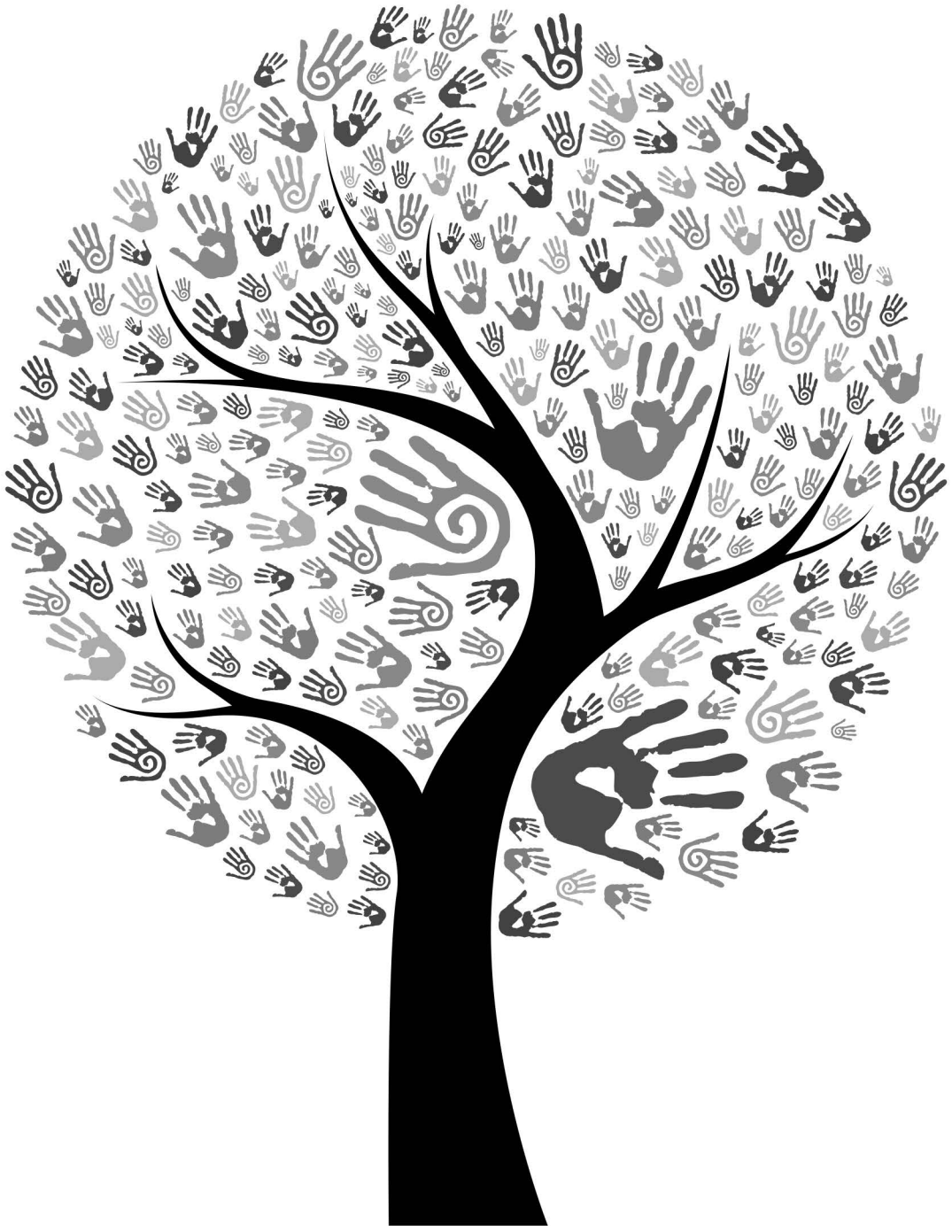
Only study guide for

BTE2601

Becoming a teacher



University of South Africa

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INTRODUCTION

Dear Student

Welcome to the module **Becoming a Teacher**. I hope that you will find your studies interesting and instructive.

The information in this Study Guide is structured to support you in understanding important concepts and skills that you will need in your studies. You will not only learn about the theory behind these concepts but will also undertake meaningful learning activities to make sure that you understand the information and can apply it to different contexts.

This Study Guide is divided into six learning units. At the beginning of each learning unit, you will find an overview of that unit as well as the specific outcome and assessment criteria.

We advise you to read all the information indicated in each learning unit before tackling the learning activities, questions and reflection activities. Questions and activities are intended to take you systematically through the work.

Follow the guidelines and directions included in Tutorial Letter 101 regarding the submission of assignments.

We hope you will find this module interesting and meaningful and that your studies will be successful. Please do not hesitate to contact us if you have any problems with or questions about your studies.

Best wishes

Your lecturer

Mr MX Majola

1.1 PURPOSE STATEMENT

This module aims to enable you to distinguish between the different roles of a teacher and to understand what knowledge and skills are needed to become a successful teacher.

This module is one of the ten modules that must be completed for the teaching qualification. When you read through this module and complete the activities and assignments, it is important to see it as being part of the other modules in this programme.

This study guide must be used with the following textbook:

Becoming a teacher. UNISA custom edition.
Print ISBN: 9781485709732
ePDF ISBN: 9781485709749

1.2 WHAT DO WE EXPECT YOU TO DO AT THE END OF THIS LEARNING EXPERIENCE?

1.2.1 Purpose

This module aims to help you understand the different roles and competencies required from a professional teacher and to do it by applying the theoretical knowledge you gain in practice.

1.2.2 Outcomes

The course content should enable you to do the following:

- Create an appropriate teaching environment.
- Identify the importance of inclusivity and transformation in the South African situation.
- Motivate the importance of professionalism in education.

1.3 STRUCTURE OF THE MODULE

The module is structured into six learning units. Each learning unit has specific outcomes, assessment criteria and activities. It will clearly indicate the learning outcomes for each learning unit. The glossary at the end of the textbook will be an important part of all activities.

LEARNING UNIT 1

The teacher as a reflective practitioner

Read the paragraphs about tools to guide reflection in chapter 1.

The DATA process and Guided Reflection Protocol are useful tools to guide reflection in your endeavour to become a reflective practitioner. Use any of these tools when you read the case studies discussed in this Study Guide or the textbook.

ACTIVITY 1.1

Use the DATA process to reflect on this case. What did you personally learn from this case?

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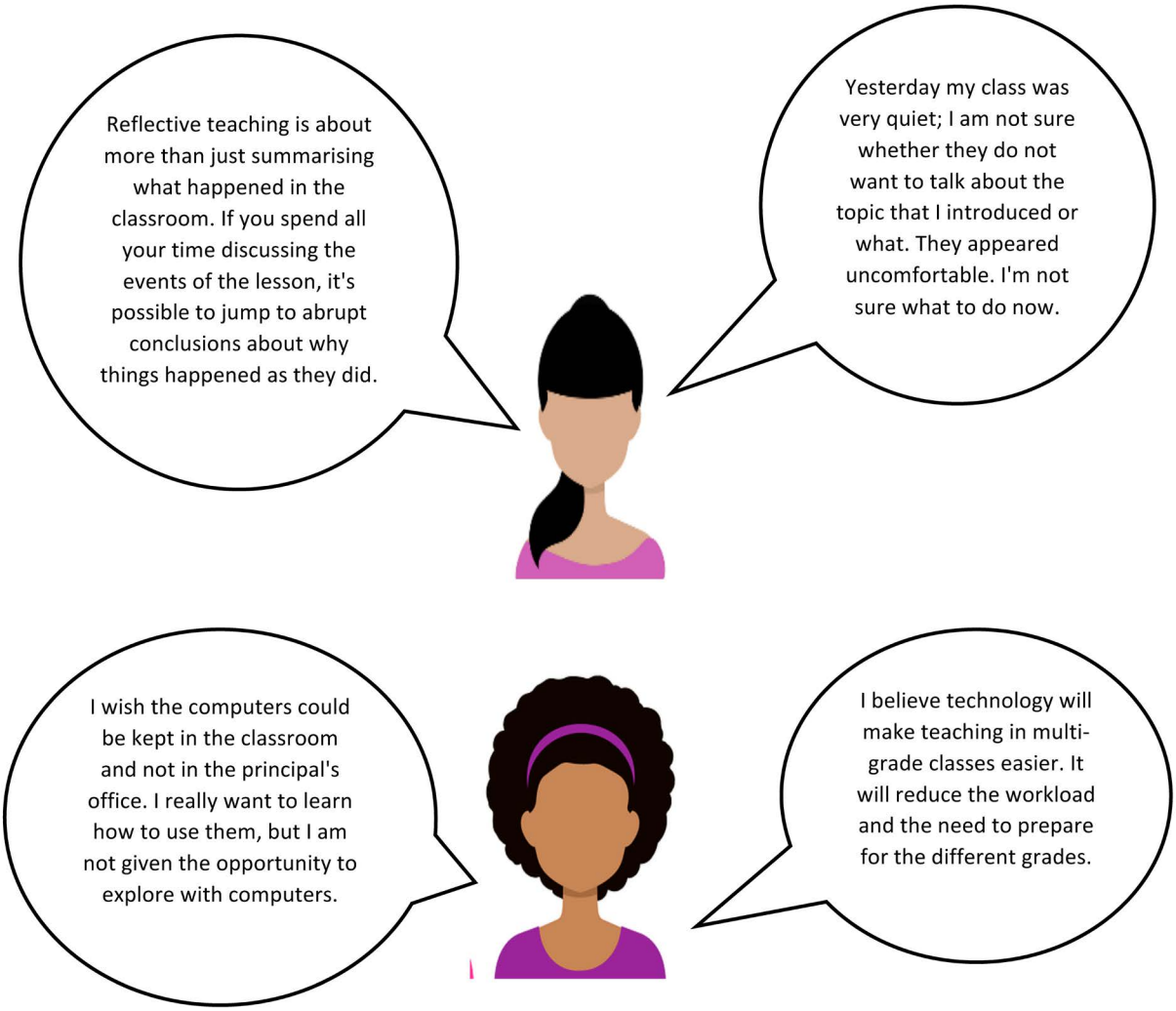
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1.1 REFLECTION

