Tutorial Letter 101/0/2022

The Teacher as Classroom Manager

Module Name : TAM2601

Year : 2022

Educational Leadership and Management Department

This tutorial letter contains important information about your module.

BARCODE

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Dear Student

As part of this tutorial letter, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated, at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules and we encourage you to fully embrace these changes during your studies at Unisa.

1 INTRODUCTION

Welcome to the module: **The Teacher as Classroom Manager**. We sincerely hope that you will find this module meaningful and enlightening. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the year and resolve to do the assignments properly. You will receive a number of tutorial letters during the course of the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment. Tutorial Letter 101 contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers. Please read Tutorial Letter 301 in combination with Tutorial Letter 101, as it gives you an idea of generally important information when studying at a distance and within a particular College. In this tutorial letter, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible. We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully. Right from the start, we would like to point out that you must read all the tutorial letters you receive during the year immediately and carefully, as they always contain important and, sometimes, urgent information. We hope that you will enjoy this module and wish you all the best!

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose for this module is to provide you with the necessary knowledge, skills and attitudes so that you will be cognisant of your professional role, rights and responsibilities, and to enable you to function as a professional person with regard to the teacher as leader and manager.

It builds on the discussions on the module, “Being a teacher”, as well as the modules on “Sociology of Education” and the “South African Education System” and explores issues that will be critical to the successful design and execution of effective classroom management.

2.2 Outcomes and Assessment Criteria.

OUTCOMES	ASSESSMENT CRITERIA
Specific outcome 1: Understand key ideas and debates on issues related to effective classroom management.	• Discussions and evaluations of issues related to effective classroom management display a consideration for historical and current perspectives. • Discussions on issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Evaluations of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Comparisons and evaluations of issues related to effective classroom management show a consideration for the conventions of academic debate including the ability to analyse published research reports and articles in this area.
Specific outcome 2: Adopt and adapt flexibly a variety of classroom management roles and strategies in response to changing teaching and learning needs and contexts.	• Discussions and analysis of issues related to effective classroom management are based on a sound understanding of diverse learning and teaching needs and the level of readiness of different stakeholders in diverse contexts of practice. • Discussions on issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Evaluations of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice.

	• Roles assumed, and positions taken with regard to effective classroom management are justified by appropriate reference of theory, policy, observed practice and personal experience.
Specific outcome 3 Identify and justify, varied strategies for effective classroom management in ways that are appropriate for different purposes and contexts.	• Discussions and evaluation of effective classroom management display a consideration for historical and current perspectives as well as a deep understanding of context. • Discussions of the efficacy of different strategies for engagement take due cognisance of the diversity that exists in sites of practice and the evolving nature of policy and practice. • Evaluations of the efficacy of different strategies for engagement take due cognisance of the diversity that exists in sites of practice and the evolving nature of policy and practice. • Selections of different strategies for engagement are justified by appropriate reference to theory, policy, observed practice and personal experience so that students are able to: ➢ Create and maintain learning environments, which are safe as well as conducive to learning; ➢ Manage learning environments democratically and in ways that foster creative and critical thinking; ➢ Discipline learners in ways that are firm, growth promoting and fair; ➢ Create learning environments that are sensitive to cultural, linguistic, gender and other differences; ➢ Resolve conflict situations within classrooms in an ethical and sensitive way; ➢ Perform administrative duties required for the effective management of learning environments;

	➢ Assist learners to manage themselves, their time, physical space and resources; ➢ Take appropriate action to assist or refer learners in the solution of personal or social problems; • Evaluate and, where necessary, adjust their own actions in ways that show knowledge and understanding of management and administration. • Justify actions in ways which reflect knowledge and understanding of a variety of ways of managing individual learners and classes.
Specific outcome 4: Use innovative ways to contribute to the development of issues related to effective classroom management in ways that are informed by contextual realities, the nature of multi-cultural schools and classrooms, historical legacies, social diversity, and the integration of indigenous knowledge.	• Discussions and evaluation of issues related to effective classroom management display a consideration for historical and current social perspectives and the need to engage in collaborative meaning-making. • Discussions of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice, stakeholder preparedness and the evolving nature of policy and practice. • Evaluations of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice and the evolving nature of policy and practice. • Selections of different strategies for positive engagement are justified by appropriate reference of theory, including indigenous knowledge, observed practice and personal experience.

