

Tutorial Letter 101/0/2019

Teaching Practice

PFC104T

Year Module

Department of Curriculum and Instructional Studies

IMPORTANT INFORMATION

This tutorial letter contains important information about the module.

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1 INTRODUCTION

Dear Student

We are pleased to welcome you to the teaching practice component of your professional development. Teaching practice is the core of our teacher education programmes. We shall do our best to make your teaching practice experience interesting, rewarding and successful. You will be well on your way to success if you start arrangements early in the year and resolve to complete the assignments properly.

This tutorial letter also contains essential guidelines for your school practice period. Consult the guidelines prior to and during your teaching practice period. In this tutorial letter you will find the teaching practice assignments and instructions for the preparation and submission of the assignments. We have also included certain general and administrative information.

NB: Please study this section of the tutorial letter carefully!

This tutorial letter also contains important information about specific issues:

- purpose and outcomes of this module
- the study material
- instructions regarding school visits and placement
- preparation and submission of assignments
- assessment criteria

We urge you to read this tutorial letter carefully and to keep it at hand when working through the study material, preparing the assignment(s) or consult it for teaching practice at a school and when addressing questions to your lecturers.

Right from the start we would like to point out that you must read **all the tutorial letters for PFC104T and BEDALE8/301 immediately and carefully**, as they contain important and sometimes urgent information.

We hope that you will enjoy the teaching practice component and wish you all the best!

1.1 Tutorial matter

Tutorial matter will be sent by courier after registration. It is also available on myUnisa.

1.2 Inventory letter

You should have received an inventory letter telling you what you have received in your study package and also showing items that are still outstanding. Also see the brochure entitled *Study @ Unisa*.

Check the study material that you have received against the inventory letter. You should have received all the items listed in the letter, unless it is stated that something is out of stock or not available. If any item is missing, follow the instructions on the back of the inventory letter without delay.

PLEASE NOTE: Your lecturers cannot help you with missing study material.
E-mail: despatch@unisa.ac.za

The Department of Despatch should supply you with the following study material for this module:

- 1) Tutorial Letter 101 – General information and the first two assignments
- 2) Tutorial Letter 102 with teaching practice placement form, declaration and letter to the principal
- 3) Tutorial letters with the assignments for school-based practice

Apart from these tutorial letters, you will also receive others during the year.

If you have access to the internet, you can download the tutorial letters for the modules for which you are registered on the University's online campus, *myUnisa*, at <http://myUnisa.ac.za>.

2 PURPOSE AND OUTCOMES

2.1 Purpose

This module, PFC104T, is an essential part of the Initial Teacher Education (ITE) programmes. All the ITE programmes have three components, namely **educational theory**, **professional studies** and **teaching practice**, which is the most fascinating part of the professional preparation of teachers. PFC104T is the teaching practice module for this programme. The theory and learning areas for the teaching practice module consists of the following:

EDUCATIONAL THEORY	
PCF104T/103	Observation, Home and First Additional Language
PCF104T/104	Social Sciences, Creative Arts and Life Skills OR Life Orientation
PFC104T/105	Mathematics, Natural Sciences and Technology and EMS

<p style="text-align: center;">PRACTICAL APPLICATION PFC104T - Ten weeks practical teaching experience at a school Grade 4 – 9</p>

The Teaching Practice module forms part of a series of learning situations for prospective teachers in which they are systematically confronted with, or can practise, concrete activities of teaching and classroom management classes, supervised by experienced teachers and mentors.

The **purpose** of this module is to provide you with the opportunity of becoming acquainted with formal teaching in the **practical school situation** and to apply the theoretical knowledge gained in the all modules of this programme. This module focuses on the different teaching and learning strategies in practice.

Unisa follows a school-based initial teacher education model. According to this model, partner schools and higher education institutions (HEIs) have a joint responsibility for the planning and management of programmes, and the training and assessment of student teachers. Schools have the responsibility to train student teachers to teach their subjects and learning areas, to assess learners and to manage classes. Schools also have to supervise and assess student teachers' competence. HEIs have the responsibility to ensure that programmes meet the requirements for academic validation, to present programmes for accreditation, and to award qualifications to successful student teachers.