Reflective practice is seen as a process that can facilitate teaching, learning and understanding, and that plays a central role in a teacher's professional development. It involves identifying one's assumptions and feelings associated with the practice, theorising about how those assumptions and feelings are functional or dysfunctional as associated with the practice, and acting based on the resulting theory of practice. Teaching is a complex and challenging profession and requires teachers that think and reflect (Conley, de Beer, Krige, Du Plessis, Gravett, Lomosfsky, Merckel, November, Osman, Peterson, Robinson, & Van Der Merwe 2010.) The process of reflection in teaching can be used to explore our own practices and underlying beliefs about teaching and learning. The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and, ultimately, greater effectiveness as a teacher. The approach espoused by Ferraro (2000) has also been widely acknowledged by many researchers as one that could promote teachers' professional development and improve the quality of teaching and learning. Jacobs, Vakalisa and Gawe (2011) contend that reflective teaching offers teachers the opportunity to renew their practice and to understand the effects of their teaching.

Here is a story about a teacher who believes that she has failed in her role as a teacher.

Both Mrs Bagone Morake and Mrs Odirileo have been teaching for the past ten years. Let us hear their views regarding reflection.



ACTIVITY 1.2

(1) It appears that Mrs Morake fears using technology. What can you say to encourage her to use reflective practice?
(2) What can be done to empower teachers like Mrs Morake and Mrs Odirileo to enhance their theory of reflective practices?
(3) What can be done to change teachers' attitudes towards the use of reflection to improve their teaching practice?

1.2 FOSTERING REFLECTIVE SKILLS

Reflective practice is a skill that needs to be learned. Jones and Jones (2013) posit that all professionals need direct instruction and opportunities to practice the complex skill of reflection. Literature offers many suggestions on how teachers can reflect on their practice to ensure that they develop as professionals and cater for the diverse needs of their students. The process of reflective teaching supports the development and maintenance of professional expertise.

Some of these strategies are discussed in the next section.

1.2.1 Record the lesson

Audio or video recording of lessons can provide a basis for reflection in many aspects of teaching. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment-to-moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. For example, it would be of little value to attempt to recall the proportion of Yes-No Questions to WH-Questions that a teacher used during a lesson or to estimate the degree to which the teacher's time was shared among higher- and lower-ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered; hence, the need to supplement diaries or self-reports with recordings of actual lessons.

1.2.2 Observing your colleagues

Observation involves looking and watching someone in action. It is important to observe your colleagues' good teaching practices in the classroom. Observations will assist you with self-introspection and making possible alterations in your practices. Once you can observe and refer to your own lives and experiences as valuable sources of knowledge, you can easily apply this knowledge in your own classrooms, (Connelly & Clandinin 1990). Newly appointed teachers gain knowledge and skills as they observe experienced teachers. Therefore, good practices of experienced teachers add value to the effectiveness of teaching and learning by newly appointed teachers.

1.2.3 Being observed by your colleagues

You can ask your colleagues to observe your teaching and give you feedback on your lessons. This act will require maturity – and you should take criticism well and not take it personally.

1.2.4 Self-reports

Self-reporting involves completing an inventory or checklist in which you indicate the teaching practices you used within a lesson or within a specified time and how often you used it.

ACTIVITY 1.3

(1) Which other ways can be used to promote reflection in the teaching and learning context?

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(2) In the textbook, read the paragraph about a reflective journal. Use the guidelines and design a page for your own reflective journal.

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.....

(3) This will be very helpful when you start your teaching practice and will help you to ensure that you address important aspects that you observe or experience.

The information in this module is clear that a teacher can assist his or her learners only if he or she becomes a lifelong learner. You will have to do active research in your classroom to provide your learners with the best opportunities for learning.

SELF-ASSESSMENT

To make sure that you have reached all the outcomes and assessment criteria for this learning unit and complete the self-assessment and reflection activities.

1. Why is reflection so important for a teacher?

   .....

   .....

   .....

2. What have you learned in learning unit 1?

   .....

   .....

   .....

3. In your own words, describe the following concepts:

   Pedagogical content knowledge

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   .....

   Caring professional

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   .....

   Personal application

   Use the concepts that you have described above, to formulate your own philosophy.

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Go to myUnisa and post your teaching philosophy on the Discussion Forum/ blog on Teachers' teaching philosophies and how these influence their teaching.

4. What did you learn from this discussion?

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5. How did your teaching philosophy change or was it influenced by the discussion online?

.....

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You need to be knowledgeable about new developments in all areas that can positively influence how you manage your class.

Read the following article about lifelong learning:

Teachers' lifelong learning: Emerging dialogues from Gert Biesta's philosophical views by A Guilherme (28 April 2017) available at: journals.sagepub.com/doi/abs/10.1177/1478210317705741.

Make notes of the aspects that you feel are most important for your own lifelong learning as a teacher.

The focus is on specific aspects of teaching that will support you in managing your classroom effectively.

LEARNING UNIT 2

The teacher as a caring professional

2.1 CARING PROFESSIONAL

- A teacher can be a caring professional by going beyond teaching and learning needs and consider learners' physiological and psychological needs
- Take care of the learners' different needs
- Provide solutions to their personal and academic problems
- Concern about learners' needs
- Involves connections and authentic relationships with learners

2.2 VALUES THAT CREATE CARING PEDAGOGY IN THE CLASSROOM

- The value of participation
  - A teacher must create an environment that encourages learners to be caring towards other learners and teachers
  - Encourage learners' communication with the teacher and other learners
  - An attitude of sharing
- The value of the affective
  - Becoming aware of social interactions
  - Showing interest in the learners' demographics
- The value of problem solving
  - Learners feel safe to express their feelings and ideas
  - Learners are encouraged to be curious, open, hopeful and responsible, and to enjoy learning in a cooperative and critical classroom environment

2.3 BENEFITS OF APPLYING A CARING PEDAGOGY

- It can help the teacher to step outside usual and practised ways of knowing and teaching and respond differently to learners.
- As the cornerstone of educational practice, it forces you to consider the issue of social justice in teaching the curriculum.
- It can guide you to find your voice and a different way of engaging learners with learning material.
- It allows learners to define learning in terms of how it is related to their social, economic and physical lives.

2.4 THE SEVEN ROLES OF A TEACHER

(1) Learning mediator
(2) Interpreter and designer of learning programme 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

2.5 TEACHING PHILOSOPHY

ACTIVITY 2.1

Write down your own teaching philosophy.

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It is useful to write your own teaching philosophy. This will help you to formulate how you see teaching and adjust your philosophy as you gain experience or see what you still need to add to it.

Mr Modise has been a teacher for several years. Teaching was his first love and he is studying towards a bachelor's degree in education at a local university. As the years go by, his love of teaching has diminished; he always complains about the learners' unruly behaviour and lack of discipline in the school. He rarely prepares for his classes as he is demotivated and is contemplating to leave the profession.

Mr Modise says, "I am just here because I don't know what else to do. Every time I get to class there is something new. The government introduces many changes with which I cannot cope. There are always people who want to know how far you are with the syllabus. I cannot take it anymore."

We all started our teaching careers with ideas on how learners learn and how teaching should be done. However, our belief system is challenged when we get into the classroom. Sometimes this can cause frustrations because what we find at school is not what we anticipated or does not match our belief system.

ACTIVITY 2.2

Read the article: What inspires South African student teachers for their future profession? *You can download it from the internet or access it on MyUnisa*.

Do the activity and write the answers in your journal for later reference.

(1) Reflect on this article. Why did you choose the teaching profession?
(2) What does good teaching mean to you?
(3) Teaching should not be seen as a set routine of mechanical actions. Use your teaching philosophy to outline your views about how learners learn, your role as the teacher, and the ultimate goal of education
(4) Teachers should be committed to the preparation of caring, accountable and critical-reflective educational practitioners who can support and nurture learning and development in diverse educational contexts. Reflect on each of the underlined attributes. What does it mean in the classroom?

2.6 WHAT IS A TEACHING PHILOSOPHY?

- It is a purposeful and reflective essay about the author's teaching beliefs and practices.
- It is an individual narrative that includes not only one's beliefs about the teaching and learning process but also concrete examples of how he or she enacts these beliefs in the classroom.
- It serves to guide the teacher.
- It is a self-reflective statement of your beliefs about teaching and learning.

2.6.1 A teaching philosophy should include the following:

- The teacher's ultimate goals and aims
- A description of how you are going to teach to achieve your goals
- A rationale for choosing teaching as a profession and the teaching techniques that you choose
- Your important and uncompromised values
- Your view of learners and teaching
- A vision of what you are doing

2.7 PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

Knowledge about your subject should always be balanced with knowledge about teaching and learning. These aspects should be addressed together, and both need to be developed and updated to the benefit of learners. To develop your PCK, you need to reflect on your teaching style.

