Tutorial Letter 105/0/2019

TEACHING PRACTICE

MATHEMATICS
NATURAL SCIENCE AND TECHNOLOGY
ECONOMICS AND MANAGEMENT SCIENCES

PFC104T

Year Module

Department of Curriculum and Instructional Studies

ASSIGNMENT 52

IMPORTANT INFORMATION

This tutorial letter contains important information regarding this module.

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CONTENTS

1. GENERAL INFORMATION ABOUT YOUR TEACHING PRACTICE PERIOD 3
2. GENERAL STUDENT INFORMATION 4
3. INFORMATION ABOUT ASSIGNMENTS 5
4 LESSON PLANNING 6
5 GENERAL INFORMATION ABOUT A SCHOOL PROJECT 6
6 RUBRIC FOR TEACHING PRACTICE ASSIGNMENT 12
7 SOME TIPS FOR SURVIVAL 13
8 DECLARATION FORM 15
9 ASSIGNMENTS 16
10 REFLECTION OF YOR TEACHING PRACTICE PERIOD 82

Dear Prospective Teacher

1 GENERAL INFORMATION REGARDING YOUR TEACHING PRACTICE PERIOD

During the period of teaching practice, all PGCE students will be required to prepare at least TWO lessons for each subject and present them in the presence of a senior teacher. The blank lesson plan and assessment forms, included in this tutorial letter, have to be completed during this compulsory ten-week period of teaching practice, and submitted no later than the end of August. However, if you complete your teaching practice period earlier, you may submit them at that stage.

Teaching practice is a compulsory requirement for the PGCE (Intermediate and Senior Phase) programme. Unless this Tutorial Letter 105 (Assignment 52, unique no 839547) containing your lessons and resources have been submitted, marked and passed the certificate will not be awarded to you.

This teaching practice report has to be submitted to:

Assignment Section
UNISA
P O Box 392
Unisa
0003

Please note: Place the assignment in an assignment cover and use the relevant code and unique number.

This is **Assignment 52**: **MATHEMATICS, NATURAL SCIENCE AND TECHNOLOGY**, **and ECONOMICS AND MANAGEMENT SCIENCE,** which you must complete during your teaching practice period this year.

Please note:

The requirements for Teaching Practice PFC104T and the compulsory submission of all the assignments are fully explained in ***Tutorial Letter 101/2019 for PFC104T.***

2 GENERAL STUDENT INFORMATION

Name of student (Mr/Mrs/Miss):

Student number:…….

Address: ……

……

Telephone number (Work):…..…… (Home):……...

E-mail address: ……..……

Name and address of school:

……

……

Telephone number:…….

Duration of teaching practice:

From:…….…….. To: …….…….

Number of school days:……..

Name of qualified supervisory head/teacher (Primary/ECD/FP):

Mr/Mrs/Miss ……..……

Qualifications: ……. Year:……..

University or college: ……

Signature: ……..
(Principal)

SCHOOL STAMP

(No assignment will be assessed without a school stamp.)

3 INFORMATION ABOUT ASSIGNMENTS

All your assignments have to reach the University on or before the due date. Make sure you have filled in the correct details on your assignment covers. Below is a summary of all the relevant assignment information.

SUMMARY OF ASSIGNMENTS PFC104T

<table>
<tr><th></th><th>TEACHING PRACTICE PLACEMENT</th><th>DUE DATE</th><th>YEAR MARK CONTRIBUTION</th></tr>
<tr><td rowspan="2">Tutorial Letter 101</td><td>Assignment 01 Exam admission (COMPULSORY) (active student)
Unique number: 912041</td><td>26 April 2019</td><td>50%</td></tr>
<tr><td>Assignment 02
Unique number: 744360</td><td>30 August 2019</td><td>50%</td></tr>
<tr><td>102</td><td colspan="3">Letter of Introduction to the Principal</td></tr>
<tr><td colspan="4">SCHOOL BASED PRACTICAL ASSIGNMENT (Examination mark)</td></tr>
<tr><td colspan="2">Assignment 50
Unique number:849215</td><td>Tutorial Letter 103
Observation, Home and First Additional Language</td><td>40%</td><td rowspan="4">Closing date
30 August 2019</td></tr>
<tr><td colspan="2">Assignment 51
Unique number: 716203</td><td>Tutorial Letter 104
Social Sciences, Creative Arts and Life Skills OR Life Orientation</td><td>30 %</td></tr>
<tr><td colspan="2">Assignment 52
Unique number: 839547</td><td>Tutorial Letter 105
Mathematics, Natural Sciences and Technology, and Economics and Management Sciences</td><td>30%</td></tr>
<tr><td colspan="3">TOTAL</td><td>100%</td></tr>
</table>

