

UNIVERSITY OF SOUTH AFRICA

PORTFOLIO: VICE PRINCIPAL TEACHING LEARNING COMMUNITY ENGAGEMENT AND STUDENT SUPPORT

COLLEGE: COLLEGE OF EDUCATION

DEPARTMENT: ALL DEPARTMENTS

POSITION: ADJUNCT ACADEMIC (P9)

(3-YEAR FIXED-TERM CONTRACT)

(REF: 10/AA/CEDU/2025)

UNISA is a publicly funded Higher Education Institution in South Africa dedicated to distance education. In keeping with its mandate as a Comprehensive, Open and Distance Learning (CODeL+) institution offering a variety of academic and career focused programmes, Unisa is inviting applications for the position of **Adjunct Academic: College of Education (P9)**.

Unisa is committed to accessibility and inclusivity, ensuring that all staff and students living with disabilities are provided with equitable opportunities, support, and environments that enable their full participation in academic and work life.

Purpose of this position:

To contribute to the university's teaching, learning, and research goals by providing high-quality instruction, assessment, and academic support to students. The incumbent brings professional or academic expertise to enhance the learning experience within a specific discipline or programme.

Key Performance Areas:

Key Performance Area 1: Student Support & Engagement

- Offer academic guidance, consultation, and mentorship to students.
- Employ diverse pedagogical approaches to promote student engagement and understanding.
- Identify and support students with diverse needs who may require additional academic assistance, informed by analytics and engagement data.
- Monitor and respond to student queries timely and effectively.

Key Performance Area 2: Teaching & Facilitation

- Deliver lectures, tutorials, or seminars in accordance with the prescribed curriculum and academic calendar.
- Prepare teaching material, lesson plans, and learning resources aligned to course outcomes.
- Support the teaching of modules in formal qualifications at NQF Levels 5 to 7.
- Contribute to curriculum review and development within the discipline area.
- Assist in aligning teaching materials with institutional and accreditation standards.
- Conduct online classes and tutorials using the institution's Learning Management System (LMS).
- Facilitate asynchronous and synchronous learning sessions in line with the Tuition Facilitation Procedure Manual.
- Promote interactive learning to foster engagement and deep understanding of course content.
- Ensure compliance with the College Quality Assurance Framework and Service Charter.

Key Performance Area 3: Assessment & Feedback

- Mark and grade assessments (assignments, tests, projects, examinations), in accordance with academic standards and rubrics.
- Maintain accurate records of student performance, including marks and progress data.
- Provide timely and constructive feedback to students to enhance learning and performance.
- Participate in moderation and quality assurance processes as required.

Key Performance Area 4: Analytics & Intervention

- Access and interpret student performance reports from the LMS (e.g., myUnisa) and analytics dashboards
- Monitor key indicators such as:
 - Engagement metrics (log-ins, participation in discussion forums, attendance in virtual classes).
 - Performance trends across assignments and exams.
 - Compare data across cohorts to identify common learning barriers or module-specific challenges.
 - Assessment submission patterns (missed or late submissions).
- Use analytics to flag students at risk due to poor engagement or low performance
- Segment students into categories (e.g., “not engaging,” “borderline pass,” “repeaters,” “nonsubmitting”)
- Develop targeted academic support plans based on identified needs (e.g., refresher tutorials, concept summaries, Q&A sessions).
- Conduct small-group consultations or follow-up online sessions focusing on difficult concepts or assignments for students at risk.
- Provide scaffolded learning materials — additional exercises, video explainers, or simplified reading guides.
- Send motivational or corrective communications (emails, LMS announcements) encouraging re-engagement and submission.

Key Performance Area 5: Academic Collaboration

- Liaise with the Tuition Support and Facilitation of Learning Department or Instructional Support and Services to coordinate structured interventions.
- Refer students requiring psycho-social or academic counselling to Counselling and Career Development.
- Share feedback and insights with Course Coordinators and Chairs of Department to inform module improvements.

Qualifications and Experience:

- A relevant postgraduate qualification (Master's or preferably Doctoral Degree) in the discipline of instruction.
- Demonstrated expertise or professional experience in the subject area.
- Registration with the relevant professional body (where applicable).
- Prior experience in teaching, tutoring, or academic support in a higher education environment is advantageous
- Familiarity with blended or online learning environments.

