

Tutorial Letter 101/0/2023

Teaching Practice Intermediate Phase

TPN2601

Year module

**Department: Curriculum and Instructional
Studies**

This tutorial letter contains important information about TPN2601.

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1 INTRODUCTION

Dear Student

We are pleased to welcome you to the observation component of Teaching Practice of your professional development. Teaching Practice is the core of our teacher education programme. The purpose of this exercise is to improve your understanding of teaching and learning in the Intermediate Phase. 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 aim to complete the assignments properly.

As a student teacher you are an important person in the Unisa community. The lecturers and students of this community are constantly **learning** and **teaching** to contribute to and develop education in South Africa.

This module is focused on developing the **practical skills** and **competences** that is expected from a teacher in South Africa to be able to fulfil your **role as a teacher** in the South African context.

Teaching practice is based on an age old approach to **apprenticeship** – a way of learning from knowledgeable and competent leaders in a community and to practice skills under their watchful guidance until you have mastered a skill or competence. (Mkabela - African approach to education).

With this African approach to education, you observe see what elders or senior members of a community do. You participate in activities, but are not yet an experienced member of the community. During your “apprenticeship” you will be learning about traditions, values and the correct or best way to do activities. At the end of your apprenticeship you will be accepted as a knowledgeable person into the community. The elders and senior members will still guide you until you are competent enough to do things on your own. If you want to master a specific skill or enter a specific career you will observe an experienced person who will guide and lead you. You will practice the skill until you can do it well enough to work on your own.

In the same way as aspiring teachers you have the opportunity to go to schools and form part of the **school community**. During this first practical teaching opportunity you will observe teaching and learning within a unique context in a specific school. In your “apprenticeship” as a teacher, you will learn a lot from teachers and mentors in the school.

Activities in the assignment and Portfolio are designed to support you to observe teaching and learning through a specific lense unique to the South African context.

The following concepts are important when doing observation to contribute to your theoretical knowledge of learning and teaching in South Africa: Africanisation, Decolonisation, Ubuntu and Indigenous Knowledge. Make use of these concepts together with your theoretical knowledge of current research, gained in each module. When observing, reporting and reflecting in the Portfolio activities these concepts and principles will enable you to critically reflect on learning and teaching in the unique context that you are teaching in.

1.1 Tutorial letters

This tutorial letter contains important information about the study schedule, resources and assignments for this module. We urge you to read it carefully and to keep it with you as you work through the study material, and prepare the assignment(s). Also, make a point of having this tutorial letter with you when you contact your lecturers or support departments about any of the study material contained in the module.

In this tutorial letter (Tutorial Letter 101), you will find the assignments and their associated assessment criteria as well as instructions on the preparation and submission of assignments. This tutorial letter also provides all the information you need in terms of the prescribed study material, other resources, and how to obtain these resources.

This tutorial letter also includes certain general and administrative information about these modules. Please study this section of the tutorial letter carefully.

You will also receive a tutorial letter 102 that will explain the administrative aspects of your teaching practice such as placements, placement letters, visits by Unisa supervisors, contact details of the Teaching Practice Office, attendance registers, etc. Please use this tutorial letter and the contact details in it for administrative enquiries regarding teaching practice.

In tutorial letter 103 you will find the Practical Teaching Portfolio, which is assignment 50. You must use that document with its templates to complete your portfolio during your teaching practice period. All queries regarding the portfolio (content) should be addressed to the lecturer, as these are academic in nature.

Right from the start, we would like to point out that **you must read all the tutorial letters** you receive during registration **immediately and carefully**, because they always contain important and, sometimes, urgent information. We hope that you will enjoy this module and we wish you all the best in your studies!

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module (MODULE 1) is to support students in their initial teaching experiences – “the micro-contexts of everyday life in classrooms” (Cohen, Manion, Morrison and Wyse, 2010:1) and proceeds from the understanding that education is context-specific and context-dependent.

The focus of this module is *guided observation*, helping students to observe practice and make connections between what they have learned, what they have observed and what they have experienced. They may become involved in assisting the teacher under instruction. The placement will require 5 weeks in a school and there will be an “orientation to school teaching” approach

Why is observation so important?

Observation is a significant tool for collecting data to assess teaching and learning in any context. The activities in this portfolio will develop your observation skills to enable you to analyse and improve your own teaching.

What can you do with this skill?

- Observation is a significant tool for collecting assessment data
- Observation provides teachers with knowledge about learners in general
- It gives a general knowledge about particular learners.
- It gives the teacher specific knowledge about learners and their learning styles.
- It provides knowledge related to diagnostic/ remediation routines
- It checks learners’ understanding of the lesson
- It checks teacher-learner interactions
- Teachers are able to check the learners’ attention during the lesson
- It checks the teacher’s pacing during the lesson
- It helps to build relationships with learners and a teacher is able to connect with learners.
- It helps the teacher to respect and appreciate learners
- It helps the teacher to improve classroom practice.
- Through observation, teachers learn children interests, behaviour and thinking
- It familiarizes oneself with the teaching methods and strategies that the teacher is using
- It provides an opportunity to develop education unique to the African context

Why a portfolio as an assessment instrument?