4. YOUR LESSON PLANNING

- Plan and prepare at least two lessons for each subject. Use the lesson plan format provided in this assignment.

- Discuss each of the lessons beforehand with your mentor teacher
- If you are the senior teacher, then ask any one of your colleagues to be of assistance in the assessment of your lessons.

- After you have presented the lessons let the mentor teacher complete the assessment forms at the end of each of the lessons.

Include all the resources/media used in your lessons in this workbook. Be original and creative!

5. GENERAL INFORMATION FOR A SCHOOL PROJECT

Refer to these tables and information when planning your lesson and completing the lesson plan.

GENERAL TEACHING APPROACHES/ STRATEGIES		
Problem posing and problem solving	Investigation	An additive approach to multilingualism
Modelling	Reading	Group work
Drill and practice	Following worked examples	Discovery learning
Discussion method	Research method	Co-operative learning
Collaborative learning	Experimental leaning	Observation

VALUES AND ATTITUDES			
Honesty	Tolerance	Co-operation	Generosity
Integrity	Dignity	Self-discipline	Forgiveness
Compassion	Respect	Peace	Good manners
Justice	Responsibility	Reliability	Hard work
Punctuality	Good judgement		

SKILLS					
Adding	Subtracting	Multiplying	Division	Determining strategies	Comparing
Describe	Illustrate	Recognise	Represent	Making informed choices	Interpreting
Investigate	Observe	Discussion	Calculating	Visualising	Measuring
Calculate	Rounding off	Mental calculations	Using a calculator	Ordering	Contrasting
PROBLEM SOLVING					
Making sense of the problem	Analysing the problem	Synthesising the problem	Determining strategies	Executing solutions	Validating solutions
INVESTIGATING PATTERNS AND RELATIONSHIPS					
Describing	Conjecturing	Inferring	Reflecting	Generalising	Refute
Predicting	Explaining	Specialising	Defining	Modelling	Justifying

Representing	Investigate	Observe	Communicate	Recognise	Visualising
SPACE AND SHAPE					
Recognises	Visualises	Naming	Describe	Compares	Investigate
Drawing/ sketch	Making a model	Sort	Classifying	Locates position	Sketches
MEASUREMENT					
Communicate read, tell and write	Illustrate visualising	Estimates	Measures	Compares	Order
Problem solving	Converting	Describe	Records	Calculate	Investigates
Predicting	Explaining	Defining			
DATA HANDLING					
Communicate read, tell and write	Collect data	Organises data	Record data	Draw graphs	Interpret data
Uses data	Examine data	Critically evaluate data	Compare data	Classify data	List outcomes
Counts the frequency	Visualising	Communicate the outcome of the data			
ASSESSMENT METHODS					
Self assessment	Peer assessment	Group assessment	Parental assessment	Assessment by teacher	Observation
Interview	Oral question/answer	Achievement assessment	Others		
ASSESSMENT TOOLS					

Portfolio	Rubrics	Profile	Questionnaires	Worksheet	Observation book/sheet
Journal	Exhibition	Check lists	Memorandum		
ASSESSMENT TECHNIQUES					
Role play	Demonstrations	Exhibitions	Music/songs	Games	Construction/ Designs
Examining	Observation	Brain storm	Assignments	Portfolio	Drawings, maps, graphs,
Investigation	Posters	Illustration	Brain charts	Stories	Research
Test/exam	Oral questions and answers	Interaction	Interviews	Class discussions	Personal discussions
Conferences	Panel discussions				

