

PRACTICUM HANDBOOK FOR STUDENT TEACHERS

**FACULTY OF
EDUCATION**



EDCC 116



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



The contents of this publication are the sole responsibility of Prof Carisma Nel of the Faculty of Education at the North-West University and can in no way be taken to reflect the views of the European Union.

Table of Contents

1.	Word of Welcome	4
2.	Portfolio Assessment	5
3.	Teaching Practice Progression	6
4.	Module Overview	12
5.	ESA 0: Observation during Teaching Practice	13
	ESA 1: Development of your professional identity: self-reflection; self-care; self-survival.....	15
	ESA 2: Context: School & Learning Environment	42
	ESA 3: 21st Century Technology.....	46
	ESA 4: Planning and Preparation	47

1. Word of Welcome

Dear Student Teacher

In order to complete EDCC 116 successfully it is compulsory to complete and submit a portfolio of evidence (uploaded on eFundi). At the university you will work under the supervision of the Academic Work Integrated Learning (WIL) coordinator (Dr. Carolina Botha) and your Foundation Phase WIL mentor (Prof Carisma Nel) from the Faculty of Education at the North-West University. During the first semester, the purpose of the EDCC 116 module is to provide you with a “toolbox” of knowledge and skills required to “survive” your first practicum which takes place in the second semester. During the first semester you are, therefore, required to complete four days of observation at a school (NO TEACHING!) and then come back to campus (contact students) to complete a Professional Orientation Programme under the supervision of the colleagues mentioned above. The distance students will complete their Professional Orientation Programme (POP) by following the directions provided on the eFundi platform. Please note that the Professional Orientation Programme is in essence a guide through the EDCC 116 portfolio. During the sessions, either contact or via recordings for distance students, we guide you through each of the Embedded Signature Assessments of the portfolio.

Please note that all communication occurs via the EDCC 116 eFundi platform. Here you will find the resources for each Embedded Signature Assessment mentioned in your Practicum Handbook for Student Teachers. All portfolios, including supporting evidence (e.g., copies of codes of conduct, audio recordings, videos or photos/visual evidence) will be submitted electronically on the EFundi platform.

The *Practicum Handbook for Student Teachers* provides concise information that you will require to successfully complete your portfolio. For a detailed outline of Work Integrated Learning within the Faculty of Education you are required to read the *Work Integrated Learning Manual*. We hope that you will find the manual and handbook useful. Please note that each WIL module in EACH semester AND each year has its own handbook. **This handbook is relevant for EDCC 116.**

Yours sincerely



Prof Carisma Nel

Foundation Phase WIL Mentor



2. Portfolio Assessment

Assessment Rubric Guide

Rating Scale	Percentage	Descriptor The student teacher:
4 Exceeds Expectations Outstanding	80-100%	<ul style="list-style-type: none"> • Demonstrates evidence that is consistent and thorough. • Includes evidence of research, clear connection of theory to practice or demonstration of originality, sophisticated discussion of potential impact of work, and whether scholarly contributions have been accounted for. • No revision required; rich, insightful, in-depth and elaborate; • Establishes and maintains purpose throughout; • Accurate, relevant, and thorough.
3 Meets Expectations Very good	70-79%	<ul style="list-style-type: none"> • Demonstrates effective and appropriate evidence of the criteria. • Criteria met with few errors and do not deter from accuracy and/or meaning; • Focussed, effective, and relevant.
2 Approaching Expectations Making Progress	60-69%	<ul style="list-style-type: none"> • Provides partial and inconsistent evidence of the criteria. • Significant gap in understanding, although an attempt was made; • Unelaborated with several errors present.
1 Does Not Meet Expectations Needs Improvement	50-59%	<ul style="list-style-type: none"> • Provides minimal and ineffective evidence of the criteria. • Minimal understanding; only small portions are addressed; • Response is limited, incorrect, missing, random, weak, and/or ineffective.

3. Teaching Practice Progression

Teaching Practice Requirements & Progression

BEd Foundation Phase

The teaching practice experience is critical to professional learning, as it offers student teachers a place to consolidate and apply what they are learning in their coursework to the classroom setting. Through teaching practice, student teachers acquire a “big picture” understanding of schools, communities, learners and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons.

Student teachers bring varying background experiences into their teaching practice. Clear dialogue between mentor teacher and student teacher early on will facilitate the development of an appropriate teaching practice plan that aligns with the emerging knowledge, skills and abilities of the student teacher, and their experience to date. Reviewing the plan regularly together, and communicating about how things are going, will help to ensure a gradual scaffolding of responsibility that builds confidence and builds on successes in a supported environment. Any difficulties must be communicated early on.

The goal of teaching practice is to share a learning journey, and provide a learning environment that focuses on modelling practice, and scaffolding expectations through feedback focussed on growth toward future performance. Goals need to be specific to the student teacher and mentor teacher pairing, communicated in a clear and coherent form, and aligned with expectations.