The idea that schools should play a major role in ITE (initial teacher education) is not a new one. As early as 1944, an investigation in England looked into the “supply, recruitment and training of teachers” and concluded that the key to more effective teacher education was to give the practical side of preparation greater weight. It was proposed that the staff in schools in which student teachers were placed for teaching practice should be primarily responsible for directing and supervising them. It was also suggested that in order to achieve more effective training and reflective practice, training institutions such as higher education institutions should take responsibility for the theoretical education and the practical training of their students in schools. More than 60 years later, these proposals are still relevant and come to the fore in current South African national policy documents such as *Norms and Standards for Educators* (2000) and *The National Policy Framework for Teacher Education and Development in South Africa* (2007).

The national policy documents’ stipulations and requirements in this regard are included in Unisa’s programmes (but can also be accessed at: www.education.gov.za). According to *The National Policy Framework for Teacher Education and Development in South Africa* (2007), this move to “full partnership” is irreversible.

Essentially, the partnership involves the following features:

- Student teachers work closely with experienced teachers in schools, and in particular with mentors who are responsible for their school-based progress.
- Student teachers are not thrown in at the deep end as they very often used to be in earlier teacher education programmes; student teachers are encouraged to observe experienced teachers “in action” before embarking upon teaching themselves.
- School mentors and HEI advisors/tutors who visit student teachers in the schools are required to give them feedback on their progress.
- Student teachers are encouraged to evaluate their own progress, which is done at the University and in the school – this is called the reflective-practitioner model.

Thus HEIs in partnership with schools determine whether student teachers reach what is termed qualified teacher status (QTS) or not. In order to achieve QTS, student teachers have to demonstrate to the partnership that they have reached a certain level of competence.

The present system has considerable advantages for students, schools and HEIs. Prior to the establishment of this partnership, many student teachers complained about what was called the “theory/practice divide”, where much of the work done in the HEI was irrelevant to the practical context of the school. Practising teachers played little part in the training process, and for many student teachers the programmes on offer provided inadequate preparation for full-time teaching. By contrast, a partnership can provide very effective means by which student teachers can learn the complex craft of teaching, with the analytical environment of the HEIs enhancing the professional experience gained in schools. The complex craft of teaching and analytical environment of the HEIs are seen as essential in the partnership.

Against the background of the above remarks, we sincerely hope that you will enjoy the opportunity to become involved with and actively participate in all aspects of school life!

Please make sure you read the educator Code of Conduct from the South African Council for Educators – especially unit 3 which relates to the educator and learners. You will find it here: www.sace.org.za/upload/files/ethics-brochure.pdf

2.2 Outcomes

Your learning process, while studying this teaching practice module, is based on purposeful and systematic practice and learning (from supervised teaching to co-mentoring and teaching and finally leading to independent teaching).

The outcomes envisaged in this Teaching Practice module are:

- to support you step by step during your teaching practice experience
- to provide you with experiences and good opportunities to become familiar with classroom practices
- to provide you, as a prospective teacher, with an opportunity to establish an appropriate teacher-learner relationship
- to provide you with an opportunity for assessing your potential as a teacher and suitability for the teaching profession
- to provide you with an opportunity to develop personal relationships with students, administrators, teachers, parents and learners
- to provide you with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implications for learning and to assist you in developing skills in the use of fundamental procedures, techniques and methods of teaching
- to assist you in developing desirable professional interests, attitudes and ideas relative to the teaching profession
- to provide you with an opportunity to observe and report on classroom activities, policies and resources present in a class context

3 LECTURER AND CONTACT DETAILS

3.1 Lecturer

Module coordinator: Prof MJ Taole
Address: AJH van der Walt Building, Room 6-112
E-mail address: taolemj@unisa.ac.za
Telephone number: 012 429 3541