From the professional conduct for teachers discussed in previous paragraphs, a teacher is expected to be a caring professional. In your role as a teacher, the way you think and react to situations – as well as how you are influenced by social, political and cultural systems – requires careful consideration and understanding of the context.

ACTIVITY 2.3

(1) Write a short paragraph to summarise how you understand the following:

Concept of critical theory:

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.....

Pedagogy of care:

.....

.....

.....

Your role as a teacher with the power to shape what a country.

.....

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LEARNING UNIT 3

The teacher as educational theorist

OVERVIEW OF THE LEARNING UNIT

Learning unit 3 will guide your reading of chapter 3 in the textbook.

The topics discussed in this learning unit will provide you with an overview of important theories and practices underpinning the field of education.

Important terminology is marked in **bold.** Make sure that you understand the meaning of these terms/concepts and how these are relevant to your practice as a teacher. The terminology and concepts that you learn about in this chapter of the textbook are essential for interpreting and understanding information in the other learning units.

As you work through each part of this learning unit, you should link the information you are reading to the assessment criteria and complete all the learning and self-assessment activities.

LEARNING OUTCOME

Demonstrate detailed knowledge of the main areas of the field of education.

ASSESSMENT CRITERIA

Upon completion of this learning unit you must be able to do the following:

(1) Discuss pedagogical knowledge as an integral part of the field of education.
(2) Apply the key terms, concepts and principles applicable to the field of education.
(3) Compare relevant theories.
(4) Describe the link between theory and practice.
(5) Evaluate the importance of practical skills in the field of education.
(6) Identify the knowledge needed to teach in a classroom.

3.1 INTRODUCTION

Learning unit 3 will teach you about the importance of a teacher's knowledge about the **theory and practice of education**. The focus is the underlying values and principles that influence our approaches to learning, teaching and assessment.

Read the introduction in chapter 3 of the textbook.

In the introduction, you will read about **frameworks** or theories that influence the relationship between how a teacher teaches and how learners learn. These theories

are based on research and observation of the teaching practice of many teachers all over the world.

Understanding the theories can help a teacher to interpret **factors that influence the classroom situation**. It is reassuring when you find that other teachers have been and are confronted with the same challenges you are experiencing and that you can learn from their practice.

The introduction motivates the choice and sequence of aspects related to the theories in chapter 3, namely:

- Intelligence and the developments in trying to test intelligence
- Important learning theorists from different fields of psychology
- The work of these theorists and its influence on our understanding of learning and, therefore, of how teachers plan their lessons

The questions at the end of the chapter will guide you to find the link between the learning theory and the *National Curriculum Statement Grades R-12*.

ACTIVITY 3.1

Explain the importance of educational theories by completing the following sentence:

Educational theories are, in essence, frameworks .....

.....

.....

.....

Copy your completed sentence and paste it in the Discussion Forum.

3.2 TOWARDS AN UNDERSTANDING OF TEACHING AND LEARNING

Read the introductory paragraph in chapter 3 of the textbook.

ACTIVITY 3.2

In your own words, explain what an educational theory is.

.....

.....

.....

ACTIVITY 3.3

In the 1950s and 1960s, the intelligence quotient (IQ) and IQ testing became a major tool of testing and predictor of learning outcomes.

(1) Describe the arguments that support and oppose this way of thinking about learning.

.....

.....

.....

(2) Which argument do you support?

.....

A teacher's perspective of intelligence and how learning takes place will influence his or her teaching style. To teach a variety of learners, you need to understand where the theories that will be discussed in this chapter originated from.

Motivate your choice in Activity 3.3

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.....

3.3 BEHAVIOURISM

Read the section on behaviourism in the textbook.

The first learning theory and approach to be introduced is behaviourism. This theory states that all behaviour is learned. This means that any observed behaviour is caused by external factors. Outward behaviour is the focus of learning while psychological or internal processes are not considered important in learning.

Behaviourism has had a great influence on classroom teaching; for example, **reinforcement** has long been used in classrooms to modify the behaviour of learners.

To summarise how the theory of behaviourism is applied in the classroom by using the principle of reinforcement, do the following activity.

ACTIVITY 3.4

In the space provided (or in your notebook or study journal), explain each aspect of reinforcement and provide an example of how this can be used in the classroom situation.

(1) Positive reinforcement

.....

(2) Negative reinforcement

.....

(3) Extinction

.....

(4) How did the theorists Vygotsky (1978) and Skinner (1973) interpret the principle of reinforcement?

.....

.....

.....

3.4 COGNITIVE EDUCATION REVOLUTION AND CHILD-CENTRED TEACHING

In this section of chapter 3 of the textbook, you will read about the theories of learning that contrast or oppose **behaviourism**.

Cognitive psychology influences the development of new **learning theories**. **Child-centred teaching** focusses on a teacher providing a stimulating environment where learners can find challenging experiences to learn from. Four theorists' research have contributed to cognitive psychology and our understanding of learning.

Read the information on Jean Piaget and Lev Vygotsky in the textbook.

The brief outline in the textbook explains their two theories of learning that are still relevant for teachers in South Africa today.

ACTIVITY 3.5

(1) After reading about the theories of Piaget and Vygotsky, draw a table and do activities a, b and c.

(a) Use the keywords in each column to explain the principles and concepts of each theory included here.

Piaget (1896-1980)	**Vygotsky (1896-1934)**
Nature of structures (restructuring thinking) ..... Schemata ..... Psychological structures ..... Assimilation..... Adaptation..... Equilibration .... Development stages of cognitive growth	**Social context of learning** ..... The zone of proximal development .... Mediation ..... Scaffolding ..... Development of higher mental processes ..... Spontaneous concepts/scientific concepts ..... Guided/unguided discovery ..... Steps to apply the theory .....

Follow these links to read more about the theories of Piaget and Vygotsky online:

https://www.funderstanding.com/educators/jean-piaget- cognitive-development-in-the-classroom/

http://www.oercommons.org/courses/the-learning-classroom-theory-into-practice/view

(2) *Read the following case study/watch the storyline video on myUnisa.*

Mrs Mukhati is planning a lesson on wild animals for a group of learners in the phase that she teaches. When she asks the Head of Department for help, she suggests that Mrs Mukhati use the theory of Vygotsky when planning the lesson to address the learners' specific needs.

Mrs Mukhati analyses the theory of Vygotsky and designs the following plan:

She introduces the theme at the beginning of the week and makes several copies of animal figure outlines and puts them on the wall. During the week,

she introduces one animal at a time. The learners say the name of the animal and then put it in the outline where it fits best.

Learners could name any animal and indicate on the board what shape looked the same as this animal.

ACTIVITY 3.6

Identify the aspects of Piaget's and Vygotsky's theories that Mrs Mukhati uses in this lesson.

Read in the textbook about the influence of each theory on teaching and learning.

The social context in South Africa requires a variety of approaches to teaching and learning to make provision for learners of all cultures.

The applicability of these theories has been researched by scholars in South Africa. The findings of the studies are important for South African teachers.

ACTIVITY 3.7

(1) When you do research, it is important that you always consider the arguments for and against a theory.
(2) Read the sections in the textbook that deal with the effect of both learning theories discussed on learning in South Africa.
(3) Write a paragraph to explain, in your own words, the conclusions that the researchers reached after conducting the studies on the theories of both Piaget and Vygotsky.
(4) Use the following link to access the Unisa reference guide and make sure that you reference correctly when you do the activity: http://libguides.unisa.ac.za/CEMSHarvard.

STOP AND THINK

You can use your newly acquired knowledge about the theories of Vygotsky and Piaget to develop criteria and to analyse any educational theory that interests you.

You have learned the following:

- Principles that describe how individuals acquire, retain and recall knowledge.
- How learning takes place.
- How to select instructional tools, techniques and strategies that promote learning by using these principles.

Read the information in the textbook about the theories of Feuerstein and Howard Gardner. Use the three aspects/lenses listed above to describe and understand the practical value of each theory for teaching in Activity 1F.

ACTIVITY 3.8

Reuven Feuerstein (1921–)	**Howard Gardner (1943–)**
Key concept of theory:	**Key concept of theory:**
.....	.....
.....	.....
.....	.....
Principles – how individuals learn	Principles – how individuals learn
.....	.....
.....	.....
.....	.....
How learning happens	How learning happens
.....	.....
.....	.....
.....	.....
Instructional tools, techniques and strategies that promote learning	Instructional tools, techniques and strategies that promote learning
.....	.....
.....	.....
.....	.....

Cognitive theory is about how learners understand the information they encounter in the classroom. Learners are unique and learn in different ways. From the approaches discussed, the teacher plays an important role to mediate learning and support learners to develop a deep understanding of the material and content they have to learn.

Read the section in the textbook on perspectives on teaching and learning.

The key theories described in chapter 3 of the textbook lead to perspectives of how learners process information.

Study the diagram on **information processing** in the textbook, which illustrates the highly interactive processes and the sequence of stages of learning.