3 CURRICULUM TRANSFORMATION

Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have placed curriculum transformation high on the teaching and learning agenda. Curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated, at both programme and module levels, as a phased-in approach. You will notice a marked change in the teaching and learning strategy implemented by Unisa, together with how the content is conceptualised in your modules. We encourage you to embrace these changes during your studies at Unisa in a responsive way within the framework of transformation.

4 CONTACT DETAILS

3.1 Lecturers

The lecturers responsible for this module are:

Dr SJ Rapeta: Primary Lecturer

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Dr RI Lumadi: Secondary Lecturer

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E-mail: rapetsj@unisa.ac.za 8

4.2 Department

Direct all queries that are not of a purely administrative nature, **but** are **about the content of this module,** to us. Please have your study material with you when you contact us. The e-mail addresses of your lecturers are given above, but you might also want to write to us.

Letters should be sent to:

The Module Coordinator (TAM2601)

Department of Educational Leadership and Management

PO Box 392

UNISA

0003

4.3 University

If you need to contact the University about matters that are not related to the content of this module, please see *Study @ Unisa* (which you received with your study material). This booklet contains information on how to contact the University (to whom you can write for different queries, important telephone and fax numbers, addresses and the times when certain facilities are open).

Use the following contact details for all general administrative enquiries.

- fax number (RSA): 012 429 4150
- fax number (international): +27 12 429 4150
- e-mail: study-infor@unisa.ac.za

5 RESOURCES

5.1 Prescribed book

The prescribed book for this module is:

Coetzee, SA, Van Niekerk, EJ, Wydeman, JL & Mokoena, SP. 2019. *The teacher as classroom manager*. Pretoria: Van Schaik. (ISBN 9780627-037030)

5.2 Recommended books

Wydeman, JL & Mkwanazi, TS. 2019. *The teacher as classroom manager.*

Mtsweni, J. 2008. *The role of educators in the management of school discipline in the Nkangala region of Mpumalanga*. Pretoria: UNISA.

Dolamo, R. 2013. Botho/UBUNTU: The heart of African ethics. Pretoria: UNISA.

Msila, V & Gumbo, MT. 2018. African voices on indigenisation of the curriculum. Pretoria: UNISA.

Yahr, MA & Schimmel, K. 2013. *Comparing current students to a pre-millennial generation: Are they really different?* AABRI Journals.

Recommended books can be requested online, via the Library catalogue.

5.3 Electronic reserves (e-reserves)

E-reserves can be downloaded from the Library catalogue. More information is available at: https://libguides.unisa.ac.za/request/request

5.4 Library services and resources

The Unisa Library offers a range of information services and resources:

- For a general Library overview, go to: https://www.unisa.ac.za/sites/corporate/default/Library/About-the-Library Library @ a glance
- For detailed Library information, go to: https://www.unisa.ac.za/sites/corporate/default/Library
- For research support and services (eg, personal librarians and literature search services), go to: https://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support

The Library has created numerous **Library guides** to assist you. To access these guides, go to: http://libguides.unisa.ac.za

Recommended guides:

- Request recommended books and access e-reserve material: https://libguides.unisa.ac.za/request
- Requesting and finding library material: Postgraduate services: https://libguides.unisa.ac.za/request/postgrad
- Finding and using library resources and tools (Research Support): https://libguides.unisa.ac.za/research-support
- Frequently asked questions about the library: https://libguides.unisa.ac.za/ask
- Services to students living with disabilities: https://libguides.unisa.ac.za/disability
- A-Z databases: https://libguides.unisa.ac.za/az.php
- Subject-specific guides: https://libguides.unisa.ac.za/?b=s
- Information on fines & payments: https://libguides.unisa.ac.za/request/fines

For Assistance with **technical problems** accessing the Unisa Library or resources, go to: https://libguides.unisa.ac.za/techsupport

Lib-help@unisa.ac.za (insert your student number in the subject line please)

General library enquiries can be directed to: Library-enquiries@unisa.ac.za

6 STUDENT SUPPORT SERVICES

To learn more about the student support service available at Unisa, please consult the *Study @ Unisa* website, which is available on myUnisa, at: www.unisa.ac.za/brochures/studies

This website has all the tips and information you need to succeed at Unisa.