LEARNING SUPPORT MATERIAL - WASTE MATERIALS

Apple boxes	Gravel	Polystyrene
Apple packing	Leather	Ribbon
Beads	Magazines	Sawdust
Brown paper	Marrow bones	Sequins
Bus tickets	Material scraps	Shells
Buttons	Match boxes	Silver paper
Camera spools	Milk bottle tops	Slasto, slate
Cardboard boxes	Mosaic	Small sticks

Cardboard bob dividers	Newspapers	Tooth picks
Cardboard offcuts	Orange pockets	Straws
Cardboard rolls	Paper bags	String
Candle ends	Paper offcuts	Tin foil
Chocolate papers	Mirrors	Toilet paper
Christmas cards/paper, etc	Dice, lido, playing cards	Toilet paper tolls
Cigarette boxes	Old calendars	Toothbrushes
Confetti	Jugs	Variety of containers
Computer cards	Spoons	Wall paper
Computer paper	Puzzles	Wax
Corrugated cardboard	Empty cereal boxes	Wire
Cotton wool	Large cardboard tubes	Wool
Crayon ends	Old curtains	Wrapping paper
Crown bottle tops	Map books	Wood off-cuts
Cotton reels	Old bits of foil	Dried plants
Dead matches	Pieces of wood	Storage jars
Dried tea leaves	Old art books	Animal figures
Egg boxes	Technology books	Dominoes
Egg shells	Old clothes for dressing up	Cups, pots and pans

Feathers	Play uniforms	Trays
Felt	Books with songs	Height charts
Floor tiles	Comics	Telephone directories
Foam rubber scraps	Old telephones	What else can you add?
Fur (artificial)	Plastic material	

Concrete materials	**Math instruments**	**Technology**	**Worksheets**	**Teachers Journals**	**Textbooks**
Counters Shapes and objects Number charts Posters Diene's blocks Cuisenaire rods	Chalkboard Measuring instruments Ruler Protractor Compass	Computer software Calculators Educational videos	Workbooks	Amesa publications Others: …… …… ……	Prescribed books any school textbook etc

6. RUBRIC FOR TEACHING PRACTICE ASSESSMENT (for use by mentor and lecturer)

	1	2	3	4	5	6
	Below 39%	**40 - 49%**	**50 - 59%**	**60 - 74%**	**75 - 84%**	**85% +**
Performance in the classroom	Student is far below the set criteria	Has not adequately satisfied the set criteria	Has adequately satisfied the set criteria	Has exceeded set criteria	Has far exceeded set criteria	Shows superiority in terms of ALL set criteria
Learning objectives/ Aims	Not applicable	Not applicable	Applicable to some extent	Applicable	Spot on	In line with whole lesson
Structure of lesson	Not apparent	Poor grasp of lesson structure	Adequate	Sound	Good	Excellent
Preparation of lesson	No evidence	Questionable	Lean	Thorough	Rich	Outstanding
Pace of lesson	Pace of delivery not considered	Pays inadequate attention to pace of delivery	Uncertain, lacks confidence	Paces activities well	Enthusiastic and well-pace delivery	Remarkable
Creativity lesson/media	Not observable	Requires attention	Everything strictly according to instructions	Evidence of some initiative/ creativity	Displays initiative	Creativity and initiative clearly evident
Learner participation	No interaction	Rapport inadequately established	Limited interaction	Good rapport	Active learner participation	High degree of learner participation
Classroom management	None evident	Below par., disorganised	Requires more rigour	Acceptable	Sound	Mature

Communi-cation skills	Very poor	Require attention	Occasion-ally flawed	Proficient	Well developed	Exceptional
Reflection	No evidence	Inability to reflect	Modest reflective thinking	Is capable of reflection	Some critical thinking evident	Reflective practitioner
Potential as educator	Serious doubt about suitability as educator	Doubtful candidate for teaching profession	Could, with strong guidance, develop into satisfactory educator	Appears motivated to become a fine educator	Shows potential to excel as an educator	Excels as an independent educator

7. SOME TIPS FOR SURVIVAL

If it is your first time in front of a class, it may be of value to keep the following guidelines of J Nicol (in Teaching History. *A teaching skills workbook*. 1987:29) in mind. **This book is old but the advice it gives is still valid!!**

Managing a class is rather like driving a car. Riding in a car driven by an experienced driver makes it seem easy and simple - until you try driving for yourself for the first time. The transport of delight turns into a vehicle of nightmares, with the grinding of machinery and an erratic and often near-fatal course. Learning to drive needs expert tuition, and so does class management. Below is a list of advice given by experienced teachers to help student teachers to manage their classes successfully.