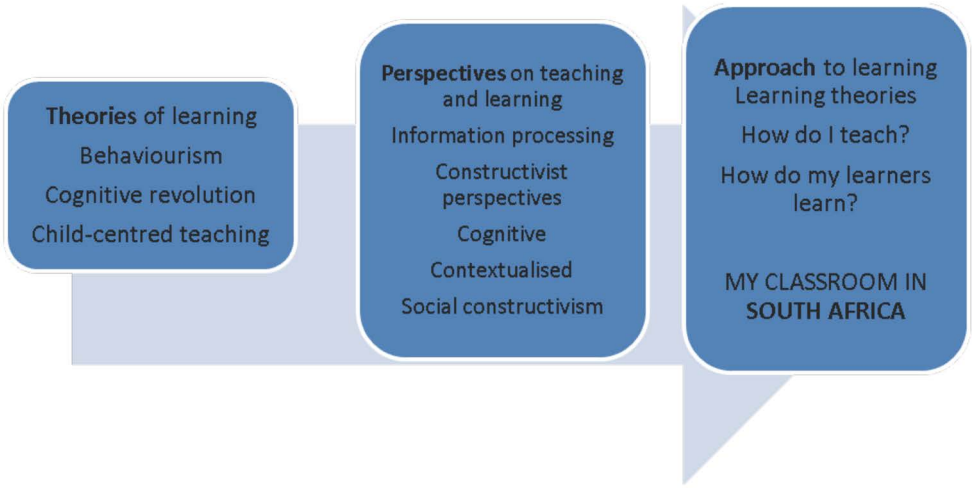
During the **input phase, the processing phase and the output phase** the important building blocks of information processing form. **Metacognition** is a very important aspect of this process. Learners need to be aware of how they think and learn to structure and take responsibility for their own learning.

Before you read any further, stop and think about where we started and where we are going with the information in this learning unit and chapter 3 of the textbook.

First, we learnt about **research done in classrooms**. From the knowledge gained in these studies, **theories** were developed, which led to **approaches** or **ways of thinking about learning**. But how do these influence teaching in the classroom? The approaches or thinking of the cognitive theorists focused our own thinking on the **important role of the learner in learning**.

The focus on the learner that makes and **constructs knowledge**, is known as a constructivist perspective.

Do you see how the generalised theory has been described and reworked to become a perspective (a lens or tool) that will support a teacher to promote active learning in the class?



The constructivist perspective of teaching places **the learner in charge of learning** and the teacher in a **facilitating** or supporting role. The teacher does not transmit knowledge and it is the learner who plans and directs his or her own learning.

Read about the following aspects in the textbook:

- Cognitive construction
- Organising your classroom according to the constructivist approach
- Contextualism
- Social constructivism
- Reflective practice

Write down an example of how each aspect can be realised in practice in a classroom in South Africa. Have you come across any of these approaches in school or this BEd course?

From the constructivist viewpoint, classroom discourse or the dialogue between teachers and learners in the classroom should be interactive, with learners and teachers collaborating in learning. The theories, ideas and concepts about learning described

in chapter 3 of the textbook have had a significant influence on curriculum policy and classroom practice in South Africa.

Read the final section of chapter 3 in the textbook.

Two important examples of how learning theories influenced South African policy and practice are described. Link the ideas you have learned to the aspects described towards the end of chapter 3.

(1) Roles of the teacher

.....

.....

.....

(2) Curriculum policy

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.....

.....

.....

(3) Use your knowledge about analysing information and write a paragraph to explain the arguments that support and oppose the influence of learning theories on our educational policy and practice.

.....

.....

.....

ACTIVITY 3.9

(1) Go to myUnisa and read the two definitions of educational theory.

(a) In your own words, explain what an educational theory is. You can give your own definition of educational theory on the **Discussion Forum/ blog tool** and read how other students define this concept.

.....

.....

You also have to comment on two other students' paragraphs. You should not merely say "yes" or "no" but give constructive feedback.

(2) At the end of each learning unit, make a list of the terms/concepts that are printed in bold. Make sure that you understand the meaning of all these words or concepts

.....

.....

.....

It is always helpful to consult a variety of sources to find information from different perspectives.

Teachers play a very important part in developing a theory for the South African situation. Your knowledge about learning theories should enable you to plan learning according to different contexts for learners with diverse needs. Your knowledge and skills about the important aspects of teaching and learning will be developed when you learn about teaching, the curriculum, classroom management and assessment.

ENRICHMENT ACTIVITIES

Use the following link to learn more about the topics discussed in learning unit 3: https://study.com/academy/lesson/constructivism-definition-types-contributors.htm.

SELF-ASSESSMENT

1. Describe, in your own words, the value of learning theories for your teaching practice in the classroom. Indicate how the learning theories discussed can be linked to the practice of teaching and learning in your class.

   .....

   .....

   .....

2. Read the information provided on the competencies required of beginner teachers. You can access the document on myUnisa.

   (a) What practical skills from this list would be very important for a teacher to have? Motivate your answer and provide examples.

   .....

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3. Use your knowledge about learning theories and name at least three aspects that a teacher should be knowledgeable about to teach effectively and monitor his or her learners' progress in the class.

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3.5 SUMMARY

Educational theorist

- **Behaviourism**

  — ***Three elements of behaviourism***

  ◊ REINFORCEMENT (negative and positive)
  ◊ STIMULUS
  ◊ RESPONSE

  ❖ ***LEARNING IS THE PROCESS OF ASSIMILATING KNOWLEDGE AND ITS MEANING BY THE TEACHER***

  - ♦ Learning is seen as a change in learners' behaviour, which can be shaped by selective reinforcement.
  - ♦ The environment (parent, teacher, systems) presents a stimulus that prompts behaviour followed by consequences that determine whether the behaviour will occur again.
  - ♦ The external environment influences the internal environment.
  - ♦ How the learner behaves in school is a result of how he/she is treated at home and vice versa.
  - ♦ Teaching is about transmitting learning content to learners.
  - ♦ Learners passively receive and assimilate content knowledge.
  - ♦ Learners respond to the stimuli (positive or negative).
  - ♦ The teacher does the explanations, which is followed by stimuli.
  - ♦ Learning occurs when the learner behaves in a desired way.

  ❖ ***ROLE OF A TEACHER (PRIMARY AND SECONDARY ROLES)***

  - ♦ The teacher is the main driver of student learning
  - ♦ Teaches to learn and produce/improve
  - ♦ Collaborative learning (communities, leadership and innovation)
  - ♦ Knowledge worker who develops evidence-based professional knowledge through research and self-study
  - ♦ Reflects on the activities and actions
  - ♦ Researches academic research, action research and self-study

❖ *ELEMENTS THAT CONTRIBUTES TO THE PROFESSIONALISM OF THE TEACHER*

- ♦ Knowledge
- ♦ Skills
- ♦ Attitude
- ♦ Value

- **Constructivism**

  - Learners are actively constructing, creating, inventing and developing their own knowledge, skills and values by solving problems through collaborative learning.
  - Learning is seen as a reflection process and interpretation of experience.
  - Learning happens through interactions between learners' existing knowledge, the social context in which they find themselves and the problem or task to be done.
  - Teachers employ a cooperative approach and put learners into groups to complete any task (problem, exercise).
  - Teachers provide means and opportunities for learners to explore and acquire new knowledge.

    - ◊ Cognitive construction
    - ◊ Contextualism
    - ◊ Social constructivism

  - ***Constructivist perspective on learning, and ways to apply the constructivist approach in the classroom.***
  - Emphasises the active role of the learners in building understanding and making sense of information.
  - Focuses on making meaning and construction of knowledge, not merely on memorising information.
  - Considers the social context as a major factor in determining what one comes to know about oneself and the world.
  - Select instructional materials that learners can manipulate or use to interact with their environment.
  - Choose activities that encourage learner observation, data gathering, hypothesis testing and field trips.
  - Uses processes and methods such as cooperative learning, debating and discussing
  - Integrate curricula or subjects.

- **Cognitivism**

  - Influences the development of child-centred teaching by developing a varied and stimulating learning environment
  - Interested in the mental processes

- **Critical theory**

  - Philosophical approach to culture, and especially considers the social, historical and ideological forces and structure that produce and constrain it.
  - Reflective assessment and critique of society and culture by applying knowledge from social sciences and the humanities.

- Integration and consideration of existing knowledge when planning the lesson.
- Uses existing knowledge to solve different problems of the different fields.
- Exposure to a different field.
- Learns critical analysis skills.

- **Social theory**

  - It is used to study and interpret social factors.
  - Effect of the social environment in teaching but more especial in learning.
  - Interactions
  - Learn through interaction with other people

- **Multiple intelligences**

  - People have strengths in different areas of learning.
  - Teachers must not base their teaching on dominating intelligence. They must vary their lesson plans to accommodate different intelligences that exist among learners.

    - Harmonic/musical – rhythmic
    - Visual – spatial
    - Verbal – linguistic
    - Logical – mathematical
    - Bodily – kinaesthetic
    - Interpersonal – interaction
    - Intrapersonal – introspection or swot analysis
    - Naturalistic

- **Perspectives on teaching and learning portray people as information processors:**

  - Therefore, as a teacher, you should always remember that learners are human beings capable of processing whatever information presented to them.
  - The learner is an active role player in making meanings and constructing knowledge.
  - The focus is no longer on memorising information as learners can generate meanings and understanding
  - Contextualism
  - Learners bring their external environment into the learning situation. Therefore, let them use outside knowledge to deal with school information.
  - Multiple intelligences
  - Consider them when planning each lesson.
  - How and how much learners can learn will be determined by their intelligence.
  - Social interaction is very important.
  - Organise groups within the class, this will ensure sharing of information and generating new ideas.

LEARNING UNIT 4

The teacher as curriculum interpreter, designer and implementer

OVERVIEW OF LEARNING UNIT 4

Learning unit 4 will guide your reading of the content of chapter 4 in the textbook.