The purpose of this portfolio is to demonstrate and give evidence that you completed a successful teaching practice period of **25 full school days** in the **Intermediate Phase (Grades 4-6)**.

Teacher education consists of different types of knowledge that **must be integrated**:

- Conceptual knowledge (foundations of education/theories/disciplinary knowledge/content) with the aim of acquiring knowledge specialised proficiency.
- Contextual knowledge (all aspects that endeavours to contextualise knowledge for occupational purposes, such as subject didactics and practical teaching) with the aim of acquiring task-specific proficiency.

It is therefore important that you find links between school practices (including their associated activities) and your studies (including disciplinary knowledge and skills). You must do this in every section of the portfolio.

The focus of this portfolio is guided observation and will have an **orientation to school teaching** approach (helping students to observe practice and make connections between what they have learned, what they have observed and what they have experienced.). As student you are expected to familiarise yourself with the full range of activities that are associated with a functional school. You not only have to observe these activities but are expected to become involved in assisting the teacher under instruction. You are also expected to look at these activities critically and to comment on their purpose, functionality, outstanding features and possible shortcomings where applicable.

2.2 Outcomes

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, you 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.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

Prof TI Mogashoa
Mobile: 076 372 5084
Email: mogasti@unisa.ac.za

NOTE: PLEASE CONTACT THE PARTICULAR CONTACT PERSONS FOR A SPECIFIC ENQUIRY.

DO NOT CONTACT LECTURERS WHO ARE NOT INVOLVED IN THE ADMINISTRATIVE ASPECTS SUCH AS SCHOOL PLACEMENTS, PLACEMENT LETTERS, SCHOOL VISITS BY UNISA SUPERVISORS, ARRIVAL OR REGISTRATION OF ASSIGNMENTS, ETC AS THEY CANNOT ASSIST YOU.

3.2 Department

Department of Curriculum and Instructional Studies
PO Box 392
Unisa
0003
Telephone number: 012 429 4033

3.3 Teaching Practice Office

Address: Sunnyside Campus, Building 10 Room 01- 030
Rissik Street, Pretoria, 0001

Teaching practice has introduced Skype for face-to-face contact with staff members for student support. We encourage you to use this if you have Skype on your PC, laptop or mobile device. To provide dedicated support to our students, we have partitioned our Student Help-Desk into Provinces and or Countries. Refer to the table below for our contact details for each province or country.

NB: You will receive your placement confirmation letter via teachprac@unisa.ac.za, please do not respond to this email. Kindly send your responses, DSAR25/27 and the related teaching practice placement enquiries using your relevant workstation / country email addresses.

Name		Contact		Email
TP Coordinators				
Mr M Masango		012 484 1010		masanmr@unisa.ac.za
Ms B Mbuqe		012 481 2828		mbuqeb@unisa.ac.za
Workstation/ Provincial Coordinators				
Name	Province	Contact	Skype Contact	E-mail
Mr P Ramoba	EC, FS & NW	012 481 2805	Teachprac1	Teachec@unisa.ac.za
Ms EN Maluleka		012 481 2885		ramobpt@unisa.ac.za malulen@unisa.ac.za
Name	Province	Contact	Skype Contact	E-mail
Miss Z Thole	KZN North	012 481 2929	Teachprac2	teachkzn@unisa.ac.za Tholezy@unisa.ac.za
Mrs L Moathlodi		012 484 2841		Mahlulp1@unisa.ac.za
Name	Province	Contact	Skype Contact	E-mail
Mr AL Mangwato	KZN South	012 481 2736	Teachprac2	teachkzn@unisa.ac.za mangwal1@unisa.ac.za
Mr MM Malefo		012 481 2759		Malefmm1@unisa.ac.za
Name	Province	Contact	Skype Contact	E-mail
Ms H Botha	WC & NC	012 481 2882	Teachprac3	Teachnfw@unisa.ac.za Bothaec1@unisa.ac.za
Name	Province	Contact	Skype Contact	E-mail
Mrs L Mahanyele	GP	012 481 2891	Teachprac4	teachgp@unisa.ac.za mahanlb@unisa.ac.za
Mr P Vilankulu		012 481 2881		vilansp@unisa.ac.za
Name	Province	Contact	Skype Contact	E-mail
Miss N Ndlovu	LP & MP	012 481 2730	Teachprac	teachlmn@unisa.ac.za ndlhonp@unisa.ac.za
Mrs N Monyaku		012 481 2822		Makhunr1@unisa.ac.za
Name	Region / Country	Contact	Skype Contact	E-mail
Mr M Makhetha	SADC & International	012 484 1048	Teachinternational	teachsi@unisa.ac.za teachprac@unisa.ac.za Makhemp1@unisa.ac.za

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 for advice on which department you should contact. You may also go to www.unisa.ac.za where contact details are given under the “contact us” button.

