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Transforming Accounting Teacher Education: a Curriculum Alignment Approach to Strengthen Financial Literacy in South African Schools

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Abstract

It is widely recognised that many teachers are not adequately prepared to teach accounting effectively in schools. A critical review of the accounting modules offered at the University of the Free State (UFS) revealed misalignment between university curricula and the school curriculum for Economic and Management Sciences (EMS, Grades 8 and 9) and Accounting (Grades 10 to 12). The existing modules primarily focused on IFRS Accounting Standards, which are designed for professional accountants rather than educators, creating a gap that limits effective school-level teaching and student outcomes. To address this, the Accounting for Educators (EACT1508) module was redesigned using the ADDIE model and aligned with the National Qualifications Framework (NQF). The process included a comprehensive needs analysis, curriculum mapping against the Curriculum and Assessment Policy Statements (CAPS), and stakeholder consultation with the Faculty of Education and the Department of Education. The revised module integrates foundational accounting principles with pedagogical application, supported by a study guide and interactive materials. Continuous assessment tasks, such as developing classroom-ready activities, embed work-integrated learning from the first year. Implementation begins in 2025, with evaluation through student feedback, assessment performance, and attendance data. The redesigned module aims to enhance teacher readiness, align university education with school needs, and strengthen accounting education pathways. By improving teacher preparation, UFS advances Vision 130's commitment to academic excellence, inclusivity, and sustainability, positioning the institution as a leader in transformative, contextually relevant teacher education in South Africa.

Keywords: Accounting Education, Addie Model, Curriculum Redesign, Financial Literacy, Teacher Preparation