Expectations will see a gradual building of engagement of the student teacher over the course of the teaching practice:



ESAs Professional Teaching Standards	Engagement	Year 1	Year 2	Year 3	Year 4
First Semester					
Professionalism and Ethics	Observe Assisting/Participating	Participation in all activities of the professional orientation programme (POP) (contact) Watch all video recordings of POP sessions/content (distance).	Observe and participate in extra and/or co-curricular activities at school. Acts in a professional and ethically responsible way towards learners , in accordance with the Code of Conduct of the South African Council of Educators (SACE).	Acts in a professional and ethically responsible way towards colleagues in and out of school.	Acts in a professional and ethically responsible way towards the community, the profession and the employer. Plan and conduct a “practice parent meeting” with one of the other teachers at the school who is not your mentor.

	Critical reflection		Critically reflect on responsibility as educator towards learners.	Critically reflect on responsibility as educator towards colleagues in and out of school.	Critically reflect on responsibility towards the community, the profession and the employer.
Context: School & Learning Environment	Active Observation	<p>Observe the context (School and Learning Environment)</p> <ul style="list-style-type: none"> ✓ The school as community ✓ The teacher's action zone ✓ Conditions for learning 	<p>Observe MT's classroom seating arrangements;</p> <p>Observe MT's beginning and end of day routines and procedures;</p>	<p>Observe your mentor teacher giving instructions.</p>	<p>Observe your school mentor teacher for the first week of the practicum. Pay attention to how she/he implements procedures, routines, transitions and strategies to support learning in the classroom environment (i.e., between learning activities, breaks, visit to the cloakroom, washing hands, lunch, visit to the tuck shop, etc.), as well as how she handles learner behaviour.</p>
	Assisting/Participating	<p>Watch the video on school organisation and administration. Watch the videos on classroom management: Building relationships; Behaviour management in the classroom; and classroom rules and expectations.</p> <p>Prepare a PowerPoint presentation to introduce classroom rules.</p> <p>Visually illustrate how praise and misbehaviour will be addressed.</p>	<p>Watch the videos on classroom seating arrangements before going to school;</p> <p>Draw a picture/diagram of the seating arrangement in your mentor teacher's classroom.</p> <p>As you grow more confident, ask your mentor teacher whether you may conduct beginning and end of day routine and/or procedural tasks:</p> <ul style="list-style-type: none"> ○ Learners tidy their workspace and pack their suitcases. ○ Tidy the classroom. ○ Empty dustbins. ○ Two learners reflect on the content of the day. ○ Close the windows. ○ Closing thought. ○ Add any aspect of your choice or that the MT asks you to. 	<p>Ask your mentor teacher whether you may work with a small groups of learners (e.g., during station teaching) that encourages positive social interaction, which is mutually respectful and provides a low risk of failure for all learners by creating supporting materials and using appropriate classroom management techniques such as proximity control (i.e., standing close to learners to address disruption), along with established cues and signals.</p> <p>Ask your school mentor teacher whether you may give directions, make a voice recording, and explain procedures for a classroom routine</p>	<p>Ask permission to initiate procedures, routines, transitions and strategies for a period of five consecutive days. Pay attention to the following:</p> <ul style="list-style-type: none"> ○ Efficient procedures for non-instructional activities: taking attendance, distributing and collecting materials, making transitions, etc. ○ Clear guidelines for learner work when it is unsupervised, e.g., in small groups. ○ Evidence of clear standards of conduct, understood by the learners, monitored by the student teacher, corrected successfully (when necessary) by student teacher or learners, or both. ○ Physical environment supportive of learning activities.
	Critical reflection	<p>Critically reflect on how policies, rules, regulations and codes of conduct impact learners as well as themselves as teachers.</p>	<p>Critically reflect on the effectiveness of seating arrangements for all learners' learning</p>	<p>Reflect critically on your audio recording where you focussed on the giving of</p>	<p>Critically reflect on your implementation of procedures, routines, transitions and strategies in the learning environment.</p>

		Critically reflect on how teachers manage learning environments by referring to rules and behaviour management (e.g., relationship building, praise and misbehaviour) in the classroom.		directions during a classroom routine.	
21 st Century Technology	Active Observation Assisting/participating Planning & Co-teaching Critical reflection	Observe technology integration ✓ Blackboard work Watch videos on TPACK model and Gen Z. Read documents on the use of ICT in education. Complete practical handwriting on the blackboard. Integrate animation and apps into a Grade R programme. Co-plan and co-teach a Grade R activity by integrating technology. Critically reflect on the use of technology for teaching and learning.			
Planning and Preparation	Active Observation Assisting/participating Critical reflection	Observe planning and preparation ✓ Classroom profile ✓ Learner profile Plan and prepare Grade R programmes (year, week and day); Differentiate between Grade R and Grade 1-3 planning and preparation.	Observe MT's method of planning. Discussion session with MT to determine how she plans, what she uses, factors she considers, etc. Read pre-planning considerations. Do weekly planning (alone or co-plan with MT) for all subjects; Do one detailed weekly plan for one subject. Critically reflect on planning (observed, discussed & own planning).	Co-plan four whole mornings of lessons for four consecutive days – Mathematics, Language and Life Skills (weekly). Plan four detailed lessons (Maths, Home Language, Additional Language and Life Skills)	Plan for five whole mornings of lessons for five consecutive days under the guidance of the MT (weekly for all subjects). Plan four detailed lessons (Maths, Home Language, Additional Language and Life Skills). Critically reflect on your perceived competence in planning and preparation.