4 RESOURCES

4.1 Prescribed book(s)

None.

4.2 Recommended book(s)

- Du Toit, E.R. 2016. *Help I'm a Teacher*. Pretoria: Van Schaik.
- Taole, M.J. and other authors. 2015. *Teaching practice, perspectives and frameworks*. Pretoria: Van Schaik.
- [http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSIntermediate/tabid/572/Default.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSIntermediate/tabid/572/Default.aspx)

These books are useful as they contain additional information that may be useful in your studies. You may therefore request the books from the Unisa library but you may only keep them for a limited period so that other students can also use them.

If you prefer you may also buy the books from academic bookshops or you can order them from <https://www.onthedot.co.za>. Please note: There is no obligation to buy the books.

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

4.3 Electronic reserves (e-reserves)

- "What I Wish I Had Known" Teachers share their best advice to help new educators start their first year with confidence. <https://www.neamb.com/work-life/what-i-wish-i-had-known>
- Flipped Classroom Field Guide. <https://tlc.uic.edu/files/2016/02/Flipped-Classroom-Field-Guide.pdf>
- Building a positive learning environment <https://teaching.usask.ca/strategies/engaging-students.php#Defineexpectations>
- Presentation tips for teachers <https://www.youtube.com/watch?v=YdtLELVhEQg>

Teach like a Champion teaching techniques. A summary of the Summary <https://www.boyd.k12.ky.us/userfiles/496/Classes/27400/Teach%20Like%20A%20Champion%20-%20The%20Main%20Idea.pdf>

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

4.4 Library services and resources

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

- for detailed Library information go to <http://www.unisa.ac.za/sites/corporate/default/Library>
- for research support and services (e.g. personal librarians and literature search services) go to <http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>

The Library has created numerous Library guides:

<http://libguides.unisa.ac.za>

Recommended guides:

- Request and download recommended material: <http://libguides.unisa.ac.za/request/request>
- Postgraduate information services: <http://libguides.unisa.ac.za/request/postgrad>
- Finding and using library resources and tools: http://libguides.unisa.ac.za/Research_skills
- Frequently asked questions about the Library: <http://libguides.unisa.ac.za/ask>
- Services to students living with disabilities: <http://libguides.unisa.ac.za/disability>

5 STUDENT SUPPORT SERVICES

The *Study @ Unisa* brochure is available on myUnisa: www.unisa.ac.za/brochures/studies

This brochure has all the tips and information you need to succeed at distance learning and, specifically, at Unisa.

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

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>.

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

5.1 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.

6 STUDY PLAN

TUTORIAL LETTER 101 This tutorial letter gives an overview of Teaching Practice and contains Assignment 01 and 02. MODULE CODE: TPN2601 Intermediate phase (Grades 4-6)		TUTORIAL LETTER 103 This is a separate Tutorial Letter 103 for TPN2601 containing the portfolio to be used during Teaching Practice. (Download the electronic version from myUnisa or contact	
	Assignment 01	Assignment 02	Assignment 50 (Portfolio)
Purpose	The assignment familiarises student teachers with learners' participation in school activities during teaching practice.	The assignment requires the student teachers to observe learners in one school day.	Structured portfolio that records experiences of students' observations during practical teaching.
Actions to be taken for both modules	Submit assignment 01 for examination admission.	Submit assignment 02 for year mark.	You have to do five weeks (25 school days) of Observation (not teaching) for your Intermediate phase school activities.

7 PRACTICAL WORK

7.1 How Teaching Practice should be undertaken

Teaching Practice modules integrate all learning in the BEd programme. The structure of the qualification is such that there is a gradual build-up to the ultimate aim of achieving applied competence. Students build on their disciplinary (academic) knowledge and acquire pedagogical (educational) knowledge and competences. They then have to combine these in the professional studies phase of the qualification (specialised didactics or methods) and they have to practice their competences in the workplace during their practical teaching period.

Everything in the programme is aimed at and culminates in this final phase – the achievement of applied competence. The aim is that students demonstrate their ability to teach (perform a set of tasks) with both understanding (perform their roles as educators) and reflection (reflect on their practice).

Teaching Practice modules cannot be registered for in isolation. They are always part of subject didactics or learning area didactics modules. Students must therefore register for TPN2601 simultaneously when registering for an Intermediate phase subject didactics module. The **five weeks** of Teaching Practice for the Intermediate phase subject didactics can be done in a **primary school** (Grades 4-6).