All queries that are not of a purely administrative nature but are about the management of this module, should be directed to the coordinator. Please have your study material at hand when you contact the coordinator. Although the e-mail address and telephone number are mentioned above, you may wish to write to the coordinator via ordinary mail. Letters should be sent to:

The Module Coordinator (PFC104T)
Department of Curriculum and Instructional Studies
PO Box 392
Unisa
0003

Your Teaching Practice coordinator will do the following:

- assist you in planning a way through your teaching practice module
- support the collaborative partnership (either directly or indirectly)
- monitor and assess your teaching practice assignments (Assignment 50-52)
- act as a source of information about the content, teaching methodology, national policy documents and school procedures
- assist you in interpreting the applied competencies so that they will make sense

3.2 Teaching Practice office

The manager in charge of Teaching Practice is:

Address: Sunnyside Campus, Building 10 Room 2- 30
Rissik Street, Pretoria, 0001

Address: Sunnyside Campus, Building 10 Room 2-30, Rissik Street, Pretoria, 0001

EASTERN CAPE, FREE-STATE & NORTH WEST			
Workstation Coordinator	Contact	Skype Contact	Email
Mr Ramoba	012 481 2805 012 481 2885	Teacprac1	teachec@unisa.ac.za
KWAZULU- NATAL			
Workstation Coordinator	Contact	Skype Contact	Email
Miss Thole	012 481 2929	Teacprac2	teachkzn@unisa.ac.za
	012 481 2841	Teacprac2A	
	012 484 1164		
Mr Mangwato	012 481 2736		
	012 481 2759		
WESTERN CAPE & NORTHERN CAPE			
Workstation Coordinator	Contact	Skype Contact	Email
Mr Setshedi	012 484 1152	Teacprac3	teachnfw@unisa.ac.za
	012 481 2882	Teacprac3A	
INTERNATIONAL STUDENTS (Outside Republic of South Africa)			
Workstation Coordinator	Contact	Skype Contact	Email
Mr Makhetha	012 484 1048	Teachinternational	teachsi@unisa.ac.za
GAUTENG			
Workstation Coordinator	Contact	Skype Contact	Email
Ms Mahanyele	012 481 2891	Teacprac4	teachgp@unisa.ac.za
	012 484 1168	Teacprac4A	
	012 481 2811		
LIMPOPO & MPUMALANGA			
Workstation Coordinator	Contact	Skype Contact	Email
Ms Ndhlovu	012 481 2730	Teacprac5	teachlmn@unisa.ac.za
	012 481 2822	Teacprac5A	

Teaching Practice has introduced Skype for face to face contact with staff members for student support. Therefore, you are encouraged to use this if you have Skype on your PC, laptop or mobile device. Refer to the table above for contact details as per province or country.

PLEASE NOTE:

Do not contact your lecturer(s) about school placement-related enquiries. Also, do not contact the teaching practice administrative officers about academic-related enquiries or submission of assignments.

3.3 Department

Curriculum and Instructional Studies
AJH van der Walt Building 6-72
Tel: 012 429 4033/429 6861

3.4 University

If you need to contact the university about matters not related to the content of this module, please consult the publication *Study @ Unisa*, which you received with your study material. This brochure contains information on how to contact the university (e.g. to whom you can write for different queries as well as important telephone and fax numbers, addresses and details of the times certain facilities are open).

Please note that all administrative enquiries should be directed to:

E-mail **study-info@unisa.ac.za**

4 RESOURCES

4.1 Prescribed books

The prescribed books are those that are prescribed for the theoretical modules linked to the Teaching Practice module.

4.2 Recommended books

- Du Toit, ER. 2016. *Help I'm a Teacher*. 2nd Ed. Pretoria: Van Schaik.
- Taole, M.J. (Ed) 2015. *Teaching practice, perspectives and Frameworks*, Pretoria: Van Schaik

4.3 Electronic reserves (e-reserves)

No electronic reserves are required for this module.

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *Study @ Unisa*, which you have received with your study material.