As a **Mentor Teacher (MT)**, you can support your Student Teacher (ST) by:

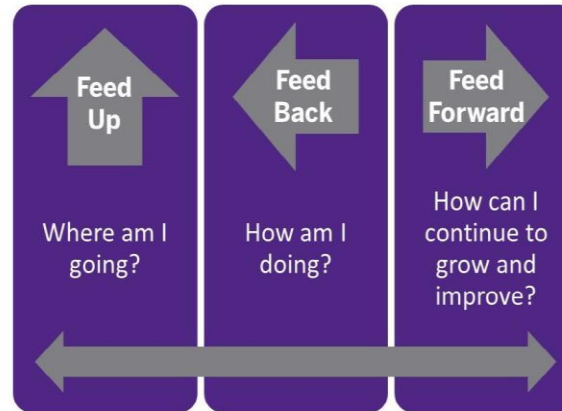
- **Welcoming** your ST to the school, inviting him or her to the staff room, and introducing him or her to others in the school;
- **Assisting** your ST in clarifying learning goals for the practicum;
- **Modelling** your best classroom teaching strategies, and discussing them with your ST;
- **Encouraging** your ST to engage with learners, assist you with your lessons, and observe your classroom management strategies, etc.
- **Discussing** with your ST your planning, teaching and assessment practices;
- **Maximising** success by using your best professional judgement to assign teaching responsibilities that draw upon your ST's strengths;
- **Expecting** written lesson plans – initially lesson plans should be very detailed; later, as your ST gains experience and can demonstrate good teaching, lesson plans can become briefer;
- **Observing** your ST while he or she interacts with learners and providing constructive feedback afterwards.

As a **Student Teacher**, you can maximise your chances of success by:

- **Using your initiative** to find ways to learn about the school as a whole, and to assist your MT, support learners, and share your own skills and gifts in the classroom;
- **Taking lesson planning seriously:** when you are experienced, you will not need to prepare such detailed lesson plans; right now they are important in providing a record of what you teach during the practicum;
- **Reflecting** upon your experiences in the school.

Planning for Feedback

In *Visible Learning Feedback*, John Hattie and Shirley Clarke have noted that there is a distinction between what teachers think about when they give feedback, and what students/learners are expecting. From this insight, they distilled a model that helps both the educator and the student/learner reach a shared understanding of goals, compare those goals with the expected standard, and then engage in dialogue, remediation and action which can close any gaps that exist between where they are, and where they need to be (aligned with their level of experience and progression in the programme).



4. Module Overview

In this portfolio there are five Embedded Signature Assessments:

0. Observation during Teaching Practice
1. Personal Well-being
2. Context: School and Learning Environment
3. 21st Century Technology
4. Planning and Preparation



Figure 1: Assessment Architecture

Figure 1 indicates the core aspects you will be involved in over the course of your Work Integrated Learning experiences in the BEd Foundation Phase programme. In each WIL module you will be required to complete Embedded Signature Assessments (ESA). ESA are **tasks** that have been purposefully created to collect evidence for specific learning outcomes. The ESAs are university-specific assessments chosen from standard criteria that track a student teacher's growth over time. ESAs are formative in nature. The ESA's in the NWU BEd programme are aligned with the SACE professional teaching standards. In all modules there are **four** ESAs. ESA 0 in this module is introductory.

EMBEDDED SIGNATURE ASSESSMENT 0

Observation during Teaching Practice

Do the following

- Attend the FOUR day compulsory teaching practice session at the school where you are placed (31 March to 3 April 2020).
- Complete the observation tasks in your Observation Booklet (eFundi – Resources – Observation Tasks).
- Ask your mentor teacher to complete the EDCC 116 Observation Report.
- Upload all your observation tasks onto eFundi.

What to upload in your electronic portfolio of evidence on eFundi

- All your observation tasks. A total of SIX tasks should be uploaded in one document to ESA 0.
- The EDCC 116 Observation Report completed by your mentor teacher.

Mentor Teacher Observation Report for EDCC 116

Mentor Teacher (MT)	
Name, Surname and Signature:	
Grade:	

Student Teacher (ST):	
Student Number:	

To the Mentor Teacher:

Towards the end of the Observation Period, please check one box and indicate whether the observation period was overall satisfactory or not satisfactory.

	Overall, this observation period has been satisfactory.
	Overall, this observation period has not been satisfactory.

Please provide formative feedback to the student teacher on the aspects mentioned below. Mark with an X along the continuum where you assess the student teacher to be.