6.1 First-Year Experience Programme @ Unisa

For many students, the transition from school education to tertiary education is beset with anxiety. This is also true for first-time students to Unisa. Unisa is a dedicated open distance and e-learning institution. Unlike face-to-face/contact institutions, Unisa is somewhat different. It is a mega university and all our programmes are offered through a blended learning mode or fully online learning mode. It is for this reason that we thought it necessary to offer first-time students additional/extended support, so that you can seamlessly navigate the Unisa teaching and learning journey with little difficulty and few barriers.

In this regard, we offer a specialised student support programme to students entering Unisa for the first time. We refer to this programme as Unisa's First-Year Experience (FYE) Programme. The FYE is designed to provide you with prompt and helpful information about services that the institution offers and how you can access information. The following FYE programmes are currently offered:

- FYE website: All the guides and resources you need to navigate through your first year at Unisa can be accessed using the following link: www.unisa.ac.za/FYE
- FYE e-mails: You will receive regular e-mails to help you stay focused and motivated.
- FYE broadcasts: You will receive e-mails with links to broadcasts on various topics related to your first-year studies (eg, videos on how to submit assignments online).
- FYE mailbox: For assistance with queries related to your first year of study, send an e-mail to fye@unisa.ac.za

7 STUDY PLAN

See *Study @ Unisa* for guidance on time management and planning skills.

Item	WORK COVERED	THEMES & ACTIVITIES	Timeframes
1.	Chapter 1	The millennial generation: understanding and engaging today's learners	01-12 February 2022
2.	Chapter 2	Self-management of the educator	15 – 26 February 2022
3	Chapter 3	Introduction to classroom management tasks	01-12 March 2022
4.	**Chapters 1 - 3**	**Assignment 01 - Submission**	**25 March 2022**
5.	Chapter 4	The educator as a leader	29 March – 09 April 2022
6.	Chapter 5	Managing the classroom environment	12 -23 April 2022
7.	Chapter 6	Managing learner participation in the classroom	26 April – 07 May 2022
8.	**Chapter 4 - 6**	**Assignment 02 - Submission**	**27 May 2022**
9.	Chapter 7	Managing parental involvement	31 May – 11 June 2022
10.	Chapter 8	Managing classrooms through effective administration	14 – 25 June 2022
11.	**Chapters 7 - 8**	**Assignment 03 - Submission**	**29 July 2022**

8 PRACTICAL WORK

There is no practical work for this module.

9 ASSESSMENT

9.1 Assessment criteria

Assignments are seen as part of the learning material for this module. As you do the assignment, study the prescribed texts, consult other resources, discuss the work with fellow students or tutors, or do research, you are actively engaged in learning.

General remarks

PLEASE NOTE:

Enquiries about assignments (eg, whether or not the University has received your assignment or the date on which an assignment was returned to you) must be addressed to the Unisa Contact Centre at 0861 670 411 (RSA only), or +27 11 670 9000 (international calls). You might also find information on myUnisa.

Commentaries and feedback on assignments

You will receive the correct answers automatically for multiple-choice questions. For written assignments, markers will comment constructively on your work. However, commentaries on compulsory assignments **will be sent to all students registered for this module** in a follow-up tutorial letter, not only to those students who submitted the assignments.

As soon as you have received the feedback, please check your answers. The assignments and the feedback on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

9.2 Assessment plan

There are **THREE compulsory** assignments for this module. Submitting **Assignment 01 will qualify you for admission to the examination. Assignment 01 counts 10% towards your final mark for this module**. Failure to submit Assignments 02 and 03 will not influence examination admission (only the submission of Assignment 01 will give you examination admission), but Assignments 02 and 03 will also contribute **10% towards your final mark.** It is important that you submit the assignments in time.