A student teacher is expected to:

- observe mentor teachers while they teach
- become involved in, and learn from, as many teaching and educational experiences at school as possible
- develop a critical and reflective attitude towards school, teaching and education
- start making a connection between the practice and the theoretical knowledge he/she has acquired in the BEd course
- complete portfolios
- use the opportunity to learn as much as possible from the visit to the school and his/her association with every teacher and pupil
- understand that every teacher has his/her own ideas about the nature and scope of teaching
- listen appreciatively and critically to the opinion of every teacher and show a positive attitude towards Teaching Practice
- participate in the activities of the school, obey the rules and acknowledge the authority of the principal and other office-bearers
- remember that he/she also represents Unisa during the visit to the school, especially since his/her good behaviour might open the doors for other students
- adhere to the safety regulations of the school
- understand that the school is not responsible for the safety or loss of his/her personal possessions
- maintain a teaching portfolio

7.2 School placements

7.2.1 Introduction

All Initial Professional Education and Training (IPET) programmes have three components in common: educational theory, professional studies and school practice. The last and perhaps most fascinating part of the professional preparation of teachers is school practice. In South Africa, much attention is paid to teaching practice in initial teacher education programmes. Teaching practice is a series of learning situations for prospective teachers in which they are systematically confronted with, or can study concrete activities of teaching and classroom management in schools, supervised by experienced teachers. The students' learning process during teaching practice is based on the concept of learning systematically and on step-by-step guidance by supervision (feedback and reflection).

In terms of the National Policy Framework for Teacher Education and Development in South Africa (Republic of South Africa, 2007), student teachers have to be placed in schools that 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 of the day-to-day operations within a school and 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), the school principal, their university lecturer(s) and/or supervisor(s) and mentor, subject or learning area teacher(s). You will have to submit the required information to the Teaching Practice Office to make the necessary arrangements.

7.2.2 School evaluation

A number of schools have already been evaluated for teaching practice, either by Teaching Practice supervisors or Teaching Practice coordinators. The Higher Education Quality Committee (HEQC) stipulates that all schools in which student teachers are placed must be functional to enable the school and the student to accomplish the goals set for the student for teaching practice. Through the agreement entered into between Unisa and the school, the school commits itself to support and mentor the student teacher during his or her teaching practice experience. In turn, Unisa undertakes that its Teaching Practice supervisors will work with mentors, principals and student teachers in a manner that promotes quality learning and adherence to school rules.

7.2.3 Placement of student teachers in schools

The HEQC stipulates that students should be placed in diverse schools and educational centres in the country at the beginning of each year. To enable this process to proceed smoothly and speedily, all students must submit Assignment 01 before or on the due date. Assignment 01 requires certain procedures that are discussed below.

VERY IMPORTANT: Read Tutorial letter 102, which will assist you and the principal to plan the teaching practice more effectively. Read this letter carefully before you decide on the school and the teaching practice period.

- **Details of three suggested schools**

A student must complete and submit form DSAR25 with the stamp of the school of their choice. The form can be found in tutorial letter 102 or may be obtained from the Unisa website (click on “Study” then “How to register” and go to “2016 forms”) or any Unisa registration office. This form can also be found at the back of the *My Registration @ Unisa* brochure of the College of Education.

- **Teaching practice period**

It is suggested that you do the teaching practice during the second school term. This will allow 60 to 90 days for the verification process as there is a large number of students that need to be placed.

- **Verification**

The Teaching Practice officer will contact or visit the school or educational centre to establish whether the student’s teaching practice activity will be meaningfully enhanced at that institution.

- **Confirmation**

The Teaching Practice Office will contact students telephonically, via SMS or via email to confirm the placement.