Category and description:		Needs improvement	Making progress	Very good	Outstanding
<p>Active Observation: About the School</p> <ul style="list-style-type: none"> • takes initiative to learn about the school (e.g., uses Observation templates): <p>Active Observation: In the Classroom</p> <ul style="list-style-type: none"> • takes initiative to learn about classroom, classroom and learner profiles needed for lesson planning (e.g., uses Observation templates): <p>Assisting and Participating:</p> <ul style="list-style-type: none"> • assists MT with classroom activities (e.g., handing out materials, etc.): • observes and supports individual and small groups during MT's lessons and other classroom activities, as requested by the MT: • assists MT in out-of-classroom supervision, if required (e.g., playground duty, etc.): 		●	●	●	●
		●	●	●	●
		●	●	●	●
		●	●	●	●
		●	●	●	●

EMBEDDED SIGNATURE ASSESSMENT 1

Development of your Professional Identity: self-reflection; self-care; self-survival

Programme: Three days = 9 sessions

- 8:00 – 9:30 Session 1/4/7
- 9:30 – 9:45 Break
- 9:45 – 11:00 Session 2/5/8
- 11:00 – 11:15 Break
- 11:15 – 12:00 Session 3/6/9

House rules:

As a group we need to co-construct our terms of engagement for this theme.

Use 2 minutes to write down the house rules that you feel we as group should follow:

Let's discuss this and come to a common understanding!

Session 1: Who am I?

*Until you make peace with who you are,
You'll never be content with what you have.*

- Doris Mortman -

It is very important for you as a student teacher to know yourself. By knowing yourself the best you can, you will be able to be of help and assistance to others (your fellow-students but most of all the learners you are going to work with). So, let's get started!!

Activity 1

Tell us a bit more about yourself. Start with all your vital statistics: full name, date and place of birth, where you live now or have lived in the past, who your parents or caregivers are and what they do and any other factual information that is important to you.

Activity 2

We as presenters asked you to bring one magazine of your choice as well as glue and scissors. We are going to use the magazine to do the following activity to start this session.

You will need the following:

1. Glue
2. Scissors
3. Your magazine

Use 15 minutes to look for images, pictures or words to reflect the following:

- your personality
- What are the things you really enjoy doing? (eg sports, hobbies, music)
- What are some major events that have happened in your life?
- What are the major beliefs and values and how did you come to hold these beliefs and values? (eg ideas about people and life, religion, etc)
- What are some concerns you have about your life?

Use 30 minutes now to cut and glue the images/words and please write a caption with every picture or word in a speech bubble trying to answer all the above questions.

Activity 3: Self-reflection

Was it difficult to describe yourself? Why or why not do you think this is so?

Mini-lecture

In a later session you will discuss interpersonal communication but because we are now focusing inwards we need to look at intra-personal skills and communication.

What do we mean by that? And what is the difference between the two concepts?

"Inter-" is a prefix meaning "between"; something that is "interpersonal" takes place *between* people. "Intra-" is a prefix meaning "within"; something that is "intrapersonal" takes place inside one individual. Someone that is great at interpersonal communication is great at talking to others. Someone who has great intrapersonal awareness has a very solid sense of their own identity and personality.

What Is Intrapersonal Communication?

Intrapersonal communication is different from interpersonal communication. And while both skills are communication oriented, they operate on very different frequencies.

Intrapersonal communication is communication that happens within an individual. It consists of self-talk, self-concept, introspection, and personal reflection. It can take several forms. Working

through a problem in the privacy of your own mind is a form of intrapersonal communication.

Talking to yourself out loud when you're on your own isn't an indication of insanity. It's just another form of intrapersonal communication! (And quite healthy, we might add.) Journaling and blogging are also forms of intrapersonal communication.

Engaging in intrapersonal communication helps you better understand your desires, passions, and motives. In fact, you are more self-aware.

Now, let's take a break!! Please be on time for session 2!!!

Session 2: Professional identity

Relationships (Personally & Professionally)

“Communication is to a relationship what breathing is to life”

- Virginia Satir –

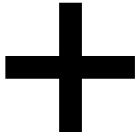
1. Personal relationships

Activity 1

What kind of relationships are personal relationships? (Discuss in small groups for about 2 minutes and then complete the question)

Discuss characteristics of a + and - relationship in small groups for about 10 min. (Give feedback per group)

Relationships



1.

Has a good influence on you
Has a bad influence on you

Name characteristics of a +
relationship

Name characteristics of a -
relationship

Why is knowledge of relationships important for you as a beginner teacher?
(Group discussion)


2. Staff Relationships

Watch the following video.....

Crossing Boundaries: Inappropriate Relationships

<https://www.youtube.com/watch?v=kgl2OZdzO6Q>

Activity 2

How do you  professional relationships as a beginner teacher? Give & explain 5 key elements:

1. _____

2. _____

3. _____

4. _____

5. _____

3. Teacher-learner relationships

Activity 3

How can I as a student teacher NOT fall into THAT trap? (Group discussion - write first, then discuss)

Activity 4

How do you handle sexual/inappropriate remarks/conduct? (Group discussion)

- 4. Now, let's take a break!! Please be on time for session 3!!!**

Session 3: How to dress and conduct yourself

Watch the following video: <https://www.youtube.com/watch?v=XKh1YQly-nk>

Mini-lecture:

Always dress to match the workplace setting:

As a teacher you need to appear professional and approachable to your learners hence you need a few essential items and some smart accessorizing.