1 Start by being firm with the learners: you can relax later.
2 Get silence before you start speaking to the class.
3 Control the learners' entry to the classroom.
4 Know and use the learners' names.
5 Prepare lessons thoroughly and structure them firmly.
6 Arrive at the classroom before the learners.
7 Prepare furniture and apparatus before the learners arrive.
8 Know how to use apparatus and be familiar with experiments before you use them in class.
9 Be mobile and walk around the class.
10 Start the lesson with a "bang" and sustain interest and curiosity.
11 Give clear instructions.
12 Learn voice control.
13 Have additional material prepared to cope, e.g. with bright and slow learners' needs.
14 Look at the class when speaking and learn to scan.
15 Make written work appropriate.
16 Develop an effective questioning technique.
17 Develop the art of timing to fit the available period.

18 Vary your teaching strategies.
19 Anticipate discipline problems and act quickly.
20 Be firm and consistent in giving punishments.
21 Avoid confrontations.
22 Clarify and insist on your standards.
23 Don't patronise learners, treat them as responsible beings.
24 Show yourself as a helper to the learners.
25 Use humour constructively.
(Nicol, J, 1987. *Teaching History. A teaching skills workbook*: 29.)

8. DECLARATION FORM

This is a COMPULSORY document for PFC104T

The purpose of this declaration form is to try to ensure the authenticity of this portfolio and the practical teaching it was based upon. Please complete and sign this declaration form. It must also be signed by the mentor teacher and the school principal.

DECLARATION BY STUDENT:

I, ……. (name), declare that all the work in this portfolio is my own and that I completed TEN weeks of practical teaching.

Signature ……..

DECLARATION BY MENTOR: (MATHEMATCS)

I, ……. (name), declare that the abovementioned student completed her/his TEN weeks of practical teaching under my supervision or that of my colleagues.

Signature ……

DECLARATION BY MENTOR: (NATURAL SCIENCE AND TECHNOLOGY)

I, ……. (name), declare that the abovementioned student completed her/his TEN weeks of practical teaching under my supervision or that of my colleagues.

Signature ……

DECLARATION BY MENTOR: (ECONOMICS AND MANAGEMENT SCIENCES)

I, ……. (name), declare that the abovementioned student completed her/his TEN weeks of practical teaching under my supervision or that of my colleagues.

Signature ……

9. ASSIGNMENTS
9A MATHEMATICS

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LESSON PLANS

MATHEMATICS LESSON 1	
General Information School: …… Duration of lesson:……..….min Grade: …….. Topic: …… Date: …… Resources available at school (very good, sufficient, limited) …… Class size: …… Other important information: …… ……	**Lesson aim:** (What do you as a teacher want to achieve?) To teach/facilitate: …… …… …… …… …… …… …… …… …… ……
Objectives/Outcomes What will the learners know/be able to do/ understand by the end of the lesson? (Start with: Learners will….) …… …… …… …… …… …… …… …… …… ……	**What are your teaching strategies/methods/approaches?** (Explain your choice) …… …… …… …… …… …… …… …… …… ……

The Introduction phase (How will you get the learners ready for what you want them to learn?)

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……..How long will this take? ……..

Questions you will ask:

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The main part of the lesson **Activity 1** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask: …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The main part of the lesson **Activity 2** How long will this take: …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask: …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… ……

The main part of the lesson **Activity 3** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask: …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The conclusion of the lesson (Quick quiz, class discussion, learners ask each other questions, etc.) How long will it take? ……. …… …… …… …… …… …… …… Questions you will ask: …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

Assessment activity and explanation. Include or attach the activity.

Assessment activity and explanatoin. Include or attach the activity. (How will you know if your outcomes/objectives/aims were achieved? Is it an informal or formal assessment?