The information in this learning unit will enable you to plan and create an environment that supports effective learning. The policies that guide teaching and learning in South Africa are explained, as well as the impact of these policies on your teaching practice. It will provide you with the "bigger picture" regarding important aspects related to teaching and learning.

Make sure that you understand what all this information means and how it is relevant to your practice as a teacher.

As you work through each part of learning unit 4 and chapter 4 in the textbook, you should link the information to the assessment criteria and complete all the learning and self-assessment activities.

LEARNING OUTCOME

Create an appropriate teaching environment.

ASSESSMENT CRITERIA

Upon completion of this learning unit you must be able to do the following:

- Distinguish between the different phases in the South African schooling context.
- Understand the requirements of specific schools of thought regarding the curriculum, assessment, management and teaching-learning in the South African context.
- Evaluate, select and apply appropriate information according to a specific situation in a school.
- Critically evaluate evidence and apply solutions regarding the given case studies.
- Suggest ways of using information in a constructive way to support teaching and learning.
- Acknowledge the interrelatedness of the different aspects of the teaching and learning situation.

4.1 INTRODUCTION

Chapter 4 introduces you to the National Curriculum Statement Grades R-12, which currently guides teaching and learning in South Africa.

Read the introduction.

The introduction refers to the theories of Tyler, Freire and Stenhouse. These theories have influenced the development of the curriculum in South Africa.

ACTIVITY 4.1

(1) Explain the relevance of each of the following to the information on curriculum that you have just read.

Actual classroom experiences	
Perspectives of the teachers' work	
Implementation of the policy	

(2) Explain how the experienced curriculum or lived curriculum is influenced by these three aspects.

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4.2 CURRICULUM

The word curriculum often describes the meaning that a specific user links to it.

Read the section about curriculum in the textbook.

Make sure that you understand the following:

- The difference between a **curriculum** (a plan that guides all teaching and learning) and a **syllabus** (a list of contents for a subject).
- The broad and narrow definitions of the word *curriculum*.
- How the definition indicates social and political priorities as well as intellectual discourse.

Now read the broader definition as stated in the National Education Policy Initiative (NEPI).

What does this definition include?

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On the Discussion Forum, write down your definition of the NEPI.

It should be clear to you that this broader definition involves more than just a document that states the aims and details of a syllabus. The other aspects considered are included in the next section.

Read the section about the aspects of a curriculum.

These aspects are important to consider when analysing the CAPS document and implementing the CAPS document in South African schools.

Make sure that you understand the aspects and can give an example of how they would realise in a classroom.

Learning unit 3 introduced you to educational theories and the value that these have for teachers. In essence, these theories answer the **Why, What** and **How** about approaches to teaching and learning.

When you read the section on different curriculum definitions and approaches, summarise the **What**, **Why** and **How** of a curriculum (criteria). Copy the following table to your workbook or notebook.

In the textbook, read about the universal principles that were applied in the approach to the development of the CAPS document.

Go to the CAPS document available on myUnisa and list the principles highlighted to compare the Why What and How of Tyler, Stenhouse and Freire.

Criteria for analysis of curriculum	**Tyler**	**Stenhouse**	**Freire**
Why Rationale or purpose			
What Knowledge skills and values			
How to include knowledge skills and values			
How to evaluate success Assessment			

The theories of Tyler, Stenhouse and Freire had a big influence on the way that the CAPS document or policy was developed and on its current shape.

4.3 THE SOUTH AFRICAN CURRICULUM

Read the history of the development of CAPS in the textbook.

Figure 4.2 provides a summary of the stages that the policies and documents went through.

Curriculum change is an ongoing process. Changes to the curriculum imply that teachers' pedagogical knowledge and pedagogical content knowledge need to be

improved. It is important to understand that the changes to the South African curriculum have occurred over time.

4.3.1 Out with the old and in with the new

The core components of curriculum implementation are listed in the next table. Regarding the specific components included, use the table to indicate how the old RNCS differs from the CAPS.

Component	RNCS	CAPS
Rationale or purpose		
Aims and objectives		
Content		
Learning activities		
Teacher role		
Materials and resources		
Grouping		
Location		
Time		
Assessment		

ACTIVITY 4.2

(1) Describe what you understand about the planning procedures and the stakeholders involved in this process.

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(2) Read the introduction of the CAPS document and describe the different phases in the South African school context.

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Post your definition of curriculum on the Discussion Forum.

This learning unit focusses on creating an environment that supports effective learning.

4.4 CURRICULUM AND LEARNING PROGRAMME PLANNING AND CAPS

Read the information in chapter 4 about planning and the key planning elements to consider.

In the CAPS document, learners are grouped according to phases. Planning is phase-specific and considers the specific requirements indicated for each phase.

4.4.1 From NCS to CAPS

Read the information in chapter 4 on the changes that came into effect after the CAPS documents became the new curriculum policy.

A very important feature of both the old and the new curriculum is that the method (the "how" of teaching) is based on outcomes-based education.

The focus here, however, is on the change in the content (the "what") of teaching in the new CAPS. The content is described in detail in the new curriculum document. Specific aims have replaced the outcomes. The content is focussed and appears in a single document (CAPS), which is used for each subject. You must know how the different outcomes-based approaches in the NCS and the CAPS influenced aspects such as curriculum, teaching and learning, assessment and classroom management in the South African context.

4.5 PLANNING A LEARNING PROGRAMME OR CURRICULUM

When planning a learning programme, keep in mind that the plan you construct will guide your classroom practice.

In the textbook, read about the key planning elements that you must consider when planning.

ACTIVITY 4.3

You must design a two-week Life Orientation learning programme for **grade 7 learners**. The learners live in a rural area and do not have access to internet resources.

Use the applicable curriculum document and write a short description of what you would consider and what you would plan regarding the following aspects. Provide examples from the curriculum document.

- Key planning elements
- Whole school planning
- Phase planning
- Stages of planning
- Resources
- Assessment

(1) List two schools of thought that influenced the development of the CAPS documents and teaching and learning in South Africa.

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(2) Indicate the approach to teaching and learning that you feel is most appropriate in the example of activity 2D.

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(3) Write a short sentence on how each of the following aspects portrays this approach: assessment, curriculum, management, and teaching and learning.

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(4) Do you think this approach is the best choice for this specific scenario and teaching and learning in the South African context? Motivate your answer.

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4.6 PLANNING LEARNING FOR A SPECIFIC CONTEXT

Read the section on planning in the textbook.

When planning for learning, it is important to consider all aspects relevant to the context of learning. All the school and phase planning, work schedule, lesson planning and assessment need to be aligned with the learners' needs and be relevant to the context that they are familiar with.

Read the following case studies and use the information to decide on important aspects you would include when planning.

(1) The learners at Kaniso High School are unsafe when travelling to school. Learners often have incidents on their way to school where they are threatened or bullied by the older learners. The Life Orientation teacher has decided to train them in self-defence. The parents, however, are poor and will not be able to fund the course.

Aspects to consider:

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(2) The Grade 4 teachers of an urban school in Limpopo, South Africa, have received a significant amount of money for books to teach English reading. The most cost-effective books can be found in Canada. The stories are written by well-known authors and the illustrations are beautiful. The stories are about cold winters with snow and ice, dressing warmly and staying indoors.

(a) When you think of context, what problems do you identify?

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(b) When you think of the CAPS, what kind of problems do you foresee?

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(c) When you think of Africanisation, what would happen when you use these books?

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(d) What would you suggest that the teachers do?

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Curriculum change is inevitable. As a teacher, you must be willing to embrace change and adapt to the different circumstances and needs of your learners.

If you understand the approach and principles behind the requirements of a curriculum, you will be able to implement it effectively.

Read the section on assessment approach in the curriculum document.

The CAPS document describes assessment as continuous. Assessment should be formative and should support learners to learn.

How would this influence the planning of your lessons? Give an example of what you would do to implement this aspect of the curriculum.

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All aspects of teaching and learning contribute to making a learning experience successful. These aspects are related to and influence one another.

The approach you adopt when planning and implementing learning has to be aligned or considered in each of the following aspects: ***teacher, teaching, content, teaching, learning, and assessment***.

Like a spiderweb, all aspects of teaching and learning are related. If you read each aspect, you will understand that none of them can be ignored or left out.

To illustrate this practically, fill in each aspect in the spiderweb.

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SELF-ASSESSMENT

1. You have to explain to a visitor from America how our school system works. What document will you use? Explain in a short paragraph what you would say.

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2. Describe what the outcomes-based approach would require from a teacher regarding the following aspects.

   (a) Content

   .....

   (b) Assessment

   .....

   (c) Resources

   .....

3. Read the first topic in the CAPS document for the subject *History*. Do you think this information is applicable to all contexts in South Africa? Motivate your answer.

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4. Write down the first two themes in the CAPS document. Would these themes be easy to teach in a school with learners with very diverse needs?

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   (a) Motivate your answer.

   .....

   .....

   (b) How would you address this?

   .....

   .....

5. Read the following case study:

   In the grade 7 class, two learners have been diagnosed with advanced HIV. You need to ensure that the learners are not singled out and that the group understand that they need support and acceptance.

   (a) How would you use the HIV curriculum to address this problem?

   .....

   .....

   (b) Why is it important to assess learners continuously? How would curriculum change effect assessment?

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6. In a lesson about careers, the teacher decided to use an enquiry approach. For the assessment activity she divided the class into groups and gave the learners one hour to do research in the library and then report back. The learners complained that they did not know what to do. Can you explain what went wrong?