You can create outfits that are appropriate for the classroom and still show off your personality.

5. Tips to follow as a student teacher in a new school setting during WIL:

1. Avoid Ripped Jeans

Opt for jeans and a dress shirt, if allowed. Some schools will allow teachers to wear jeans as long as they are not ripped or expose too much skin and a nice top.

Avoid low cut jeans or jeans that expose your legs or stomach, as they may not be appropriate.

2. Avoid Boob tubes

3. Wear your pants on the waistline

4. Selecting Appropriate Clothing:

Investing in a few pairs of pants and several blazers, dresses and shirts in different colours can make getting dressed for teaching easy;

5. Pair leggings with a long dress or tunic:

Make sure the leggings are covered with a tunic as shown below;

Wear a knee-length skirt. Make sure the skirt hits at least your knees so it is appropriate for the classroom. The top should not be low cut or show off too much skin.

6. Avoid low cut or skin revealing clothing.

Present a professional face to the learners by opting for clothing that fits well, but does not show too much skin

7. Keep your makeup minimal and simple.

8. Avoid wearing elaborate eye makeup when you teach as it can be distracting for learners.

9. Hair Style; Make sure your hair looks clean so you look professional to your learners

Activity 1

Identify the types of clothes that you can wear when you are going to the school for WIL?.

Why is it so important for a teacher to dress appropriately according to the school's dress code?

In your opinion what type of shoes should men wear when they are going to work?

Power relations

Activity 2

How do YOU see power relations in a school? (Group discussion)

Give all the examples in a school that you as a group can think of?

**See you on day 2 of this theme when we will start with session 4.
Please be on time!!!**

Session 4: Communication skills

Activity 1

Presenters will give proper instructions on FIRST activity - divide students into pairs.

Ice-breaker: Draw a house with a partner.

Mini-lecture

As a teacher it is very important to be aware of the way you communicate. We distinguish between verbal and non-verbal communication.

Roadblocks to effective verbal communication:

1. Ordering, Commanding: "You must...", "You have to...", "You will..."
2. Warning, Threatening: "If you don't, the...", "You'd better, or..."
3. Moralizing, Preaching: "You should...", "It is your responsibility..."
4. Advising, Giving solutions: "What I would do is this...", "Why don't you..."
5. Persuading with logic, Arguing: "Here is why you are wrong..."
6. Judging, Criticizing, Blaming: "You are lazy...", "You are not thinking maturely..."
7. Praising, Agreeing: "Well, I think you are doing a great job..."
8. Name calling, Ridiculing: "Crybaby...", "Okay, Mr smarty pants..."
9. Analysing, Diagnosing: "What's wrong with you is...", "You're just tired..."
10. Reassuring, Sympathizing: "Don't worry...", "You'll feel better..."
11. Probing, Questioning: "Why...", "What did you do..."
12. Diverting, Sarcasm, Withdrawal: "Let's talk about pleasant things...", "Why don't you try running the world..."

Ways to improve your non-verbal communication skills:

Positive Non-verbal Communication skills that we maintain:

- Maintain eye contact
- Nod your head to convey that you agree
- Smile and show interest
- Lean forward to show speaker your interest
- Use tone that matches your message

Negative Non-verbal Communication skills that we need to avoid:

- Avoid eye contact and looking away from the speaker

- Closing your eyes or tensing your facial muscles
- Excessive yawning
- Using body language that conveys indecisiveness or lack of confidence [e.g. slumped shoulders, head down, flat tones & inaudible voice
- Speaking too fast or too slow

Let's do the following exercise

Activity 2

Let's do the following exercise

- The biggest part of the verbal message is being conveyed by the body language (non-verbal communication) of the speaker and the way everything is being said. Try talking to your friend while sitting on your hands.
- While you are talking to each other use one or more on the abovementioned roadblocks. How did it make you feel?

Now, let's take a break!! Please be on time for session 5!!!

Session 5: Listening skills

Activity 1

We are going to start this session with an activity in pairs. Follow the instruction of the lecturers.

Mini-lecture

Attending behaviours:

- Facing the person
- Making eye contact with the person
- Leaning toward the other person
- Having an open posture
- Having a relaxed posture
- Showing interest

Non-attending behaviours:

- Turning away
- Avoiding eye contact
- Fiddling with your watch or cellphone, yawn, adjusting your clothes
- Looking bored, defensive
- Being so relaxed, you look asleep or sitting very rigid

To help you remember this content, we are going to use the acronym 'FELORI':

- F = facing
- E = Eye contact
- L = leaning toward
- O = Open posture
- R = Relaxed posture
- I = Showing Interest

Now, let's take a break!! Please be on time for session 6!!!