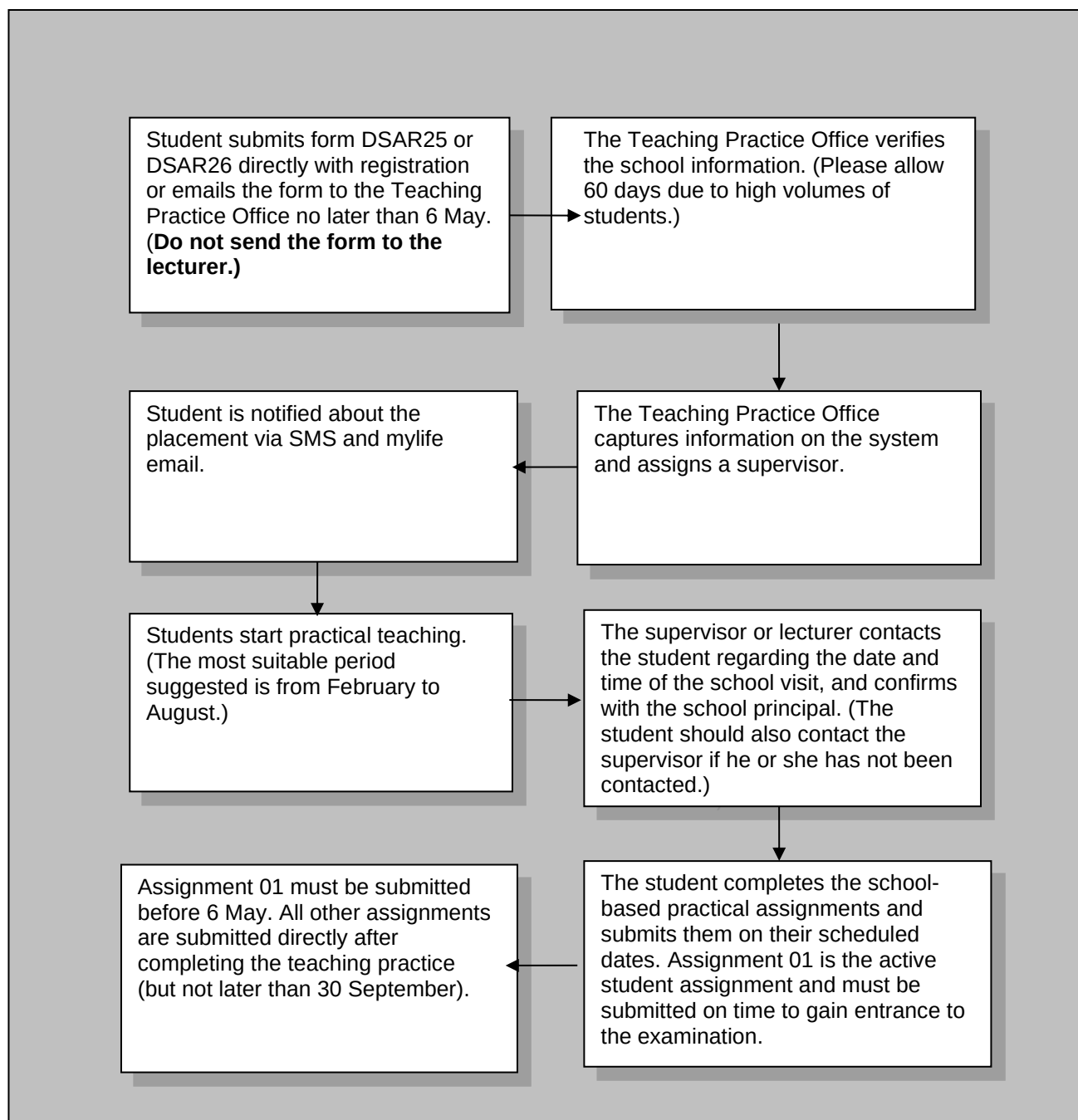
- **Declaration**

Once the Teaching Practice Office has placed the student teacher in a particular school, the student teacher will have to submit Assignment 02 before the due date.

- **Submission of school-based practical assignments**

There are assignments 02 and 50 that form part of the school-based practical (observation) requirements. Students must make sure they study these assignments in order to know what is required for the teaching practice.

Placement procedures



7.2.4 School visits and supervision

A Unisa Teaching Practice supervisor may visit you at the school at which you are doing your teaching practice to support you with general teaching practice aspects, to observe your lesson planning and presentation, and to provide you with reflective feedback. The Teaching Practice placement administrative office and/or Teaching Practice supervisor will contact you well in advance to make the necessary arrangements.

- The supervisor will call you, introduce him or herself and give you his or her contact details. You must write down the name and telephone or cell number of the supervisor.
- If there is any problem regarding school visits by the supervisor, call the Teaching Practice Placement Office and give them the full particulars of the supervisor. The Teaching Practice Placement Office will not be able to help you if you do not know the name of the supervisor.
- Any postponement should be agreed upon between the supervisor and the student.
- Students are expected to assist the supervisors with directions to the schools.
- Students may, under no circumstances, be absent from the school on the day of the visit by the supervisor.
- In the event of absence on the day of the school visit by the supervisor, the student should notify the supervisor immediately and not the Teaching Practice Office.

7.3 Plagiarism

Plagiarism is a serious academic misconduct and is treated as such by the University. We expect academic honesty and integrity from our students. What is plagiarism? Plagiarism entails representing the ideas, writings, works or inventions of others, **including fellow students**, as your own. To avoid plagiarism, you **MUST** acknowledge the author or the source of any information. Further, if you have to use the exact words from a source, you have to demarcate these using quotation marks. You also have to keep accurate records of sources of information and use referencing techniques to avoid plagiarism. Plagiarism is immoral, unethical and illegal. **Copying a fellow student's assignment is plagiarism.** If you plagiarise, you will get a mark of zero.

STUDENT DECLARATION FORM
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL STUDIES
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA

You need to include a completed and signed copy of this form when you submit Assignments 01, 02 and 50 for this module. Assignments without the form will be cancelled and returned unmarked

The **Department of Curriculum and Instructional Studies** places specific emphasis on integrity and ethical behaviour with regard to the preparation of all written work submitted for academic assessment.

Although your lecturers can provide you with information about reference techniques and guidelines to avoid plagiarism, you also have a responsibility to fulfil in this regard. Should you at any time feel unsure about the requirements, you must consult your lecturers before you submit any assignment.

You are guilty of plagiarism when you extract information from a book, article, web page or fellow student without acknowledging the source and submit it as your own work. In truth, you are stealing someone else's property. You may not use another student's work. You may not allow anyone to copy or use your work with the intention to submit it as his/her own.

Students who are guilty of plagiarism will forfeit all credit for the work concerned. Plagiarism is a serious violation of the University's regulations and may lead to expulsion.