The assignments are an integral part of the assessment plan. The examination questions will be based on the same themes as those of the assignments, in order to achieve the outcomes of this module. Questions will be structured differently, based on three categories: low-, middle- and high-order levels of questioning.

Your assignments are therefore important for your examination preparation but cannot carry you through the examination. Therefore, you should master the content of this module and not only study the assignments for examination purposes.

Plagiarism

It is unethical (and unacceptable) to hand in assignments that are not your own work. Whenever the University becomes aware of such malpractices, it will take stern measures against the student concerned. When doing assignments, you must submit your own ideas, in your own words, sometimes interspersing relevant short quotations that are properly referenced.

To show understanding of the content, students are expected to use their own words, within the context, when answering questions, except in the case of definitions and where it is stated otherwise. Students will be penalised, should it be found that they have copied answers verbatim from the study guide/prescribed book.

Please note:

> **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, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is 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.**

9.3 Assignment numbers

9.3.1 General assignment numbers

Students are expected to write three assignments per year of which one is compulsory.

Assignment 01 comprises multiple-choice questions.
Assignments 02 and 03 comprise written, essay-type questions.

9.3.2 Unique assignment numbers

The unique numbers of the assignments are as follows:

Assignment	Unique number
Assignment 01	**598257**
Assignment 02	**546314**
Assignment 03	**546456**

9.4 Assignment due dates

Take careful note of the **CLOSING DATES** of the assignments.
NO EXTENSION will be granted for all **ASSIGNMENTS.**

Assignment	Due date
Assignment 01	**05 MAY 2022**
Assignment 02	**24 JUNE 2022**
Assignment 03	**01SEPTEMBER 2022**

Please remember to use the same numbers for the assignments as the numbers above.

9.5 Submission of assignments

Assignment 01 should be answered on mark-reading sheet and submitted electronically on myUnisa. Assignments 01 and 02 are written assignments should also be submitted electronically on myUnisa. **No assignments SUBMITTED BY FAX OR E-MAIL will be accepted**. For detailed information on and the requirements for assignments, see *Study @ Unisa.*

To submit an assignment **on myUnisa:**

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

9.6 The assignments

ASSIGNMENT 01

Compulsory
Closing date: 05 MAY 2022
Essay type questions
Unique number: 598257
10% contribution towards year mark
Requirement for admission to the examination

TAM2601 ASSIGNMENT 01 (paragraph/essay-type questions)

Question 1

Read the following scenario and then answer the questions below:

A newly appointed teacher goes to the principal's office for guidance after meeting with other colleagues. The new teacher has just completed his academic studies at university and has been avoiding completing the teaching practice component of the course. For the past four years of study, he has been going to different schools to fill in the forms to apply for a position as a student teacher. The teacher read had learnt in theory about the characteristics of being a teacher, but he had missed out on the teaching practice that prepares all teachers for what to expect in a real-life classroom. The principal could see that the teacher was scared and lost confused/disorientated. The principal asked the teacher if the Teacher as Classroom Manager was one of the prescribed modules that he had completed during his studies. The teacher responded that he had passed this module with distinction because he was good at rote learning the academic/theoretical content and then reproducing it verbatim. The principal was shocked after learning that the teacher had never been a student teacher at any school and had never applied what he was studying in a real classroom. Is this scenario realistic? Surely a person cannot graduate from university unless they have completed the practical component of their teaching studies?

1.1 How would the principal help this teacher to create a vison for his class? Explain why it is important to learn about this during our studies and as the practicing teaching during both the theoretical and practical aspects of teaching studies. (10)

1.2 Do you think that the principal would be able to develop the teacher who is supposed to be in class with the leaners help this teacher to develop sufficient competence to handle a class of learners? Substantiate your answer clearly. (10)

Question 2

2.1. Name and describe the factors that may influence the classroom climate. Using your own practical examples, describe how such factors may be used to create a positive classroom environment. (10)

2.2. Briefly outline common elements of a successful parent-engagement programme, according to Bauer & Shea (2002:95). Also explain how you would follow enforce control measures during a parents' meeting in the era of the COVID-19 pandemic. (10)

2.3. Describe in detail the importance of the new information that is being applied in South African schools, using the SA-SAMS. (10)