Session 6: Professional Plan

Mini-lecture

According to the official government documents and the minimum requirements for teacher education there are some roles that any teacher should fulfil. The roles of a teacher are the following:

1. Learning mediator
2. Interpreter and designer of learning programmes and materials
3. Leader, administrator and manager
4. Scholar, researcher and lifelong learner
5. Community, citizenship and pastoral role
6. Assessor
7. Learning area/subject discipline/phase specialist

But the “Minimum requirements for teacher education” also state basic competences that the beginner teacher should have. For you to have a professional plan, we need to start with those basic competences. You are going to develop this through your studies and in different modules in the four year. But to reflect on where you stand, let’s do the following exercise:

Activity 1

1. Take a few minutes to complete the table below:

Basic Competences of a Beginner Teacher : newly qualified teachers must....	How do you measure up to this requirement?	How will you develop the competency?
1. have sound subject knowledge.		
2. know how to teach their subject(s), and how to select, sequence and pace content according to both the subject and learner needs.		
3. know who their learners are and how they learn, understand their individual needs, and tailor their teaching accordingly.		

4. know how to communicate effectively, in general and in relation to their subject(s), in order to mediate learning.		
5. have highly developed literacy, numeracy and IT skills.		
6. have knowledge of the school curriculum and be able to unpack its specialised contents, and be able to use available resources appropriately, so as to plan and design suitable learning programmes.		
7. understand diversity in the South African context, in order to teach in a manner that includes all learners, and		
must be able to identify learning or social problems and work in partnership with professional services to address them.		
8. be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.		
9. be able to assess learners in reliable and varied ways, and to use the results of assessment to improve teaching and learning.		
10. have a positive work ethic, display appropriate values, and conduct themselves in a manner which benefits, enhances and develops the teaching profession.		

11. be able to reflect critically, in theoretically informed ways and together with their professional community of colleagues, on their own practice in order to constantly improve it and adapt it to evolving circumstances.		
---	--	--

(Policy on the Minimum Requirements for Teacher Education Qualifications, as revised 2014)

This gazette is also available free online at www.gpwonline.co.za

**See you on day 3 of this theme when we will start with session 7.
Please be on time!!!**

Session 7: TIME MANAGEMENT

If you fail to plan, you plan to fail.

Activity 1

Let's do the 24 hour activity.

Mini-lecture

What Is Time Management?

Why do some people always seem to be rushing from task to task and never finish anything, while others are in control of their time and accomplish everything they want?

“Time management is the process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. It is a juggling act of various demands of study, social life, employment, family, and personal interests and commitments with the finiteness of time. Using time effectively gives the person “choice” on spending/ managing activities at their own time and expediency.”(Wikipedia)

Effective time management depends on the ability to organise and plan time effectively (Van Heerden,2005)

Watch the following video

What Time Management in College Looks Like - YouTube

<https://www.youtube.com/watch?v=0dIEteb4E8g>

Activity 2

You are swamped with a lot to do. How would you make sure that you complete all the activities below?

- Assignments
- Sports
- Tests,
- Examinations
- Homework

- Group workSocial media
- Clubbing/ partying, etc

Now, let's take a break!! Please be on time for session 8!!!

Session 8: Self-care

Mini-lecture: Stress

List of stresses upon a teacher:

- ❖ Lesson planning
- ❖ Accountability for learner performance
- ❖ Classroom management and discipline
- ❖ Supervisory role
- ❖ Extracurricular activity conducting and monitoring
- ❖ Taking work home
- ❖ Difficult learners
- ❖ Difficult classes
- ❖ Lack of administrative support
- ❖ Pressure from parents
- ❖ Teacher's evaluation
- ❖ Ongoing learning
- ❖ Social isolation
- ❖ Job uncertainty
- ❖ Integration of intelligence and technology
- ❖ Change in curriculum

Can you add ONE more?

Activity 1

How do you handle stress or a stressful situation?

Watch the following video:

<https://youtube/hnpQrMqDoqE>

Mini-lecture: How to cope with stress?

Basic tips to get rid of stress:

1. Avoid caffeine, alcohol, and nicotine
2. Indulge in physical activity
3. Get more sleep
4. Try relaxation techniques
5. Talk to someone
6. Keep a stress diary
7. Take control
8. Manage your time
9. Learn to say 'No'
10. Rest if you are ill

Read more at: <https://www.skillsyouneed.com/ps/stress-tips.html>

Activity 2

Summarise your opinion on the cartoon:

Mini-lecture

How to handle work pressure?

- Make a plan and organize
- Change the situation
- Step back and slow down
- Use stress relief strategies
- Look for help
- Think about the worst-case scenarios
- Stay on top
- Manage your response
- Boost your self-belief and self-control

Own well-being

Discuss in a short paragraph what this means to you as a future teacher?

Mini-lecture: Stay healthy

People who are happy have:

- Cheerful moods
- High self-esteem
- Physical health
- Sense of personal control
- More memories of positive as opposed to negative events
- Optimism about the future

(Myers & Diener, 1995)

Watch the video on: "How to Stay Healthy"

<https://youtube/VZRrCla17tw>

Now, let's take a break!! Please be on time for session 9!!!