The under-mentioned declaration must accompany written assignments. **Your assignment will be cancelled and returned unmarked if you do not include a fully completed and signed declaration form.**

I (full names):

Student number:

Module: TPN2601

Declare that...

1. I understand what plagiarism entails and am aware of the University's policy in this regard.
2. I declare that this assignment is my own, original work. Where I used someone else's work, whether a printed source, the internet or any other source, I give the proper acknowledgement and include a complete reference list.
3. I did not use another current or previous student's work, submitting it as my own.
4. I did not allow and will not allow anyone to copy my work with the intention of submitting it as his or her own work.

Signature _____

Date: _____

8 ASSESSMENT

8.1 Assessment criteria

Assessment criteria can be found in the assignments.

8.2 Assessment plan

Assessment activity	Date	Assessment type	Purpose	Contribution to year mark	Contribution to final mark
Assignment 01	5 May	Baseline (Compulsory) Active student assignment	Familiarisation with views on learners participation in school activities	10%	4%
Assignment 02	During first week of Teaching Practice but no later than 31 August (the latter date is only for students who do their teaching practice in August/ September)	Reflective (Compulsory)	Observation of learners in one school day	90%	16%
Assignment 50	Directly after completing Observation but not later than 31 August	Summative (Compulsory) Examination equivalent	Portfolio including Observation (application of learning in a real context.)		80%
TOTAL				100%	100%

8.3 Assignment numbers

8.3.1 General assignment numbers

All students have to complete assignment 01 and 02 and 50

8.3.2 Unique assignment numbers

TPN 2601
Assignment 01:
Assignment 02:
Assignment 50:

8.4 Assignment due dates

Assignments due dates will posted on myModules platform.

8.5 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 the Assignments section.

You may also find information about your assignments on myUnisa. Login to <http://my.unisa.ac.za> and use your login details to check the status of your assignments. Always check mylife emails for more information on <http://mylife.unisa.ac.za/>.

You must submit written assignments and assignments done on mark-reading sheets electronically via myUnisa. **Assignments may not be submitted by fax or email.**

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 left-hand menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

8.6 The assignments

ASSIGNMENT 01

This assignment consists of six questions and must be completed on the Unisa assignment writing pad or write/type neatly on your own writing pad. The completed assignment must be placed in an assignment cover.

To prepare you for your five weeks of teaching practice, it is important that you know more about the specific policies that guide teaching and learning in a school.

To complete Assignment 01, you need to access the policy document that guides your subject from the Department of Basic Education website or at a nearest school or nearest Education District office.

Use the document you downloaded to answer the following questions.

1. In your own words, explain what the main information in this guide is about? (5)
2. Read the section on the general aims of the South African Curriculum. Summarise the aspects listed under this heading. (5)
3. Time allocation is a valuable guide when planning your teaching. Read the information on time allocation for your phase. Now read the section on time allocation for the specific subject. Draw a grid to plan the allocated time for your subject in one calendar week. (5)
4. Read the first topic in the Annual Teaching Plan or the syllabus for your subject. List the knowledge, skills and values learners should have after completing this topic. (6)
5. Describe the assessment requirements for your subject. Use the headings included in the CAPS document. (5)

6. Reflection

- 6.1 Do you think the CAPS document can be used to guide teaching? (2)
- 6.2 How will it help you? (5)
- 6.3 What do you think is not so good about it? (5)
- 6.4 Look at each of the aspects addressed in 1- 5. (5)
- 6.4.1 Will these guidelines or this information be applicable to all contexts and learners? (2)
- 6.4.2 Motivate your answer and give examples. (8)
- 6.4.3 Attach the first page of the document you used for this exercise. (2)

TOTAL MARK: 50

ASSIGNMENT 02

In the shoes of a learner

In a single school day, learners are exposed to a spectrum of teachers, each with their own expectations of learners, their own teaching style and their own classroom arrangements.

The purpose of this assignment is to understand how your own approach to teaching will influence and impact on learners. In this exercise you must follow or shadow a group of learners for a whole school day to effectively observe what they experience during a typical school day and how it impacts on them. There is no right or wrong answer to this assignment. Observe and describe what you see and then reflect to understand how the teacher influenced the learners. Remember to motivate all your answers.

The assignment will be marked using the short rubric below. Before you do the exercise, take a look at the rubric that will be used to mark your work. Make sure that your answers fulfill the requirements.

Rubric: Assignment 02

Criteria	0–5	6–10	10–15	16–20
Observations	Some observations, but limited or incomplete	All observations done, but limited	All observations done. Only certain aspects are detailed.	Comprehensive, detailed observations on every aspect of the observation schedule
	0–10	11–20	21–25	25–30
Reflection	Some reflections, but limited or useless for practice	Some useful reflections	Most reflections are useful	Logically derived and useful reflections and an indication of how they could inform future practice.

TOTAL MARK: 50

Specific guidelines

Do this exercise within the first week of your teaching practice.