5.1 Contact with fellow students

5.1.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
Unisa
0003

5.1.2 myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the University. The myUnisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa – all through the computer and the internet.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the **Login to myUnisa** link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://myUnisa.ac.za>.

Consult the publication Study @ Unisa, which you received with your study material, for more information on *myUnisa*.

5.1.3 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

5.1.4 Student query process

Step 1:

Contact (by e-mail or phone) the lecturer.

Prof MJ Taole

Tel No: 012 429 3541

E-mail: taolemj@unisa.ac.za

Step 2:

If there is no response from the lecturer within 48 hours, call/forward query with a trail of previous e-mails to the Chair of the Department's office (Secretary: Tel No: 012 429 4033 or 012 4296861)

Step 3:

If there is no response from the CoD's office within 48 hours, call/forward query with a trail of previous e-mails to Director at School of Teacher Education (Secretary: Ms H Pheto, Tel No: 012 429 6879, e-mail: phetohk@unisa.ac.za)

Step 4:

If there is no response from the Director of the School within 48 hours, call/forward query with a trail of e-mails to College of Teaching and Learning's office (Secretary: Ms Rosslee, Tel No: 012 429 4274, e-mail: rossle@unisa.ac.za)

You are advised to always start on STEP 1 when raising queries and not jump straight to Step 4.

5.1.5 myUnisa tools

It is very important that you log in to myUnisa regularly. We recommend that you log in at least once a week to do the following:

- **Check for new announcements.** You can also set your myLife email account so that you receive the announcement emails on your cell phone.

- **Do the Discussion Forum activities.** When you do the activities for each learning unit, we want you to share your answers with the other students in your group. You can read the instructions and even prepare your answers offline, but you will need to go online to post your messages. We have also provided a **Social Cafe** where you can socialise with the other students in the module.
- **Do other online activities.** For some of the learning unit activities you might need to post something on the **Blog tool**, take a quiz or complete a survey under the **Self-Assessment** tool. Do not skip these activities because they will help you complete the assignments and the activities for the module.
- One of the main tools that we use is the **Lessons tool**. The content of and assessments for your module will be provided in this tool. At times you will be directed to join discussions with fellow students and complete activities and assessments before you can continue with the module.

We hope that by giving you extra ways to study the material and practise all of the activities, you will succeed in the blended module. To get the most out of the blended module you **MUST** go online regularly to complete the activities and assignments on time.

6 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

6.1 School placements

6.1.1 Introduction

In terms of *The National Policy Framework for Teacher Education and Development in South Africa (2007)*, student teachers have to be placed in schools which have been identified as excellent places of teaching and learning, where student teachers will be able to complement their theoretical training with practical experience and gain valuable experience in the day-to-day operations at a school in an authentic teaching and learning situation.

In order to facilitate all the relevant procedures, student teachers have to make the necessary arrangements with the various partners, namely the Teaching Practice administrator(s), school principal, university lecturer(s) and/or supervisor(s) and mentor/subject teacher(s). You will have to submit the required information to the Teaching Practice office to make the necessary arrangements.

The placement of student teachers in schools requires certain procedures. Information about it will be sent to you in a separate tutorial letter. (Refer to tutorial letter 102).

6.1.2 Duration of teaching practice

For this module, you need to complete Assignments 50-52 as evidence of your teaching practice experience. You may plan to visit the school(s) according to your own personal circumstances, taking the following into consideration:

- Unisa will assign you to a specific school for a specific period, where you will complete the practical teaching (DSAR25 or DSAR27).
- Assignments 50-52 need to reach Unisa not later than **30 August 2019**. No extension is possible as you have nine months to complete the **TEN** weeks' teaching practice.
- You should allow yourself time to gain sufficient insight into all the theoretical subjects before you start with teaching practice and the completion of assignments.
- Students registered for this course are expected to complete their teaching practice in the "normal" school system. Permission will not be granted for teaching practice at schools which only provide educational services for children with special educational needs.