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   .....

   (a) What would have been a better way to approach this lesson? Motivate your answer.

   .....

ENRICHMENT ACTIVITIES

Use the following link to learn more about the topics discussed in learning unit 4: https://study.com/academy/lesson/what-is-formative-assessment-strategies-examples.html.

4.7 SUMMARY

- **Types of curriculum**
  - Core curriculum
  - Subject-based curriculum
  - Hidden curriculum
  - Official curriculum
  - Covert curriculum
  - Activity/experience curriculum
  - Integrated curriculum teacher
  - Centred curriculum
  - Learner-centred curriculum

- **Aspects that could be included in the curriculum**

  - Lesson aims
  - Assessment (informal and formal)
  - Content
  - Teaching aids
  - Teaching method and strategy
  - Learner and teacher activity
  - Educational purpose
  - Educational experience
  - Organise and manage educational experience
  - Evaluation

- **Principles of the curriculum**

  - Experiential learning
  - Clarity of focus
  - Expanded opportunities
  - Outcome, aims or objectives
  - Knowledge, skills and values
  - Evidence of achievement
  - Individual learning

- **CAPS**

  The National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced the Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R – 12.

- **Elements of the learning programme**

  - Principles of CAPS
  - Timeframes
  - Aims and assessment criteria
  - Core knowledge and concepts
  - Context/themes
  - Progression
  - Integration

LEARNING UNIT 5

The Teacher as an Assessor

5.1 MAIN POINTS

- Formative and summative assessment
- Purpose of assessment
- Assessment and evaluation
- Principles of assessment

5.2 INTRODUCTION

This module has introduced you to a variety of aspects that will influence you as a teacher and will influence how you teach. You now have a basic knowledge of teaching and learning that will support you when you study these aspects in detail in other modules of the BEd qualification. Teachers in South Africa must be competent and skilled in a variety of aspects of education. To teach effectively, they need specialist knowledge about all these aspects, and they have to balance them all to teach holistically.

5.3 A TEACHER NEEDS TO BE A SPECIALIST IN THE FOLLOWING AREAS

(1) Subject specialist
(2) Teaching specialist
(3) Learning specialist
(4) Learning mediator specialist
(5) Curriculum specialist
(6) Inclusive education specialist
(7) Classroom manager specialist
(8) Assessment specialist
(9) Professional education specialist
(10) Reflective practitioner specialist
(11) Lifelong learner
(12) Researcher



All the aspects are related and interrelated.

You are developing the art of teaching. The detailed information addressed in other modules will enable you to teach holistically, considering the many aspects that influence teaching and learning.

Let us look at a few of the aspects of teaching listed above.

During your studies in the BEd qualification, you will learn a lot about assessment. When you start teaching, you will use this knowledge in the classroom and apply assessment within the South African school context. This context will require that

you adapt your knowledge of the theory and practices of assessment to the specific needs of the diverse learners in your class.

What can you do to use assessment in the way described above?

You must be aware of how assessment influences all aspects of teaching and you will have to do research to gain more knowledge about this aspect and adapt the assessment to your learners' needs.

In the following example, we have used assessment to explain the principle of interrelatedness of teaching aspects and to suggest ways to do research about assessment.

5.4 ASSESSMENT

Chapter 5 of the textbook discusses assessment and explains it to introduce you to the concepts and principles of assessment. You will also study this aspect of teaching in detail in the assessment module.

Look at the following examples of how the practice of assessment is interrelated to all other aspects of teaching:

1. Subject specialist	You need specialist knowledge about the subject and the assessment requirements for the subject. This is available in policy documents and you will study these in the subject didactics at Unisa.
2. Learning specialist	You need expert knowledge about approaches to learning and teaching to plan for effective learning and assessment of learners of diverse abilities.
3. Learning mediator specialist	Communicating what is required from learners and providing them with the correct opportunities to show what they have learned or can do after learning.
4. Curriculum specialist	You need to know how to plan your learning programme and perform assessments as the prescribed curriculum requires.
5. Professional education specialist	You need to be trained in assessment practices to the professional standard required for teachers in South Africa.
6. Reflective practitioner specialist	You need knowledge, abilities and skills to reflect on your assessment practice to address challenges encountered and to adjust teaching and assessment techniques to support the learners.
7. Lifelong learner	You need to stay up to date with new ways of assessment and new research on assessment.
8. Inclusive education specialist	In South Africa, you have learners with diverse abilities and multiple languages in one class. How will this influence your choices regarding assessment?

Find an article online about Moodle assessment. Read the article and write a paragraph on what the author says about this important aspect of assessment and teaching. Remember to reference correctly.

Learn more about online assessment via Moodle at https://enhancingteaching.com/moodle-2-how-to-tutorial-guides/moodle-2-how-to-tutorial-guides-for-teachers/assessmentwithmoodle/.

Moodle stands for Modular Object-Oriented Term Developmental Learning Environment. Moodle is a free platform that can be used to enhance teaching and learning in an online environment.

Let us look at the 10 easy steps to create quiz questions:

Step1: Log on to your Moodle account.

Step2: Create a question bank (you can migrate or import questions you have created from a Word document).

Step 3: Under Administration, tap or click on *Questions*.

Step 4: Go to *Category* and create a new category, then add that category.

Step 5: Create questions. Click on *Add multiple choice question*, then click on Create questions.

Step 6: Select *Answer choices*, select the correct answer and then save changes. Repeat step 6 to create more questions.

Step 7: Under *Quiz activity*, add an activity-name for the quiz.

Step 8: Under *Timing*, indicate the time limit for the quiz.

Step 9: Under *Grades*, define the number of attempts allowed.

Step 10: Under *Review options*, decide if you want the student to be presented with the answers immediately after each question or not.

ACTIVITY 5.1

Follow the steps and create a quiz test with ten questions for your students.

Apply the same approach that you used to research **assessment** to research the next aspect of teaching and learning, namely **teaching methods**.

5.4.1 Teaching methods

The teacher as a mediator of learning is discussed in chapter 5 of the textbook. Teaching methods are explained to introduce you to a variety of teaching methods that a teacher can use during the different phases of a lesson and the concepts and principles behind them.

Read the following article and write a paragraph on this important aspect of teaching methods.

Using Blogs to Enhance Critical Reflection and Community of Practice available at https://eric.ed.gov/?id=EJ836288.

Describe how each of the following is interrelated with all other areas of teaching.

1. Subject specialist	
2. Learning specialist	
3. Learning mediator specialist	
4. Curriculum specialist	
5. Professional education specialist	
6. Reflective practitioner specialist	
7. Lifelong learner	
8. Inclusive education specialist	

Now indicate how you would address each of the following methods, considering inclusive education and diversity in your classroom in South Africa.

(a) Group work/cooperative teaching
(b) Differentiation
(c) Peer teaching
(d) Individualised teaching
(e) Whole class discussion

ACTIVITY 5.2

Use all the definitions that you have posted on the Discussion Forum and make a definition list on the wiki page. In your group, decide which definition of each concept is the best and edit the definitions until you are happy with the end result. Remember to reference your definitions.

Teaching is an art. It is based on theories, principles and concepts that are interrelated. As a teacher, you need to research and develop each aspect to apply it to the specific context you are teaching in.

"Lifelong learning is key to develop your teaching art".

5.5 IMPORTANCE OF ASSESSMENT

Assessment is a key component of learning because it helps students learn. Spanella (2018) outlines why assessment help the student learn, there are so many reasons for using assessment for instance when students are able to see how they are doing in a class, they are able to determine whether or not they understand course material and assessment can also help motivate students. The argument is that if students know they are doing poorly, they may begin to work harder. Assessment helps student but assessment also help teachers as it allows the teacher to see if their teaching has been effective, to ensure student learn what they need to know in order to meet the course's learning outcomes.

5.6 FORMATIVE ASSESSMENT

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (Box, 2018). Different authors provide us with advanced definition of formative assessment, but the fact remain that it is for learning and must be administered during instruction in order to modify instruction. The environment for learning and assessment according to Vygotsky, occurs in the zone through students interaction with "the more knowledgeable other," such as the teacher, coach, a peer, or a computer, they are more likely to develop higher level thinking skills as they work through their ZPD. The ZPD is the distance between the student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve problems independently (Box, 2018).

It is important to ensure that the teacher is using the right formative assessment as Almqvist et al. (2017) advise that misdirected and incomplete formative assessment can result in the implementation of assessment practices that erroneously dominate instruction and rather than serve as Af L. Formative assessment tools used in Business Studies are group discussion, debate, question and answer, class activity and homework. Learner can also be asked to prepare a particular topic from the textbook and explain for the class, this approach I call it learner as a teacher method. Works well in business studies because it requires the learner to do research about concepts in the topic and examples to relate and relay information. In my experience formative assessment prepares learners for summative assessment.

Figure 1. Formative assessment www.ascd.org.

5.6.1 Feedback

Feedback is the main component of formative assessment. "For an assessment to be formative, it requires feedback which indicates the existence of a 'gap' between the actual level of the work being assessed and the required standard" (Taras, 2005, p. 468). Effectiveness of formative assessment is determined by the quality of feedback which must be used by learners. Hattie and Timperley (2007) suggest that feedback is conceptualised as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding which has a strong effect in terms of motivating learners and their sense of self – efficacy.