- Step 1:** Ask your mentor to help you to identify a typical group of learners (a whole class) that you can “shadow” for a day.
- Step 2:** Get permission from the mentor and/or school principal and ask him or her to inform the staff members to expect the student teacher in their classrooms.
- Step 3:** Complete the attached observation schedule for each period.
- Step 4:** Complete the attached reflection form.
- Step 5:** Thank the mentor and the staff members for their participation
- Step 6:** Submit as Assignment 02.

NB: Do not submit this assignment with your portfolio. Do not wait to complete this assignment until the end of your teaching practice period. It must be submitted within the first week of your teaching practice.

Student name and surname

Student number

1. OBSERVATION ACTIVITY

Use the observation schedule to note down your observations of the following for each period:

Period 1

The classroom (e.g. is there enough seating, is it clean, etc.)

.....

The atmosphere (e.g. is it inviting, interesting, conducive to learning, well-resourced or not, etc.)

.....

The subject.....

The teaching approach (e.g. direct instruction, interactive learning, etc) and how learners respond to this.....

.....

The expectations the teacher has of learners (how they must enter, where they must sit, what they may or may not do, how they may participate) and how learners respond to this.....

.....

Time spent on task (how much of the period is used for teaching and learning) and what learners do if there is time left.....

Learner interactions.

.....

.....

Learner behaviour in general.....

Learners observed/ Class:

Grade:

Period 2

The classroom (e.g. is there enough seating, is it clean, etc.)

.....

The atmosphere (e.g. is it inviting, interesting, conducive to learning, well-resourced or not, etc.)

.....

The subject.....

The teaching approach (e.g. direct instruction, interactive learning, etc.) and how learners respond to this.....

.....

The expectations the teacher has of learners (how they must enter, where they must sit, what they may or may not do, how they may participate) and how learners respond to this.....

.....

Time spent on task (how much of the period is used for teaching and learning) and what learners do if there is time left.....

Learner interactions.

.....

.....

Learner behaviour in general.....

Learners observed/ Class:

Grade:

Period 3

The classroom (e.g. is there enough seating, is it clean, etc.)

.....

The atmosphere (e.g. is it inviting, interesting, conducive to learning, well-resourced or not, etc.)

.....

The subject.....

The teaching approach (e.g. direct instruction, interactive learning, etc.) and how learners respond to this.....

.....

The expectations the teacher has of learners (how they must enter, where they must sit, what they may or may not do, how they may participate) and how learners respond to this.....

.....

Time spent on task (how much of the period is used for teaching and learning) and what learners do if there is time left.....

Learner interactions.

.....

.....

Learner behaviour in general.....

Learners observed/ Class:

Grade:

Period 4

The classroom (e.g. is there enough seating, is it clean, etc.)

.....

The atmosphere (e.g. is it inviting, interesting, conducive to learning, well-resourced or not, etc.)

.....

The subject.....

The teaching approach (e.g. direct instruction, interactive learning, etc.) and how learners respond to this.....

.....

The expectations the teacher has of learners (how they must enter, where they must sit, what they may or may not do, how they may participate) and how learners respond to this.....

.....

Time spent on task (how much of the period is used for teaching and learning) and what learners do if there is time left.....

Learner interactions.....

.....

.....

Learner behaviour in general.....

Learners observed/ Class:

Grade:

.....

Period 5

The classroom (e.g. is there enough seating, is it clean, etc.)

.....

The atmosphere (e.g. is it inviting, interesting, conducive to learning, well-resourced or not, etc.)

.....

The subject.....

The teaching approach (e.g. direct instruction, interactive learning, etc.) and how learners respond to this.....

.....

The expectations the teacher has of learners (how they must enter, where they must sit, what they may or may not do, how they may participate) and how learners respond to this

.....

.....

Time spent on task (how much of the period is used for teaching and learning) and what learners do if there is time left.....

Learner interactions.

.....

.....

Learner behaviour in general.....

Learners observed/ Class:

Grade:

Period 6

The classroom (e.g. is there enough seating, is it clean, etc.)

.....

The atmosphere (e.g. is it inviting, interesting, conducive to learning, well-resourced or not, etc.)

.....

The subject.....

The teaching approach (e.g. direct instruction, interactive learning, etc.) and how learners respond to this.....

.....

The expectations the teacher has of learners (how they must enter, where they must sit, what they may or may not do, how they may participate) and how learners respond to this.....

.....

Time spent on task (how much of the period is used for teaching and learning) and what learners do if there is time left.....

Learner interactions.

.....

.....

Learner behaviour in general.....

Learners observed/ Class:

Grade:

TOTAL MARK: 20

REFLECTION ACTIVITY

Read through your observations for each period and do the reflection activity.

Although one cannot base your practice or changes to it on a single experience like this, we would nonetheless want you to reflect on your experience of putting yourself in the shoes of a learner.

Reflect on how these learners experienced a school day and what the implication may be for the school, teachers and yourself.

1. Do the teachers in this school include learners' perspective when they make decisions on schooling?

.....

Do you think they should?

.....

Explain your answer

.....