- **Teaching practice activities *cannot be carried over from one year to the other* and must be completed in the year during which you have registered.**

7 ASSESSMENT

7.1 Assessment plan

Assignments are seen as part of the learning material for this module. While you do the assignment, study the reading texts, consult other resources, discuss the work with fellow students or tutors or do research. A look at the assessment criteria for each assignment will help you to understand what is required of you.

Your year mark and examination mark are structured as follows:

Assignments [Assignments 01 and 02]	20%
Examination mark [Assignments 50-52]	80%
Final mark	100%

You will notice that all your assignments contribute to the year mark. Please make sure that your assignments reach the university well in time. Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, interspersed with short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the pretext of having worked together. That is called copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

7.2 General assignment numbers

Assignments are numbered consecutively per module, starting with 01. This module requires a number of assignments which have to be submitted for the year. You are compelled to number the assignments as stated in the table below. Incorrect numbering will result in assignments being delayed and maybe lost completely in the system.

7.2.1 Unique assignment numbers

Unique assignment numbers have to be used for written assignments. Please use the numbers given in the table of the summary of the assignments.

7.2.2 Due dates for assignments

All your assignments have to reach the university on or before the due date. Make sure the correct details have been supplied on your assignment covers. Below is a summary of all relevant assignment information.

SUMMARY OF ASSIGNMENTS PFC104T

	TEACHING PRACTICE PLACEMENT	DUE DATE	YEAR MARK CONTRIBUTION	
Tutorial Letter 101	Assignment 01 Exam admission (COMPULSORY) (active student) Unique number: 812041	26 April 2019	50%	
	Assignment 02 Unique number: 744360	30 August 2019	50%	
102	Letter of Introduction to the Principal			
SCHOOL BASED PRACTICAL ASSIGNMENT (Examination mark)				
Assignment 50 Unique number: 748215	Tutorial Letter 103 Observation, Home and First Additional Language		40%	Closing date 30 August 2019
Assignment 51 Unique number: 716203	Tutorial Letter 104 Social Sciences, Creative Arts and Life Skills OR Life Orientation		30 %	
Assignment 52 Unique number: 839547	Tutorial Letter 105 Mathematics, Natural Sciences and Technology and EMS		30%	
TOTAL			100%	

7.3 Submission of assignments

PLEASE NOTE: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be directed to:

General e-mail enquiries study-info@unisa.ac.za

You can also find further information on myUnisa. To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the **login to myUnisa** link under the myUnisa heading on the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Assignments should be addressed to:
 ASSIGNMENT SECTION
 PO Box 392
 Unisa
 0003

You may submit written assignments and assignments done on mark-reading sheets either by post or electronically via myUnisa. Assignments may **not** be submitted by fax or e-mail. For detailed information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*, which you received with your study material.

To submit an assignment via **myUnisa**:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on **Assignments** in the menu on the left.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

7.4 Assignments

All teaching practice assignments are compulsory. Please complete them and submit them as required. Assignment 01 (multiple-choice questions) and Assignment 02 (multiple-choice questions) have been included in this tutorial letter. The school-based practical assignments are included in the tutorial letters as specified.

For general information and requirements as far as assignments are concerned, see the brochure *Study @ Unisa*, which you received with your study material.

8 EXAMINATION

8.1 Examination admission

The Department of Education requires the University to prove that a student was active during the period of tuition before subsidising the student. Senate has approved that the submission of a compulsory assignment will prove activity and also that students will be admitted to the examination because they submitted the assignment. The credit system has been abolished and **examination admission depends solely on the submission of Assignment 01.**

Admission to the examination is administered by the Examination Section and not by your lecturers. Study the relevant section in *Study @ Unisa* and contact the Examination Section should you have a problem with admission to the examination. Applications for rechecking or remarking should also be submitted to the Examination Section.

There is no written examination at the end of the year for PFC104T. You must, therefore, adhere to specific requirements to be able to pass this module. Unisa follows a continuous assessment system. So, you will be able to accumulate marks throughout the year for teaching practice. Your promotion mark comprises the following:

Assignments	[Assignments 01- 02]	20%
Examination mark	[Assignments 50 - 52]	80%
Final mark		100%

8.2 How will this work in practice?

- The year mark will be indicated on the Unisa system.
- Your mark will be calculated by the Examination Section at the end of the year.
- The final mark is the result that will be released to you by the University.
- A mark of 50% must be obtained for all the assignments in order to pass.