5.7 SUMMATIVE ASSESSMENT

Summative assessment: generating a grade and certifying the attainment of learning outcomes" (Howe, 2016). Summative assessment is designed to make judgment on the attainment of substantial, unifying, overall objectives attained over some substantial part of the course or at the end of it (Howe, 2016). During the term learners in Business Studies will be given formal activities that will be recorded, cycle tests and examination and the end of each term as well as at the end of the year. The examination at the end of each term is designed to make judgement on the part of the work done during the term (1st, 2nd & 3rd) and examination at the end of the year consolidate the work of the year for each grade. The aim is to make a summary about the progress of the learners and the subject as whole.

5.8 RECORDING AND REPORTING

Component of assessment in any educational, vocational sector and medical field. In school a teacher assesses learners, mark their scripts, record marks on a mark recording sheet and report through parents' report form and Cass grid. This process indicates the progress of the learner in a subject and grade. This record serves as evidence for the learners' performance especially about progression within a grade and readiness to progress to the next grade.

> "Reporting is a process of communicating learner performance to learners, parents, schools and other stakeholders" (www.doe/caps.gov).

5.9 EXAMINATIONS

Should cover the content taught and learned for the term or the year for a specific grade. The examination paper must accommodate and cover three cognitive levels which are;

- Basic thinking skills (e.g. factual recall, low-level application and low-level comprehension) 30%.
- Moderately high thinking skills (e.g. more advanced application, interpretation and low-level analysis) 50%.
- Higher-order thinking skills (e.g. advanced analytical skills, synthesis and evaluation) 20%.

Problem solving: Approximately 10% of all examinations should address problem-solving questions using critical and creative thinking. These include the solving of real life problems within the context of the accounting curriculum. These problem-solving questions must also cover a range of cognitive skills (lower, middle and higher order) to cater for all learners but within the context of the learners. While ratio and analysis can form very interesting problem solving questions, the topic goes a lot further and should be integrated into all aspects of the curriculum so that the learners develop the skills to apply the knowledge acquired. www.doe/caps.gov.

5.10 PRINCIPLES OF ASSESSMENT

Principle 1 – Assessment should be valid

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

Principle 2 – Assessment should be reliable and consistent

There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Principle 3 – Information about assessment should be explicit, accessible and transparent

Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.

Principle 4 – Assessment should be inclusive and equitable

As far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

Principle 5 – Assessment should be an integral part of programme design and should relate directly to the programme aims and learning outcomes

Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students can develop a range of generic skills and capabilities.

Principle 6 – The amount of assessed work should be manageable

The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

Principle 7 – Formative and summative assessment should be included in each programme

Formative and summative assessment should be incorporated into programs to ensure that the purposes of assessment are adequately addressed. Many programs may also wish to include diagnostic assessment.

Principle 8 – Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Principle 9 – Staff development policy and strategy should include assessment. All those involved in the assessment of students must be competent to undertake their roles and responsibilities.

5.11 BLOOM'S TAXONOMY

Every assessment activity is set using action verbs we are given by Bloom's Taxonomy. The cognitive domain has to do with the acquisition of intellectual skills, such as knowledge, reasoning and problem solving. This domain is subdivided into six classes arranged hierarchically from the simplest to the most complex: knowledge acquisition, comprehension, application, analysis, synthesis and evaluation. Each successive class includes all the preceding ones. To give a concrete example: a learner

will not be able to calculate the break-even point for a business if he or she does not know the fixed and variable costs.

- Knowledge acquisition: Here content functions as a goal. The learning activity required is memorisation, for example of terms, specific facts, procedures and formulas. This class does not necessarily involve insight or understanding.
- Comprehension refers to grasping, which suggests holding onto or retaining something. People comprehend something when they understand it and are able to recognise and identify connections. Whereas isolated facts are usually merely memorised (and soon become blurred), comprehension is more lasting and "comprehenders" can give tangible proof of their comprehension (eg by calculating, explaining, summarising and comparing).
- Application is the ability to apply information that has been comprehended in new situations.
- Analysis and synthesis are higher cognitive abilities, such as the ability to select from relevant ideas, individual creative ability and the ability to make qualitative judgments.
- Evaluation includes all the preceding classes. As the highest class of the cognitive domain it affects the qualities of the ideal, mature business economist (practitioner of business studies) and is future oriented. Although the future is unpredictable and the detrimental effects of wrong decisions are not felt immediately, errors of logic must be avoided as far as possible. Learners must be able to compare, draw conclusions, criticise, and formulate their own criteria for effective action.

5.12 ICT IN ASSESSMENT

"ICT is now a widely used aid to student assessment" (Moursund, 2015, p.77). Assessment can be automated using ICT, but human element of evaluation and feedback is important and key. ICT is mostly used in the self-assessment. Using a flipped classroom approach puts the revised Bloom's Taxonomy directly into practice. Where learners are no longer expected to remember but to understand and gives the teacher and the learner more time to focus on the higher level of cognitive demands of applying, analysing, evaluating and creating within the classroom when students really need assistance and guidance (Longo, 2019). This can also be done when learners view and do their activities at home using home desktops, laptops and cell phones to research answers.

ACTIVITY 5.3

(1) Feedback is for the learners only. Do you agree with this statement? Justify your answer.
(2) Tabulate formative assessment and summative assessment tools.
(3) How would you ensure diversity in assessment?

LEARNING UNIT 6

The Teacher as an Agent of Inclusivity

- Inclusive education
- Inclusive learning environment
- Transformative approach
- Caring pedagogy
- Awareness of intrinsic and extrinsic factors/barriers
- A broader approach to support
- Situation analysis
- Disruptive behaviour
- Learning difficulties

6.1 INTRODUCTION

OVERVIEW OF LEARNING UNIT 6

Learning unit 6 focuses on the South African situation. Inclusive education is explained as an important aspect of transformation.

The content of this learning unit guides your interpretation of chapter 6 of the textbook.

The information in this learning unit will enable you to play an important role in transformation in the classroom. Make sure that you understand the meaning and how it is relevant to your practice as a teacher.

As you work through each part of this chapter, you should link the information you are reading to the assessment criteria and complete all the learning and self-assessment activities.

LEARNING OUTCOME

Identify the importance of inclusivity and transformation in the South African situation.

ASSESSMENT CRITERIA

Upon completion of this learning unit you must be able to do the following:

- Define inclusive education.
- Identify the requirements of inclusivity.
- Justify the use of education for the transformation of a society.
- Analyse a variety of situations according to specific criteria.

6.2 INCLUSIVE EDUCATION AND THE SOUTH AFRICAN CONTEXT

The previous chapters explained why it is important to know and understand the theory and principles behind educational practices.

ACTIVITY 6.1

(1) What is the first thought that comes to mind when you hear the term: "inclusive education"?

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(2) Describe in two sentences how you understand inclusive education.

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The most important aspect of inclusivity is that it is based on values. Inclusivity rests on a set of values or principles that resonate with the South African Constitution.

Read the information in the textbook on inclusivity. You must understand how the concept of inclusivity is interpreted in the Constitution and how it influences the policies and practice of education in South Africa.

ACTIVITY 6.2

In the space provided (or in your notebook or study journal), list the requirements for inclusive education, as discussed in the textbook:

Requirement of inclusivity	**Special requirements or needs in South African schools**

Think of the situation in your school after the recent policy changes. In the space provided (or in your notebook or study journal), write a short answer to each question.

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The way we describe and discuss inclusivity influences education. This theory affects practice in schools. In South Africa, the approaches to inclusivity that influence schools and education are the **medical** and **social rights** approach.

ACTIVITY 6.3

International changes in the approach to inclusivity align well with the national developments in South Africa. Read the information on this development from the table in the textbook. It is important that you create a mental timeline or progression of developments that led to the White Paper 6 of 2001.

This policy document guides the implementation of inclusivity as a practice in the South African classroom. The principles of social justice, equitable education and school responsiveness on Special Needs Education forms part of the White Paper 6 of 2001.

Study the table of Engelbrecht et al in the textbook.

Do you understand the meaning of the different approaches and the practical effect thereof on the education system? The approaches both had benefits and negative implications for the South African education system.

The South African history and context required that specific aspects be addressed for inclusivity to succeed in schools.

Read the information on White Paper 6 in in the textbook.

This policy document guides the implementation of inclusivity as a practice in South African classrooms. The principles are **social justice, equitable education and school responsiveness** in special needs education.

Just as the CAPS document addressed the principles and practices of teaching and learning, the White Paper document sets out the strategies and details of implementation for teachers.

Make sure that you read the types and levels of support as described in the **document**.

6.3 CREATING AN INCLUSIVE LEARNING ENVIRONMENT

This section of the textbook focuses once again on the teacher as the important role player in creating a positive environment for learning, with the focus on supporting all learners and implementing the system-wide approach to inclusive education in South Africa.

Read the information on creating an inclusive learning environment in chapter 10 of the textbook.

We have now come to an important question to every teacher in South Africa: **What can I do and how do I teach to create an inclusive classroom?**

Chapter 6 of the textbook about how the various aspects of education are integrated and how all have an influence on the challenges and opportunities to teach inclusively. In the paragraphs that follow, you will be referred to different chapters in the textbook – turn to the specific chapter to make sure that you understand the framework around the aspects addressed in this module.

(a) A **transformative teacher** makes a difference by adapting and implementing teaching and learning practices to support transformation. In this module, as well as in the textbook and the additional learning experiences, a few important aspects are addressed that can support you to teach inclusively.