Key Attributes

- Student-Centredness
- Professional Integrity
- Adaptability and Flexibility
- Self-Motivation and Initiative
- Technological Confidence
- Communication and Interpersonal Skills
- Analytical and Reflective Thinking
- Emotional Intelligence
- Commitment to Lifelong Learning
- Team Orientation

Adjunct academic positions are available in the following departments at the College of Education:

DEPARTMENT OF PSYCHOLOGY OF EDUCATION

Post-specific Requirements:

- Applicable and relevant qualification equivalent to NQF level 9 (MEd/MPhil, MTech) or NQF level 10
- (PHD, DEd, DPhil, DTech) specializing in Psychology of Education or Educational Psychology or any related discipline with education.
- Teaching experience (primary or secondary) or relevant experience in the education field (TVET College or University).
- Subject methodology teaching experience (CAPS) or relevant experience in the education field (TVET College or University).

Module Codes:

PED3701	Psychology of Education
IPS1501	Introduction to personal and social wellbeing
CAD1501	Child and Adolescent Development
CSP2601	Care and support for personal and social wellbeing
TMN3703	Teaching life skills
TMS3722	Teaching life orientation in SP
GCS1501	Guidance, Counselling and Life Skills Development
PDP4804	Psycho-social, Emotional and Behavioral Challenges
PDP4803	Classroom Intervention Strategies for Teaching and Learning Support
PDP4802	Cognition and Learning
PDP4801	Psychology of Education and Child Development
HED4818	Technology Education

DEPARTMENT OF MATHEMATICS EDUCATION

Post-specific Requirements:

- Master's or Doctorate in Mathematics Education (specifically for school contexts)
- 5 years' experience in teaching Mathematics in school or teacher education programmes
- Knowledge of curriculum transformation and formative assessment in mathematics
- Theoretical knowledge of Mathematics Education content in the under- and postgraduate qualification/s
- Teaching, facilitation, and assessment in Mathematics Education for school levels
- (Grades 4–12)
- Enhancing teacher competencies, learner performance, and conceptual understanding
- Alignment with CAPS, MRTEQ, and South African schooling priorities
- Supporting pre-service and in-service teacher development in Mathematics Education

Module Codes:

MIP1501	Mathematics for Intermediate Phase Teachers
MIP1502	Mathematics for Intermediate Phase Teachers II
MIP2601	Mathematics for Intermediate Phase Teachers III
MIP2602	Mathematics for Intermediate Phase Teachers IV

OPM1501	Orientation to Intermediate Phase Mathematics
TMN3704	Teaching Mathematics in the Intermediate Phase
MTE1501	Mathematics 1 for Teachers

DEPARTMENT OF EARLY CHILDHOOD EDUCATION & DEVELOPMENT

Post-specific Requirements:

- Applicable and relevant qualification equivalent to NQF level 9 (MEd/MPhil/MTech/MEd OR NQF level 10 (e.g. Ph.D./D.Ed./DPhil/D.Tech.) Foundation Phase or Early Childhood Education or any related disciplines (foreign qualifications to be evaluated by SAQA)
- Theoretical subject knowledge curriculum of the relevant discipline: Birth to Four experience/ Foundation Phase/ Early Childhood Education in the under- and postgraduate qualification/s
- At least two years of subject teaching experience in Foundation Phase/Early Childhood Education, or relevant experience in the Early Childhood Education/Early Childhood Development field (TVET College /University).
- Registration with the relevant professional body.
- Prior experience in teaching, tutoring, or academic support in a higher education environment is advantageous
- Familiarity with blended or online learning environment.