Session 9: Resilience within constant change in the school system

Introduction

Look at the following Youtube video on a very inspirational true story.

<https://youtube/kZIXWp6vFdE>

Activity 1

What was inspirational to you in this video?

How would you describe resilience? Why was this athlete resilient in your view?

Mini lecture:

Resilience means positive adjustment despite significantly adverse circumstances or events that predict negative outcomes (Masten, 2001). This means that one should seek protective systems to enable positive adjustment. The following mechanisms of DREAM & CONNECT & DO illustrate how to use protective systems in a constantly changing environment of the school context.

The mechanisms of DREAM & CONNECT & DO (Theron, 2014):

DREAM: Refers to the protective system of having positive expectations of the future as a teacher. When you dream you have hope and vision for the future, you try to see things differently and you identify your goals.

CONNECT: Refers to the protective system of forming meaningful relationships in a constantly changing school environment. To be resilient and to cope you need to connect to yourself (this is part of your dream), connect to other people that will help and guide you, connect to your roots

(your culture) and connect to your spiritual roots.

DO: Refers to the protective system of wellness-promoting actions that you can take in order to do well despite constant change.

Activity 2

Let's try to determine your DREAM by reflecting on your goals:

What are three short term goals I need to set to reach my dream?

1. _____
2. _____
3. _____

What are three long-term goals I need to set to reach my dream?

1. _____
2. _____
3. _____

Activity 3

Answer the following questions to determine your CONNECTION in other words meaningful relationships that will help you reach your dreams and be more resilient:

Who will help me when there are obstacles or changes within the teaching profession and who do you think will they be able to assist you to reach your dream?

- Who in my family? _____
- Who in my community? _____
- Who in the school where I teach? _____
- Who among my peers? _____
- My spiritual connection? _____

Activity 4

Answer the following questions to determine your actions in other words, what are you going to DO?:

1. What strengths do I have in myself that will support me to do well in spite of constant change in the teaching profession or school context?

2. What resources do I have in my family or in my community that will support me to do well in spite of constant change in the teaching profession or school context?

3. How will my culture support me to do well in life?

Recap/Reflection on the 3 days. What have you learned?

In this last session we are going to reflect on the three days and nine sessions that we spend on this theme. You have to establish what you have learned and how do you see the way forward.

Activity 1

Let's look at the following video and reflect on the 3 days we spend on theme 2. You will that a certain metaphor

is being used. The metaphor is your life as a motor vehicle.

<https://www.youtube.com/watch?v=SFZ0kK8gorI>

How to self-reflect

6. Try to identify the different elements of a motor vehicle in this video that are being used to help you in self-reflection.

7. After you have identified the 6 elements, use the metaphor to write a reflection on theme 2. For example if you look at your dashboard how full is your tank at this stage?

We as developers would like to acknowledge the following sources that we used to create this workbook:

De Jager, M. 2003. Peer helping training.

Masten, A. 2001. Ordinary magic: resilience processes in development. *American Psychologist*, 56(3):227-238.

Morulane, I. 2005. Time management. In E. Van Heerden (ed). *Life Skills: My journey, my destiny*. Van Schaik: Pretoria.

Policy on the Minimum Requirements for Teacher Education Qualifications, as revised 2014)

This gazette is also available free online at www.gpwonline.co.za

Theron, L.C. 2014. Being a 'turnaround teacher': teacher-learner partnerships towards resilience. In M. Nel (ed.) *Life Orientation for South African teachers*. Van Schaik: Pretoria.

Thompson, N. 2015. *People skills*. Palgrave: London.

What to upload in your electronic portfolio of evidence on eFundi

Upload all your activities for this ESA onto eFundi as one document.

EMBEDDED SIGNATURE ASSESSMENT 2

Context: School & Learning Environment

School Environment

Coursework reading material (Uploaded under Resources: ESA 2 on eFundi)

- SA Schools Act of 84 of 1996.

Do the following

- Read the following sections of the SA Schools Act of 84 of 1996.
 - Chapter 2: Learners
 - 5A Norms and standards for basic infrastructure and capacity in public schools
 - 8 Code of Conduct
 - 10 Prohibition of corporal punishment
- **Find examples**, two or three, of school policies, rules, regulations, procedures and codes of conduct that are available on school websites.

Possible policies, regulations, rules and/or procedures to consider:

- School code of conduct
- Safety and security
- **Watch** the video on school organisation and administration. (School organisation and administration (English): <https://youtu.be/sdzl653yFVs>)
- **Write a critical reflection** on the topic of school organisation and administration, based on your school observation, reading, research and video analysis.

What to upload in your electronic portfolio of evidence

- A critical reflection on how you, as teacher, would approach the aspects identified in the SA Schools Act (e.g., learners, basic infrastructure, code of conduct and prohibition of corporal punishment).
- Copies of policies, rules, regulations, codes of conduct, etc. to support your reflection (**NOT MORE THAN THREE**).