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Homework. Write down or attach the homework that you gave for this lesson. Also answer:

Why are you allocating this homework? How long will it take the learners to complete at home?

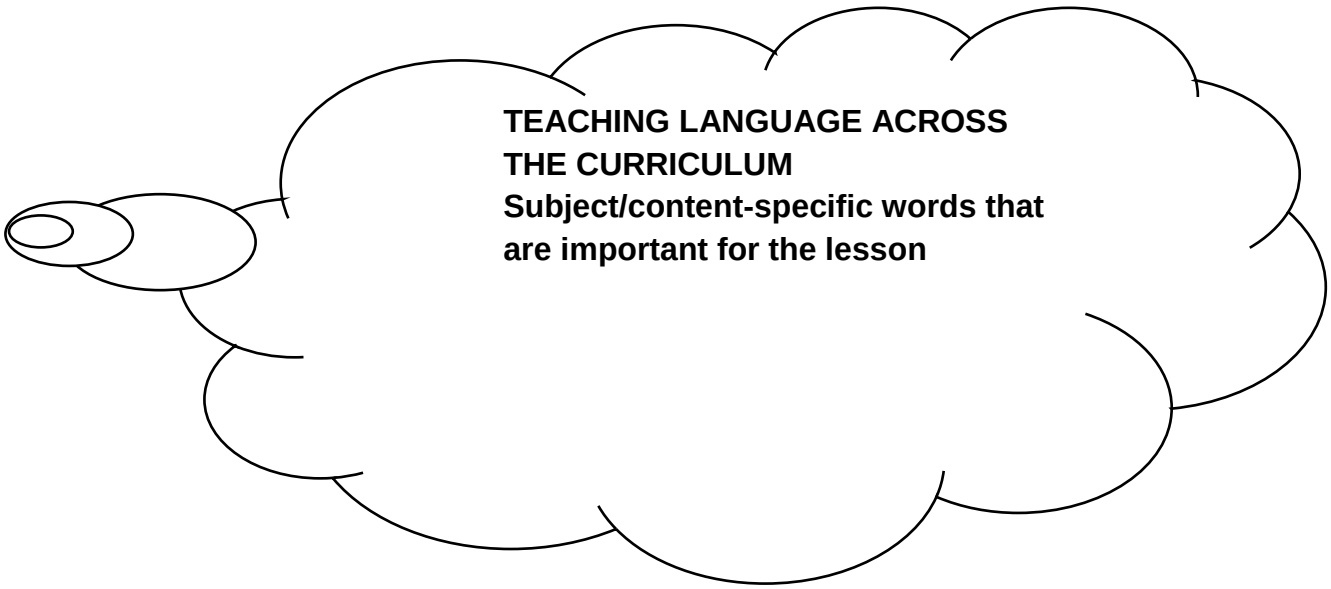
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Will they need any resources or help?

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How can you/did you cater for learners who need enrichment or those who have special needs?

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NB. Have you checked the time for your planned activities and the duration of the lesson? At the end of the lesson, check your timeframes and reconsider how you plan timeframes

for the lesson if you have to. Sometimes you may have anticipated 10 minutes for an activity, but when you actually teach it you find that the learners are struggling and you have to allow more time.

Attach examples of all learning and teaching support materials you used during the lesson

ASSESSMENT OF LESSON PRESENTATION: PRACTICAL TEACHING
(For use by mentor teacher)

Dear Mentor teacher

Thank you so much for hosting our Unisa student in your classroom for his/her supervised teaching practice period. I know how busy you are as a teacher and really appreciate everything you do for our students! Please assist the student as far as possible with lesson planning and preparation as well as general and practical orientation to the teaching profession.

Kind regards
Prof MJ Taole
(012) 429 3541
taolemj@unisa.ac.za

Date: .....

