is able to reflect critically on artistic and cultural processes and products in past and present contexts.

TCE pupils are informed about history of art at high school level as part of the English Literature course. They are also given some information about hymn writers in every grade.

3. Personal and social development.

The learner is able to demonstrate personal and interpersonal skills through individual and group participation in arts and culture activities.

TCE pupils are part of their families, and thus are able to participate in a group on a daily basis. Families usually conduct their artistic activities together. Families also engage in outings to art galleries, museums and other places of artistic and cultural interest.

4. Communication and expression.

The learner is able to analyse and use multiple forms of communication and expression in arts and culture.

TCE pupils are given ample opportunity to be able to express their creativity in many different ways, in accordance with their own gifts, talents and interests.

LIFE ORIENTATION

1. Health.

The learner is able to make informed decisions about personal, community and environmental health.

TCE pupils are taught principles of health in the home context, where they are constantly supervised by responsible adults. Attention is also drawn to what the Bible says about health issues.

2. Rights and responsibilities.

The learner is able to demonstrate an active commitment to constitutional rights and social responsibilities and show sensitivity to diverse cultures and belief systems.

Probably the best place to learn about rights and responsibilities is in the home, where family members learn to consider and appreciate one another and overcome their natural selfishness. These things are taught by the parents both by precept and example. Pupils are also taught to be sensitive to others of diverse cultures and belief systems. Older pupils learn about different religions and how they differ from Christianity. In a home context there is more emphasis on people's responsibilities towards God and others, and less emphasis on people's perceived rights. We are taught by Christ to consider the welfare of others before our own, and to treat others as we ourselves would like to be treated.

3. Personal potential.

The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.

TCE pupils are given a thorough grounding in the Word of God (the Bible), which helps them to be able to deal with all situations in life by giving them sound basic principles of living. They thus are able to respond effectively to challenges facing them.

4. Physical development.

The learner is able to demonstrate an understanding of and participate in activities that promote movement and physical development.

TCE pupils are given ample opportunity to engage in physical activities, including running, jumping, playing games with or without a ball, dance, drama, and many

others. Many pupils are members of sport clubs or take professional lessons in dancing, etc.

5. **Career choices.**

The learner is able to make informed choices and decisions about further study and career choices.

TCE pupils are able to explore many career opportunities by discussing their interests and abilities with their parents, who help their children to find the right career for them. They are also given a sound academic education which enables them to be able to choose what field they would like to enter, without being prevented from doing so by inadequate qualifications.

ECONOMIC AND MANAGEMENT SCIENCES

1. **Money.**

The learner is able to demonstrate knowledge and understanding of the flow of money in solving the economic problem.

TCE pupils learn to work with money from an early age, both in theory (in the Maths books) and in practice (pocket money, etc.) Thus they learn at first hand the value of money and the necessity to earn it and save it or spend it wisely. Loving parents allow children the freedom to make mistakes so that they will learn to be more responsible the next time.

2. **Reconstruction, growth and development.**

The learner is able to demonstrate an understanding of reconstruction, growth and development and reflect critically on its related processes.

TCE pupils are given information about specifically South African issues in their material. In the family context they are able to discuss the practical day-to-day implications of the reconstruction, growth and development programme.

3. **Managerial, consumer and financial skills.**

The learner is able to demonstrate knowledge and the ability to apply a range of managerial, consumer and financial skills.

TCE pupils are given ample opportunity to learn about various areas concerned with economics. As part of the family, they learn how to handle family finances, how to shop for needed articles, how to choose the most economical way of doing this, and how to evaluate purchases. Homeschooled pupils are in an excellent position to learn market-related skills in a practical manner.

4. Entrepreneurship.

The learner is able to develop entrepreneurial attitudes, knowledge and skills.

TCE pupils are given ample opportunities to develop good business attitudes, namely, diligence, honesty, integrity and service. In the higher grades they are able to learn formal accounting skills. In a family context homeschooled pupils are uniquely placed to experience at first hand practical economics, from earning and managing pocket money to more adventurous entrepreneurial activities (making and selling goods, providing services such as washing cars, walking dogs, etc.) and even setting up small businesses of their own.

TECHNOLOGY

1. Technology, society and the environment.

The learner is able to demonstrate an understanding of the inter-relationships between technology, society and the environment.

TCE pupils are taught the basic scientific principles underlying technology, and are able to discuss with their parents the implications of certain technological inventions and their effect on society and the environment. Homeschooled pupils are taught to be responsible in the way they use technology.

2. Technological processes and skills.

The learner is able to apply technological skills ethically and responsibly, using relevant knowledge concepts.

TCE pupils are taught skills related to technology, e.g. needlework, woodwork, etc. In the higher grades they learn the theoretical side of these skills as well as the practical. Homeschooled pupils are taught to be responsible in the way they use technology.

3. Information.

The learner is able to access, process and use information in a variety of contexts.

TCE pupils are taught to use information and apply it in various ways. In the first two grades of high school they have the opportunity to study information technology as a subject.