- A final pass mark for this module is 50%, and a distinction mark is 75%.
- Permission for the late submission of assignments will only be granted in extreme cases where a medical certificate or other relevant documents are presented.
- We encourage you to use Unisa's online facilities in order to submit your assignments. If you submit your assignments electronically, you avoid delays that could occur by using the post office mail service.
- Because of the importance of assignments, we advise you to make a copy of all your completed assignments before you submit them, and retain these copies in case there are any queries.
- Make sure that your name, address, student number, the module code, the unique number and also the number of the assignment appear on the cover and at the top of every page of your answer.

8.3 Examination period

There is no written examination at the end of the year for PFC104T. However, Assignments 50-56 (the portfolio/examination mark) must be submitted before **30 August 2019, to give your lecturers enough time to mark this assignment. You must obtain a mark of at least 50% for each assignment in order to pass.**

You will be notified of your final mark for PFC104T, together with the results of your other written examinations, early in December. The Teaching Practice module may not be carried over to the next year. It has to be completed in the year of registration.

If you are granted a supplementary examination, you need to contact the module coordinator immediately in order to find out what additional material should be submitted. Results for the supplementary examination will be released at the end of February.

9 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure is a comprehensive guide of the most relevant study information.

Students who are registered for Teaching Practice modules often ask the following questions:

- Could I arrange to do teaching practice myself?
You have to complete and submit the form DSAR25 or DSAR27. The stamp of the school of your choice must appear on the form. The form is attached to this tutorial letter and could also be obtained from the Unisa website. In addition, the form is available at all registration offices and is included in the brochure myRegistration, which is available from the College of Education.
- Can I do my teaching practice in a school where I am doing my internship?
Possibly. However, the Teaching Practice Office (TPO) may request that you be placed at another school to ensure that all the requirements for teaching practice are met.
- I will be relocating to China (or anywhere in the world, but outside South Africa). Can I do my teaching practice there?
Unisa's teaching practice rules require that you complete your teaching practice in South Africa, whether or not you are registered for your teaching qualification in South Africa

- Will a supervisor visit me during my teaching practice time at a school?
A supervisor may visit you during your teaching practice time if everything goes according to plan at the TPO. Full-time teachers will also be visited. Please note that if you do not receive a visit from a supervisor, this will have no influence on your final result.
- What is the procedure to be followed in case there is a change to my school placement?
You may phone the relevant telephone numbers or send an e-mail asking permission to change your school placement. Please refer to the table with contact details provided in this tutorial letter.
- What should I do if I want to transfer my teaching practice module to the following year?
Teaching Practice has to be completed in the year of registration. Students may cancel their teaching practice modules through Student Admissions and Registrations. In this case, a student will not receive any financial benefit from such cancellation and will remain liable for the full fees for the cancelled module(s).
- Whom should I contact if I experience problems with the academic content (Assignment 50–52) of my teaching practice module?
All enquiries related to academic content of your teaching practice module should be directed to the relevant lecturer.
- Whom do I contact to find out if Unisa has received my teaching practice assignment(s)?
You must keep track of your assignments via myUnisa. You should also contact the Assignment Section and not your lecturer or the Teaching Practice Office.

Good luck with your teaching practice.

Prof MJ Taole

10 ASSIGNMENTS

ASSIGNMENT 01
MODULE CODE: PFC104T
DUE DATE: 26 April 2019
UNIQUE NO : 812041

Answer this assignment on the computer mark-reading sheet provided.

The unique number for this assignment is: 812041
This assignment contributes 10% towards your final mark.

Choose the correct option for the questions below and mark the corresponding number on the mark-reading sheet.