Total: [50]

ASSIGNMENT 02
Compulsory
Closing date: 24 JUNE 2022
Unique number: 546314
5% contribution towards year mark

1. Mention five (5) typical barriers that impact parents' involvement in the affairs of learners at you school and explain how your school went about addressing them. Did your school succeed in improving parental involvement? (10)

2. The attributes that the educator shows as a leader are determined by factors such as the educator's view of the learners, whether the educator is task- and/or people-oriented, their personality, their level of knowledge and experience, and the expectations and trust with which learners are approached (Van Niekerk 2008; Masuku & Van Niekerk 2014; Van Niekerk 2016: 33-34). Mention and analyse the five (5) attributes or characteristics of an educator in his or her role. (10)

3. It is required that schools should develop their assessment programme based on provincial and national assessment guidelines. Clearly evaluate how the school assessment programme should be developed. (10)

4. Mention the characteristics that indicate a good relationship between the educator and a learner and give YOUR OWN classroom example of each. (10)

5. Critique the strength of extrinsic and intrinsic motivation. (10)

TOTAL=50 X 2 = [100]

ASSIGNMENT 03
Compulsory
Closing date: 01SEPTEMBER 2022
Unique number: 546456
5% contribution towards year mark

1. Briefly discuss the five (5) stages of the framework employed to bring about the total involvement of parents in the education of their children and indicate how you can practically employ this framework in your school situation. (25)

2. Discuss considerations that the educator should keep in mind when organising the layout of the classroom. Provide YOUR OWN, practical examples in your discussion. (25)

3. Explain in detail the word, "teamwork", and its purpose and benefits as part of the organisation of schools, as discussed by Handy (cited in Jones 2005: 24). (25)

4. Values are at the heart of what happens in the classroom; therefore, the educator must assist with the identification, nurturing and modelling of worthwhile values. Choose one value that an educator needs to instil in the learners' maturity and explain the chosen value by creating a scenario as how it can be applied or instilled in the classroom. (25)

TOTAL = [100]

9.7 Other assessment methods

There are no other assessment methods for this module.

9.8 The examination

The Department of Education requires the University to prove that a student was active during the period of tuition before the student will be subsidised. The University Senate has approved that the submission of compulsory assignments will be used to prove a student's activity and that students will gain examination admission by submitting the assignments. **Your examination admission is therefore solely dependent on the submission of Assignment 01,** irrespective of the mark you obtain, and you pass or fail.

As explained above, you need to qualify to write the examination, since there is no automatic admission. To qualify, you **MUST** submit Assignment 01, (for which you will be awarded the marks).

We emphasise the point again: If you do not submit Assignment 01 on time, you will not be allowed to write the examination.

10 FREQUENTLY ASKED QUESTIONS

Study @ Unisa contains an A–Z guide of the most relevant information.

11 SOURCES CONSULTED

Coetzee, SA, Van Niekerk, EJ, Wydeman, JL & Mokoena, SP. 2019. *The teacher as classroom manager.* Pretoria: Van Schaik. (ISBN 9780627-037030)

Tutorial Letter 101/3/2020: The Teacher as a Classroom Manager

12 IN CLOSING

If you have difficulties with your studies, please contact your lecturers as soon as possible in writing or telephonically. You are also welcome to visit us personally, from Monday to Friday; however, please do make an appointment beforehand.

We wish you success in your studies.

Your Lecturers:

Dr Rapeta S.J

Dr MJ Masenya

Dr MT Lekalakala

Dr RI Lumadi

Dr AA Sepheka

Dr LL Toolo

13 ADDENDUM

UNIVERSITY OF SOUTH AFRICA

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP AND MANAGEMENT

DEMARCATION OR "SCOPING" FOR EXAMINATIONS AND ASSESSMENTS

NB: In terms of a decision reached by the College, lecturers may not demarcate or "scope" specific work for examination purposes and examination questions should be based on all the work covering the notional hours of modules. Lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the tuition period, the various methods of assessment will be spelled out clearly by the lecturer in Tutorial Letter 201.

According to the Assessment Procedure Manual 2013, paragraph 4.5.2(e), the examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.