Learning Environment

Do the following

- **Watch** the learning environment videos related to behaviour management in the classroom, classroom rules and expectations.
 - ✓ Classroom management: Building relationships
<https://www.youtube.com/watch?v=X25a8GGxip0>
 - ✓ Behaviour management in the classroom
<https://www.youtube.com/watch?v=EgENjrrEq0>
 - ✓ Classroom rules and expectations
<https://www.youtube.com/watch?v=X617S0HHaEY>
- **Prepare a PowerPoint presentation** (max 10 slides) for learners in which you introduce your classroom rules.
- **Visually illustrate** to the learners in your future classroom how praise **and** misbehaviour will be addressed (e.g., praise charts, flash cards, etc.).
- **Write a critical reflective essay** in which you indicate how you will address relationship building, praise and misbehaviour in your classrooms.

What to include in the portfolio of evidence

- A PowerPoint presentation (max 10 slides) for learners in which you introduce your classroom rules.
- A visual illustration for your learners in which you indicate how praise **and** misbehaviour will be addressed in your classroom (e.g., praise charts, flash cards, etc.).
- A critical reflective essay in which you indicate how you will address relationship building, praise and misbehaviour in your classrooms.

EMBEDDED SIGNATURE ASSESSMENT 3

21st Century Technology

Do the following

- **Read** the Handwriting Proficiency Booklet.
- **Write** the alphabet and the numbers 1 to 10 using the Grade 1 font. You should include one page of ordinary print writing (capitals and small letters); one page of cursive writing (capitals and small letters); and one page of numbers 1 to 10.
- **Read** the following:
 - White Paper on e-Education Transforming Learning and Teaching through Information and Communication Technologies (ICTs):
 - ✓ Chapter Two: e-Education
 - ✓ Chapter Three: The Use of ICTs in Education
 - ✓ Chapter Five: Strategic Objectives (ICT professional development for management, teaching and learning & electronic content resource development and distribution)
 - DoE Guidelines for Teacher Training and Professional Development in ICT.
- **Watch** the following videos:
 - What is the TPACK Model? <https://www.youtube.com/watch?v=yMQiHJsePOM>
 - How to communicate with Gen Z (BCM Partnership).
<https://www.youtube.com/watch?v=LmNzZf0996o>
- Provide a justification for the use of technology by both the teacher and the learner in the classroom by **writing a critical reflection** of about 500 words.
- **Develop ONE technology-enhanced learning experience** in a subject of your choice (i.e., English, Setswana or Afrikaans Home Language, Mathematics or Life Skills). You may choose what topic or theme you would like to focus on (e.g., addition; phonemic awareness, etc.).
- **Complete** the technology-enhanced lesson plan.
 - Animation – uploaded to YouTube (e.g., PowToons; VideoScribe, etc.)

OR

- Identify an appropriate App to use for a subject of your choice (i.e., English, Setswana or Afrikaans Home Language, Mathematics or Life Skills). Motivate why you regard this App as being appropriate for use by Foundation Phase learners. (Give the name of the App, in which subject you will use it and motivate why you regard it as being appropriate).

What to include in the Portfolio of Evidence

- Three pages of handwriting (i.e., ordinary print, cursive and numbers) using Grade 1 font.
- A justification for the use of technology by both the teacher and the learner in the classroom by writing a critical reflection of about 500 words.
- The technology-enhanced lesson plan.
- A completed technology-enhanced learning experience:
 - Your uploaded YouTube animation;

OR

- Your justification for the choice of App for the subject of your choice.

Technology Enhanced Lesson Plan

Group		Lesson Title:
Grade		
Learning time		
Learning outcomes (What should learners be able to do at the end of this lesson? Max. 2 lines)		
Chosen technology and resources required (What technology have you chosen and what resources are needed for teaching and learning? Max. 4 lines)		
Learning activity (Describe what will happen in the lesson, and how technology will be integrated. 8–12 lines)		
Assessment (How will you assess learners' understanding of the lesson? Max. 2 lines)		
Contextual considerations (Why is this technology appropriate for use in this particular context? 4–6 lines)		
Pedagogical justification (How does the use of technology enhance the lesson? 4–6 lines)		
Contingency plan (Are there additional factors that need to be taken into account? 2–4 lines)		

EMBEDDED SIGNATURE ASSESSMENT 4

Planning & Preparation

Do the following:

- Grade R planning and preparation is the focus of this ESA. Get a copy of the Grade R CAPS document.
- Use the CAPS document and do the following:
 - Year planning
 - Weekly planning
- Plan a day programme for Grade R.
- Write a critical reflection on your understanding of year, weekly and day planning for Grade R.
- Write a critical reflection in which you differentiate between Grade R and Grade 1-3 planning.

What to include in your Portfolio of Evidence

- A copy of your year, weekly and day planning for Grade R.
- A reflective journal in which they comment critically on your understanding of year, weekly and day planning for Grade R.
- Your critical reflection in which you differentiate between Grade R and Grade 1-3 planning.



real heroes
don't wear

CAPES

They Teach