Module Codes:

FMT3701	Foundation Phase Mathematics
RDF2601	Resource Development in Foundation phase
MFP2601	Management in Foundation Phase
EML1501	Language through an African Lens
HED2601	Theoretical Frameworks in Education
RFP2601	Research Foundations in Psychology
ENC1501	English teaching for communication
RFP2605	Reading in the Foundation Phase: Tshivenda
TPF3703	Teaching Practice III
FCE1501	Foundations of Early Childhood Education
CHL2601	Children's Literature
FMT3701	Foundation Phase Mathematics Teaching
TPF2601	Teaching Practice I
ASG2601	Assessment in Grade R
MFP2601	Mathematics for Foundation Phase
GRL2601	Guided Reading and Literacy
FPT3701	Foundations of Physical Education and Sport
RFP2607	Reading in the Foundation Phase: isiZulu
LSK3701	Language and Literacy in the Foundation Phase
ELD1501	Early Learning Development

TPF3704	Teaching Practice IV (Foundation Phase)
RTG1501	Reflective Teaching in Grade R
TPF2602	Teaching Practice II (Foundation Phase)
EMA1501	Emergent Mathematics
TPG2603	Teaching Practice III (Grade R/Foundation Phase)
EML1501	Emergent Literacy
COM2601	Communication in the Foundation Phase
RDF2601	Reading in the Foundation Phase
LSK2601	Language and Literacy in the Foundation Phase
HED2601	Higher Education Development
FCP1501	Foundations of Curriculum Practice
FLT3701	Foundation Phase Literacy Teaching
RFP2603	Reading in the Foundation Phase: Xitsonga
HLT3701	Health and Life Skills Teaching in the Foundation Phase
RFP2604	Reading in the Foundation Phase: isiNdebele
GRL1501	Guided Reading and Literacy
CLY1501	Child and Youth Development
HED4808	Higher Education Development
LSP1501	Language for Special Purposes
CDE3701	Curriculum Development in Education
CDE2601	Curriculum Development in the Foundation Phase
RFP2601	Reading in the Foundation Phase: English
IEG2601	Inclusive Education in the Foundation Phase
MFP1501	Mathematics for the Foundation Phase
GST2601	General Studies in the Foundation Phase
GRM2601	Grammar for the Foundation Phase
RFP2606	Reading in the Foundation Phase: Sepedi
SOE2601	Social and Emotional Development in Early Childhood
TPG1501	Teaching Practice I (Grade R/Foundation Phase)
ATH1501	Arts and Creative Expression in Early Childhood
GSP2601	Geography and Social Sciences in the Foundation Phase
GRT1501	Guided Reading in the Foundation Phase

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Post-specific Requirements:

- Applicable and relevant qualification on NQF level 9 (M.Ed./M.Phil./M. Tech OR NQF level 10 (e.g. Ph.D./D.Ed./DPhil/DTech.) Specialization in **Sociology of Education/Comparative and International Education/History Education/Philosophy of Education or any related disciplines.**
- At least 5-years of teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 3 years of subject methodology teaching experience (CAPS school) or 5 years relevant experience in the education field (TVET College /University)

Module Codes:

SAE3701	South African Education System
EDS3701	Educational Studies
PDU3701	Philosophy of Education
SED2601	Sociology of Education
ESC3701	Educational Studies in context

DEPARTMENT OF SCIENCE & TECHNOLOGY EDUCATION

Post-specific Requirements:

- Applicable and relevant equivalent to NQF level 9 (MEd/MPhil/MTech/Med OR NQF level 10 (e.g., PhD/D.Ed./DPhil/DTech) Specialization in Science Education (Natural Science, Life Sciences, Physical Sciences)/Computer Integrated/ Technology Education/Environmental Education and Agricultural Sciences Education.
- At least 5 years of teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 3 years of subject methodology teaching experience (CAPS school) or 5 years of relevant experience in the education field (TVET College /University)
- Knowledge of curriculum transformation and formative assessment in science and technology education
- Theoretical knowledge of science and technology education content in the under- and postgraduate qualification/s

Module Codes:

NST1502	Natural Science and Technology for Classroom II
NST2602	Natural Science and Technology for Classroom II
PCS1501	Introduction to Physics
CIC2501	Computer and ICT Literacy
NST2601	Natural science and technology for classroom iii
SCC1502	Science for the Classroom 2
TMS3729	Teaching physical sciences in further education and training (NQF 7)
SCC1501	Science for the Classroom 1