1. Lesson introduction should include questions relating to ...
 1. learners
 2. module coordinators
 3. what learners already know about the topic
 4. diversity
2. They are tools used to enhance the delivery of instruction:
 1. Module coordinator
 2. Resources
 3. Supervisor
 4. All of the above
3. Acknowledging that the class consists of learners from different backgrounds means being aware of ...
 1. module coordinators
 2. diversity in the classroom
 3. teachers
 4. All of the above
4. Learners are expected to be actively involved in negotiating meaning; this suggests that ... is encouraged.
 1. discipline
 2. motivation
 3. active participation
 4. All of the above
5. Teachers are expected to ensure that learners achieve regardless of their age, class, social or economic background. This means teachers need to make their classrooms ...
 1. inclusive
 2. neat
 4. special
 5. All of the above

6. When the teacher assesses learners, he or she is assessing ...
 1. definitions
 2. normal hours
 3. classwork
 4. objectives
7. Learners' needs and interests must be considered when planning a learning experience; this means the teacher must ensure that the lesson is ...
 1. completed
 2. learner-centred
 3. This depends on the guidelines given for the module for which you are registered
 4. Last longer
8. ... form/s part of teacher knowledge.
 1. Classroom management
 2. Supervisors
 3. Comprehension
 4. Other students
9. When teaching, the teacher is expected to use a variety of ... to ensure that learners' different learning styles are catered for.
 1. skills
 2. voices
 3. teaching methods
 4. learning experiences
10. Effective classroom managers ...
 1. know their learners
 2. are well organised
 3. have realistic expectations
 4. All of the above
11. When designing the lesson plan, it is important to consider the amount of time learners will need to complete tasks; this means the ... must be clearly stated.
 1. resources
 2. workstations
 3. duration
 4. diversity
12. Teachers need to be sensitive to cultural differences in the classroom and use it as a resource for learning; this refers to ...
 1. emotional intelligence
 2. reading
 3. cultural diversity
 4. norms
13. Teachers need to be very careful not to discriminate inadvertently against boys or girls in the classroom; this means teachers must recognise ...
 1. gender diversity
 2. the Assignments Section
 3. duration
 4. discrimination

14. It is an important part of effective lesson presentation:
 1. Decision making
 2. Planning
 3. Staff meeting
 4. Engagement
15. Getting students engaged in taking an active role in their learning means that learners are responsible for
 1. resources
 2. their own learning
 3. 1 and 2
 4. planning

ASSIGNMENT 02
MODULE CODE: PFC104T
DUE DATE: 30 AUGUST 2019
UNIQUE NUMBER: 744360

Answer this assignment on the computer mark-reading sheet provided.

The unique number for this assignment is: 744360
This assignment contributes 10% towards your final mark.

Choose the correct option for the questions below and mark the corresponding number on the mark-reading sheet. You will find the answers in Tutorial letter 103 or 104 or 105

1. The difference between lesson aims and lesson objectives is that lesson aims ...
 1. reflect what the learners are going to do.
 2. reflect what the teacher wants to achieve.
 3. reflect the level of questioning.
 4. reflect the quality of homework.
 5. reflect what the learners want to achieve in the lesson.
2. CAPS stands for ...
 1. Curriculum and Assessment Planning Statement.
 2. Curriculum and Assessment Portfolio Statement.
 3. Curriculum and Assessment Policy Statement.
 4. Curriculum and Assessment Promotion Statement.
 5. Curriculum and Achievement Program Statement.
3. The objectives of the lesson usually refer to ...
 1. what the learners are going to do/know/understand.
 2. what the teacher is going to do/know/understand.
 3. what the learners are going to do that is unplanned for.
 4. what the teacher is going to ask during the lesson.
 5. what the teacher is going to do that is unplanned for.