(b) Your knowledge about the **theories of learning** and how it is implemented through the CAPS in South Africa, is a good basis to start from to improve learning for the learners in your class. You can be **an agent of change** through how you teach and how you influence the learners. The teacher as an agent of change is discussed in detail in learning unit 4.

(c) A **pedagogy of care**. A teacher's attitude towards his or her learners – and teaching and learning – plays an important role in enabling effective learning. You need to know your learners well and understand their different needs.

(d) Learning unit 1 referred to the meaning of the word "pedagogy" – the method and practice of teaching. **Turn to chapter 2 of the textbook.** To teach inclusively, you will need expert knowledge and skills. The Theory of Critical Education is explained in this chapter. As already stated, you will need alternative approaches that promote critical caring and transformative teaching and learning. **Critical education theory** will alert to a role of care. You must be critical about assumptions, beliefs and practices and you need to ask questions and find better solutions to transform and change unequal practices in school.

Refresh your memory on the pedagogy of care.

Write down your understanding of this concept.

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The caring relationship between teacher and learner is very important when working with diverse learners. Inclusive education is **a caring pedagogy in action**.

6.4 WHAT KNOWLEDGE DO I NEED AND WHAT CAN I DO TO TEACH INCLUSIVELY?

(a) Turn to chapter 6 of the textbook. To teach inclusively you need to **manage your class** with skill and great care. To understand who your learners are and what is important to them, you will need knowledge about at least their cultures and religions. The theories on behaviour and the models to implement practical strategies for classroom management represent valuable knowledge and skills that will enable you to manage diverse classrooms.

(b) **Understanding the processes of teaching and learning** is key to designing interesting, effective lessons that apply to the different learning situations you will come across. Chapter 5 discusses these processes in detail.

(c) **Being aware of intrinsic and extrinsic factors.** A learners' individual and personal learning needs – as well as learning needs influenced by external factors – need to be considered for teaching inclusively. Make sure that you know what these factors could be. Read the sections on **educational support** in the textbook. The attitudes or **approaches to inclusive education** discussed provide us with models and principles to use in addressing learner support. Chapter 6 discusses these models and the practice of how they can be implemented.

(d) It is effective to address inclusive education **system wide** and by making whole-school decisions. Chapter 4 addresses this regarding the **curriculum** and how it can be used to implement an inclusivity approach.

To support learners individually you, you can use their multiple intelligences. This important aspect is discussed in chapter 3 of the textbook.

(e) **Approaches to assessment** and the importance of flexibility in assessment is a major contributor to addressing inclusive education and diversity. This aspect is discussed in detail in chapter 5. To teach inclusively, you need to be aware of barriers to learning and enable all learners with fair assessment practices that address their specific needs and challenges, as discussed in chapter 5.

6.5 SITUATION ANALYSIS

Read the paragraph on situation analysis in chapter 6 of the textbook.

To plan for effective learning, you need to analyse many important factors.

Your role is to mediate learning. Chapter 6 discusses how challenging it is to make the right choices when planning lessons.

Consider how the knowledge about learning and teaching and the skills you were introduced to in this module can be used to teach inclusively. It should be clear to you that you must know the learners in your class.

To plan for effective learning, you will need to do a **situation analysis**.

The school, classroom, teacher and learners are factors that need to be considered first. These aspects will influence your teaching.

Situation analysis has to be repeated a few times during a year. No context of teaching stays the same forever. You need to be aware of the changes that take place and adapt your planning and teaching accordingly.

Specific aspects that you must consider are discussed in chapter 6.

Read the case studies in the textbook and analyse each situation to understand how inclusive teaching is influenced by visual barriers, physical barriers, disruptive behaviour, socio-economic barriers. learning difficulties and parental involvement.

Some practical actions that a teacher can take to address these barriers are discussed. Understanding how a teacher handled the challenges in his or her classroom can support you when you encounter similar problems.

6.6 CAN YOU BE AN AGENT OF TRANSFORMATION?

Read chapter 6 of the textbook.

Chapter 6 describes the historical background of education in South Africa. Read the paragraph on transforming South Africa's education system and how it has developed to what it is today. Make sure that you understand how the historical background has contributed to the expectation that teachers are responsible for developing the "new citizenship" required from learners in the school system.

An important concept in this chapter is that of **transformation**.

On the Discussion Forum, write down your own definition of transformation after you have read about the history of education.

From reading the history in the first section of chapter 6, you should now be aware of the big responsibility teachers have to shape our society.

A teacher's influence reaches far beyond teaching a subject. What happens in the classroom has lasting effects on not only the learners but on society itself. The norms, values and beliefs (the hidden curriculum) that are part of the classroom place responsibility on teachers to focus on people.

ACTIVITY 6.4

Read the section in chapter 6 where teachers are described as beacons of hope.

(1) Do you agree with this sentiment?

Motivate your answer and refer specifically to:

(a) Encouraging risk taking

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(b) Learners that realise their potential

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(c) Constructing multiple realities

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(4) Describe in your own words what the following concepts are about. These concepts are highlighted in the textbook.

(a) Community

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(b) Diversity

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Read the section on creating transformative practices and spaces.

Do you think we have transformed society yet?

To constantly work at this goal, we have to teach for the development of cognitive skills and include the affective – that is, values and norms. Your learners, just like you, need to become critical democratic citizens. They need to ask questions about society to keep on protecting the rights of all South Africans.

Democracy, authority and equality can be promoted through the school system.

Each of these aspects can be practised and implemented in the school.

Read the paragraph in the textbook that describes how this can be done.

Provide an example of how each aspect can be realised in the school.

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6.7 GLOBALISATION AND INDIGENOUS KNOWLEDGE SYSTEMS

Teachers who want to teach inclusively have many opportunities – and challenges – to do so. Today, the focus on the indigenisation of curricula is to link what happens in school to what happens at home.

Read the two general principles of CAPS in the textbook.

How are these realised in the curriculum?

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Read the sections on sustainable development and shaping future citizens.

Being aware of how the world is changing is one of a teacher's responsibilities. You are preparing a learner for the future. Teachers are transformative agents who must explore new technologies and introduce technology as part of learners' learning. Teaching in South Africa will never be simple. Teachers need to be lifelong learners and be aware of how the world changes and impacts the learners, the school and the classroom.

Education must be meaningful to the learners and teaching must be interlocked with everyday life. You need to constantly reflect on your teaching practice and be sure what the purpose or goal of your teaching is.

SELF-ASSESSMENT

1. Read two definitions of inclusive education that you find either online or in a library. Underline the one that you agree with most. Motivate your choice and provide examples.

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2. Identify requirements of inclusivity that would be applicable to the South African situation.

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3. Do you think it is fair that teachers are expected to transform a society through their classroom teaching? Motivate your answer.

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4. List four policies discussed in this study guide that are related to your classroom practice.

   Describe the specific practice that is influenced or guided by each policy.

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5. Do you know where to find these policies online? Indicate how.

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6. Post your definition of inclusive education on the Discussion Forum.

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You need to constantly reflect on your teaching practice and be sure what the purpose or goal of your teaching is.

GLOSSARY

Assessment: is a continuous process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment.

Baseline assessment: measures the learners' prior knowledge before new content is introduced.

Blog: is short for web log that is set up to post and respond to entries by bloggers.

cooperative learning method: is where learners must work together to ensure that all members in their groups have learnt and gain the same knowledge, skills, attitudes and values on a topic or content of the work.

Economy-society-environment triad: interconnection between the society, the economy and the environment with the emphasis on the greater good for future generations.

Ethics: moral principles that govern a person's behaviour or the conducting of an activity.

Flipped classroom pedagogy: is a type of a blended classroom setting which using a combination of a normal classroom teaching with an online strategy.

Formative assessment: is to facilitate learning by having continuous assessment opportunities and providing regular feedback of the learners' performance

Learning objective: describes what you expect the learner should know, do and understand at the end of a (range of) lesson(s) or at the end of the grade.

Mass open online courses (MOOCs): These are courses design for people to participate in who want to participate and complete these online courses either by traditional residual contact or online distance learning.

Open educational resources (OERs) are easily available suitable for teaching, learning, and assessing as well as for research purposes.

Pedagogical content knowledge (PCK) – refers to the knowledge of the specific content of the subject (subject-matter knowledge), knowledge of how to teach (pedagogical knowledge) and knowledge of how the leaner deals with the content (knowledge of learners).

Learning theories – perspectives to describe how people learn or the inherently complex processes of learning.

Podcast is a type of a social media tool comprising of a sequence or range of series of audial, digital radio, video, DVD, or ePod files subscribed to and downloaded through web syndication or streamed online to a computer or MP3 mobile device.

Rubric is a scoring scale used to assess a learners' competence based on a set of criteria to guide learners' desired competence levels.

Self-assessment is that learners assess their own performance against a given set criteria.

Social media is an electronic platform of internet users which purpose is to connect, create and sharing of information with other users on the internet through blogs, wikis, Facebook, Twitter or any other platforms.

Student teams achievement divisions (STAD) is a learner centeredness teaching technique whereby learners work as team of five members competing against other teams in a section of learning unit to accomplish a specific assignment or tasks or project or a competing in a quiz.

Teaching method is a planned in structured and procedural way with a specific plan in mind with the ultimately achievable intended goal.

Teaching strategies refer to learning methods used to help learners learn the intended contents and be able to develop achievable goals in the future.

Teaching technique is a detailed plan or a guideline for any teaching activity.

Teams-games-tournaments (TGT) is a technique whereby groups participate in an academic game or tournament to achieve an objective.

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