2. What insight did you gain from this observation?

.....

Explain why you think these insights are important?

.....

3. What learning approach did the learners respond to most positively?

.....

Why do you think this is the case?

.....

Could you possibly make use of this knowledge for your own practice?

.....

4. Describe two challenges that the learners experienced and how teachers perhaps or yourself can address this to make life easier for learners? (Remember that schools may have very good reasons for doing things in a specific way because of their years of experience in practice.)

.....

5. Did the learners find it difficult to meet different expectations from different teachers or did they manage to do so easily? What can you learn from this for your own practice?
.....
.....
6. Did the teachers create enough opportunities for the learners to participate in the learning process?
.....

What did you learn from this for your own practice?
.....
7. How will you use learner-centred pedagogy in your subject? (An example specific to your subject.)
.....
8. Was this observation exercise informative enough to influence your own perception of teaching? Explain
.....
9. What aspects were not observed that you feel is important for a teacher to know? Explain what you observed and how it would influence teaching.
.....

TOTAL MARK: 30

8.7 Other assessment methods

None.

8.8 The examination

The portfolios are the examination equivalent for these modules and no written examination will take place.

9 FREQUENTLY ASKED QUESTIONS

May I do both Teaching Practice modules concurrently (in other words may I do only 25 days)?

Yes. All students need to complete 25 school days of *Teaching Practice*.

Do public holidays and school holidays count as school days?

No. Teaching Practice should be on normal school term days.

Do I need to submit two portfolios?

Yes, you must submit one portfolio for each module.

Do I need to do Teaching Practice in all grades of a phase?

You may do Practical Teaching in one grade only or in more than one grade, depending what is possible at the school.

Which language do I use in the portfolio if I teach isiZulu, isiXhosa, Afrikaans etc?

You may present your lesson plans in isiZulu, isiXhosa, Afrikaans etc., but you should complete all the activities of the portfolio in English.

Whom should I contact regarding subject specific questions on Teaching Practice?

You need to contact your subject didactics lecturer.

PLEASE NOTE: All questions regarding placements, permission letters, visits by supervisors, etc., should be directed to the Teaching Practice Office.

All questions regarding study material must be submitted to Dispatch.

All questions regarding assignments must be submitted to Assignments.

9.1 Invigilation/proctoring

Since 2020 Unisa conducts all its assessments online. Given stringent requirements from professional bodies and increased solicitations of Unisa's students by third parties to unlawfully assist them with the completion of assignments and examinations, the University is obliged to assure its assessment integrity through the utilisation of various proctoring tools: Turnitin, Moodle Proctoring, the Invigilator App and IRIS. These tools will authenticate the student's identity and flag suspicious behaviour to assure credibility of students' responses during assessments. The description below is for your benefit as you may encounter any or all of these in your registered modules:

Turnitin is a plagiarism software that facilitates checks for originality in students' submissions against internal and external sources. Turnitin assists in identifying academic fraud and ghost writing. Students are expected to submit **typed** responses for utilisation of the Turnitin software.

The **Moodle Proctoring tool** is a facial recognition software that authenticates students' identity during their Quiz assessments. This tool requires access to a student's **mobile or laptop camera**. Students must ensure their camera is activated in their browser settings prior to their assessments.

The Invigilator “mobile application-based service does verification” of the identity of an assessment participant. The Invigilator Mobile Application detects student dishonesty-by-proxy and ensures that the assessment participant is the registered student. This invigilation tool requires students to download the app from their Play Store (Google, Huawei and Apple) on their **mobile devices** (camera enabled) prior to their assessment.

IRIS Invigilation software verifies the identity of a student during assessment and provides for both manual and automated facial verification. It has the ability to record and review a student's assessment session. It flags suspicious behaviour by the students for review by an academic administrator. IRIS software requires installation on students' **laptop devices** that are enabled with a webcam.

Students who are identified and flagged for suspicious dishonest behaviour arising from the invigilation and proctoring reports are referred to the disciplinary office for formal proceeding.

Please note:

Students must refer to their module assessment information on their myModule sites to determine which proctoring or invigilation tool will be utilised for their formative and summative assessments.

10 SOURCES CONSULTED

Cohen, L. Marion, L, Morrison, K and Wyse, D. (2010). A guide to Teaching Practice. Taylor & Francis: London

Department of Basic Education: Curriculum and Assessment Policy Statement

Intermediate Phase:

[http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSIntermediate/tabid/572/Default.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSIntermediate/tabid/572/Default.aspx)

Senior Phase:

[http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSSenior/tabid/573/Default.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSSenior/tabid/573/Default.aspx)
www.education.gov.za

South Africa. (2007). The National Policy Framework for Teacher Education and Development in South Africa www.education.gov.za

11 IN CLOSING

Do not hesitate to contact us by e-mail if you are experiencing problems with the content of this tutorial letter or with any academic aspect of the module.

We wish you a fascinating and satisfying journey through the learning material and trust that you will complete the module successfully.

Enjoy the journey!

12 ADDENDUM

None.