4. One of the benefits of observing an experienced teacher is that you will learn that ...
 1. all teachers do things in the same way.
 2. all teachers have the same type of learners.
 3. all teachers have their own way of managing a classroom.
 4. all schools have the same type of teachers.
 5. all schools are the same.
5. Teaching methods can include ...
 1. lecture, class discussion, group work and textbooks.
 2. lecture, group work, orals and maps.
 3. lecture, quiz, group work and discussions.
 4. lecture, group work, orals and CAPS.
 5. lecture, orals, maps and textbooks.
6. Learning and teaching support material ...
 - A) should be considered in the planning of the lesson.
 - B) is needed to discipline learners.
 - C) should be discussed with your mentor teacher.
 - D) is needed to create meaningful lessons.
 - E) has to be reported to the principal.
 1. A, B and C
 2. B, C, D, E
 3. A, C and D
 4. All of the above
 5. None of the above
7. In pairs, learners will label the colour wheel” is an example of a ...
 1. lesson aim.
 2. lesson assessment.
 3. lesson procedure.
 4. lesson outcome/objective.
 5. lesson protocol.
8. When describing your school environment, you should NOT include ...
 1. the age of the school.
 2. the facilities at the school.
 3. the resources at the school.
 4. the types of buildings at the school.
 5. the name and address of the principal.
9. How many categories is on the assessment form that your mentor teacher will use to assess your lesson?
 1. 10
 2. 9
 3. 5
 4. 8
 5. 3

10. What does reflective self-assessment mean?
- A) You look back at the lesson from different perspectives.
 - B) You consider the lesson from your perspective only.
 - C) You consider the lesson from the learners' perspective only.
 - D) You can become a better teacher through reflective self-assessment.
 - E) You decide on strategies that can improve your lessons.
1. A and E only
 2. B, C and D only
 3. A, D and E only
 4. B and C only
 5. B, D and E only
11. When your mentor teacher assesses your lesson for expertise, what will he/she be looking at?
1. Knowledge of subject and control of language
 2. Situation analysis and clear objectives
 3. Integration of LTSM
 4. Learner participation
 5. Phases of the lesson
12. Using 'stations' as a teaching method means that ...
1. learners work in groups and do different parts of a task.
 2. learners present orals to each other in the class.
 3. learners work quietly and individually.
 4. learners move in groups to different activities in the classroom.
 5. learners teach each other.
13. For PFC104T you will be required to plan, prepare and teach at least two lessons in each of the following subjects:
1. Mathematic, Natural Science and Biology
 2. Numeracy, Technology and EMS
 3. Life Orientation, Numeracy and Natural Sciences
 4. Creative Arts, Literacy and Life Orientation
 5. Mathematics, Natural Sciences and Technology
14. Homework should ...
1. take many hours to complete.
 2. require resources that a learner does not have at home.
 3. be an opportunity for a learner to demonstrate what they learnt during class time.
 4. require extensive parental or subject expertise to complete.
 5. always be given.
15. Meaningful learning takes place when ...
1. you read from the textbook throughout the lesson.
 2. you lecture the learners throughout the lesson.
 3. learners talk to their friends about anything throughout the lesson.
 4. you show them a DVD without setting any questions.
 5. you integrate various activities to enhance understanding.

16. You need to be thoroughly professional while on teaching practice. This means you should NOT ...
1. use your cell phone while teaching.
 2. be in class on time.
 3. arrive at school on time.
 4. dress professionally.
 5. prepare well for lessons.
17. It is a good idea to move around the class while the learners are working because ...
1. it will help you keep control.
 2. it will help you see if the learners can do the activity you set for them.
 3. it will assist shy learners.
 4. it will help you stop disruptions.
 5. All of the above.
18. A class discussion ...
1. should go on endlessly.
 2. should be very informal.
 3. should be well managed.
 4. does not have to be well managed.
 5. should not have an outcome.
19. Why should you check the timeframes that you predicted for activities in your lesson planning after the lesson?
1. It will help you plan lessons in the future.
 2. It is good to see what the time is.
 3. It is of no benefit to lesson planning.
 4. It will help your mentor teacher.
 5. It will help the principal.
20. The conclusion of a lesson ...
1. is for learners to put away their books and materials.
 2. is for you to check your phone.
 3. is when your mentor teacher takes over the lesson.
 4. is a specific activity you must plan.
 5. does not have to be planned.