TMS3723	Teaching life sciences in further education and training
TMN3705	Teaching natural science and technology
NST1501	Natural science and technology for classroom I
TMS3728	Teaching natural sciences in the senior phase
PSC1501	Practical science for the classroom
TMS3705	Teaching civil technology, electrical technology and mechanical technology in further education and training
TEC1501	Technology 1 for the classroom
NST2602	Natural science and technology for classroom
TMS3733	Teaching technology in the senior phase
TEC1502	Technology 2 for the classroom
EED2601	Environmental Education
IED1501	Introduction to Environmental Education
TMS3706	Teaching CAT in Further Education and Training

DEPARTMENT OF CURRICULUM & INSTRUCTIONAL STUDIES

Post-specific Requirements:

- M.Ed./Ph.D. in Curriculum Studies
- At least 5 years of teaching experience (Intermediate, Senior and FET phase) or relevant experience in education.
- A specialisation in Curriculum Studies or Assessment in Education will be advantageous.
- Demonstrated expertise or professional experience in the school subject area.
- Registration with the relevant professional body
- Familiarity with blended or online learning environments.

Module Codes:

BTE2601	Becoming a teacher.
OTE2601	Orientation to teaching Economic and Management
RCE2601	Research and Critical Reasoning
AED3701	Assessment in Education
CUS3701	Curriculum Studies
TMN3706	Teaching Social Sciences
ISC3701	Instructional Studies in Context
TMS3708	Teaching Economic and Management Sciences in the Senior Phase
TPS3706	Teaching Practice in Further Education and Training
TMS3731	Teaching Social Sciences in the Senior Phase
TMS3734	Teaching Tourism in Further Education and Training
TMS3721	Teaching Life Orientation in Further Education and Training

PES3701	Physical Education and Sports Coaching
TMS3736	Teaching Sport in Further Education and Training
TMS3701	Teaching Accounting in Further Education and Training
TMS3704	Teaching Business Studies in Further Education and Training
TMS3709	Teaching Economics in Further Education and Training
TMS3713	Teaching Geography in Further Education and Training
TMS3714	Teaching History in Further Education and Training
TPS3705	Teaching Practice in Further Education and Training
TPN2601	Teaching Practice for Intermediate Phase I
TPN2602	Teaching Practice for Intermediate Phase II
TPN3703	Teaching Practice for Intermediate Phase III
TPN3704	Teaching Practice for Intermediate Phase IV
TPS2601	Teaching Practice for Senior Phase I
TPS2602	Teaching Practice for Senior Phase II
TPS3703	Teaching Practice for Senior Phase III
TPS3704	Teaching Practice for Senior Phase IV
CSP4801	Curriculum Studies Practice
HED4802	Health Education
BPT1501	Being a Professional Teacher

DEPARTMENT OF LANGUAGE EDUCATION, ARTS & CULTURE

Post-specific Requirements:

- Master's or Doctorate in Language Education and/or Arts and Culture (specifically for school contexts)
- 5 years' experience in teaching Language Education and Arts and Culture in schools or teacher education programmes
- Knowledge of curriculum transformation and formative assessment in Language Education and Arts and Culture
- Theoretical knowledge of Language Education and/or Arts and Culture at both undergraduate and postgraduate level.
- Proven record of academic collaboration, research, or teacher development initiatives
- Teaching, facilitation, and assessment in Language Education for school levels (Grades 4–12)
- Enhancing teacher competencies, learner performance, and conceptual understanding
- Alignment with CAPS in South African schooling priorities
- Supporting pre-service and in-service teacher development in Language Education, Arts and Culture
- Integration of digital pedagogies and ODeL teaching approaches in Language and Arts and Culture Education.

Module Codes:

TMS3720	Teaching Additional Languages (FAL and SAL) in the Senior Phase.
VAP2601	Subject specialization 3 (elective): Visual and performing Arts- (IP)
TMS3719	Teaching Languages (HL FAL) in SP

TMS3716	Teaching Languages (HL FAL SAL) in FET
TMS3715	Teaching Home Languages (HL) in the SP
TMN3702	Teaching Arts and Culture in the SP
TMN3701	Teaching Home Language in IP
ICA1501	Introduction to Creative Arts
ACI2609	Teaching Reading and Writing in English First Additional Language in the IP
ACI2607	Teaching Reading and Viewing in English First Additional Language in the Intermediate Phase
ACI2603	Teaching Listening and Speaking in English First Additional Language in the IP
EST1501	Academic Proficiency in English for Student Teachers

DEPARTMENT OF INCLUSIVE EDUCATION

Post-specific Requirements:

- A relevant postgraduate qualification (Master's or preferably Doctoral Degree) with Specialization in Inclusive Education,
- Learner Support, Remedial Education, Special Needs Education, Disability Studies, Psychology of Education
- Demonstrated expertise or professional experience in the subject area.
- Registration with the relevant professional body (where applicable).
- At least 3 years of teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- Prior experience in teaching, tutoring, or academic support in a higher education environment is advantageous.
- Familiarity with blended or online learning environments.

Module Codes:

DPP1501	Diversity, Pedagogy and Practice
INC4804	Strategies to support learners with diverse needs
IFP3701	Inclusive Education In the Foundation Phase
INC3701	Inclusive Education (Generic)
INC4802	Teaching Strategies for Inclusivity

DEPARTMENT OF EDUCATIONAL LEADERSHIP & MANAGEMENT

Post-specific Requirements:

- Applicable and relevant qualification equivalent to NQF level 9 (MEd/MPhil, MTech) or NQF level 10 (PHD, D.Ed., D.Phil., D.Tech.) specializing in Education Management / Administration, Education law and Policy, Educational Leadership, or a closely related field or any related discipline with education.
- Teaching experience (primary or secondary) or relevant experience in the education field (TVET College or University).
- Subject methodology teaching experience (CAPS) or relevant experience in the education field (TVET College or University).

- Demonstrated expertise or professional experience in the subject area, including knowledge of education law, policy, governance, or leadership.
- Prior teaching, tutoring, or academic support experience in a higher education environment is advantageous/Or in schools.
- Basic computer literacy and the ability to work within a blended or fully online teaching environment (Open Distance e-Learning).
- Familiarity with learning management systems (e.g., myUnisa, Moodle, Chalkboard) is beneficial.

Module Codes:

CMG3701 Classroom management

TAM2601 Teacher as manager

DEPARTMENT OF ADULT COMMUNITY & CONTINUING EDUCATION

Post-specific Requirements:

- A relevant postgraduate qualification (Master's degree or preferably Doctoral Degree) with specialisation in adult education and related fields.
- Demonstrated expertise or professional experience in the subject area.
- Registration with the relevant professional body (where applicable).
- At least 3 years of teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- Prior experience in teaching, tutoring, or academic support in a higher education environment is advantageous
- Familiarity with blended or online learning environments.

Module Codes:

AYB3701 Foundations of Adult and Community Education and Training

AYB3702 Issues in adult learning and teaching

AYB3703 Research and Critical Reflection in ACET

AYB3704 Project Management and Community Development in ACET

AYB3705 Leadership, accountability and evaluation in ACET

AYB3706 Income-Generation and Entrepreneurship in ACET

Assumption of duty: 01 January 2026

Closing Date: 07 November 2025

Remuneration: Remuneration is commensurate with the seniority of the position

Please click the below link to submit your application:

<https://forms.office.com/r/0Xymr6RBCB>

Enquiries: CEDUTA2023@unisa.ac.za

Interested candidates should send a completed prescribed Unisa application form, a detailed cover letter indicating suitability for the position, an updated detailed comprehensive Curriculum Vitae, and certified copies of the following documents:

- All educational qualifications.
- Identity document; and
- Proof of SAQA verification of foreign qualifications, where relevant.

The contact details of three contactable references must be provided, one of which must be from your present employer. Should you not be currently employed, a contactable reference from your previous employer must be provided.

Late, incomplete, and incorrect applications will not be considered.

Recommended candidates might be subjected to a competency assessment.

The domicile of the post, being the College from which the incumbent will operate, will be determined by the institution in line with its strategic and operational requirements.

The University values diversity and inclusion and welcomes applicants from all backgrounds. Appointments will be made in accordance with Unisa's Employment Equity Plan and other applicable legislation.