Mentor teacher: .....Tel no: ……

CATEGORY	CRITERION	A MARK OUT OF 10 AND COMMENTS
Planning and writing out the lesson	Situation analysis (relevant and effective) Objectives (clear and achievable) Lesson phases (all phases accounted for)	
Introductory phase (Learners must be accompanied to personally identify with the new objectives and content)	Beginning of lesson Linking with prior knowledge Authentic examples	
Middle phase (Learners must be brought into contact with new content and must interact with it)	Revealing the new content (effectiveness) Teaching and learning activities (appropriateness) Formative assessment (effectiveness)	
End phase (Attainment of outcomes/ objectives must be assessed, remedial actions and further application of new knowledge, skills)	Summative assessment and remedial actions (effectiveness) Homework (attainable and relevant)	

Expertise	Knowledge of subject Control of language (subject and communicative)	
Learning and teaching support material	Integration of LTSMs (satisfactory) Effectiveness (satisfactory)	
Classroom climate	Atmosphere relaxed Adequate control by student teacher	
Learner participation	Participation by learner Teacher-learner interaction Learner-learner interaction	
Communication	Voice control of student teacher Questions/instructions clear with sufficient waiting time Feedback to learner	
Presentation	Self-confidence Enthusiasm Empathy and friendliness Humour	
Total mark out of 100		

Observations/comments/suggestions:

……
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…..……
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…...……
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…...……

Signature: ……...

NB: SCHOOL STAMP

REFLECTIVE SELF-ASSESSMENT

In order to become a better teacher, you will need to become more reflective about your teaching. That means you will have to look back at your lesson and eventually at the entire period you were on teaching practice and evaluate it from different perspectives. This means you also need to consider how the learners feel about the lesson and whether they found it interesting and stimulating, and most importantly: did they learn? For an individual lesson you will consider what went well and what was not so successful. Only by looking at this will you be able to improve on your skills as a teacher. To be reflective you will have to answer some questions about your teaching. This cannot be done quickly. You will have to find some quiet time to think about your whole lesson.

1. How do you feel about the lesson?	Satisfied	Dissatisfied	Substantiate your answer.

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2. What in your opinion contributed to the	success	failure	partial failure	of the lesson?

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3. What went well in this lesson? (e.g. your confidence, introduction, discipline, use of visual aids, pace, learner response etc.)

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4. What do you want to improve?

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5. How can you improve this?

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6. Were you happy with the level of understanding/competencies/performance of the learners? Why or why not?

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7. What will you try to do differently in your next lesson?

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8. What do you think the learners' perception of the lesson was? Why do you say so?

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9. Try to differentiate the things you can control in a lesson and the things you cannot control.

You should find that you can control a number of aspects in a lesson. Try to work on the things that you can control in a lesson rather than focussing on the things you cannot control.

Things I can control (eg finding pictures to help learners understand the water cycle)	Things I cannot control (eg the large class)

Assess your own lesson (Please tick the applicable box)

5	Outstanding	75% + above
4	Very good	70 - 74%
3	Good	60 - 69%
2	Satisfactory	50 - 59%
1	Needs attention	Under 49%

Your actual mark:

%

Your signature: .....

MATHEMATICS LESSON 2	
General Information School: …… Duration of lesson:……..….min Grade: …….. Topic: …… Date: …… Resources available at school (very good, sufficient, limited) …… Class size: …… Other important information: ……. …….	**Lesson aim:** (What do you as a teacher want to achieve?) To teach/facilitate: …… …… …… …… …… …… …… …… …… ……....
Objectives/Outcomes What will the learners know/be able to do/ understand by the end of the lesson? (Start with: Learners will….) …… …… …… …… …… …… …… …… …… …… …… …… ……	**What are your teaching strategies/methods/approaches?** (Explain your choice) …… …… …… …… …… …… …… …… …… …… …… …… ……

The Introduction phase (How will you get the learners ready for what you want them to learn?) …… …… …… ……..How long will this take? …….. Questions you will ask: …… …… ……	
The main part of the lesson **Activity 1** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask: …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… ……
The main part of the lesson **Activity 2** How long will this take: …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… Questions you will ask: …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… ……

The main part of the lesson **Activity 3** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask: …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The conclusion of the lesson (Quick quiz, class discussion, learners ask each other questions etc.) How long will it take? ……. …… …… …… …… …… …… …… Questions you will ask: …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

Assessment activity and explanation. Include or attach the activity.

Assessment activity and explanatoin. Include or attach the activity. (How will you know if your outcomes/objectives/aims were achieved? Is it an informal or formal assessment?

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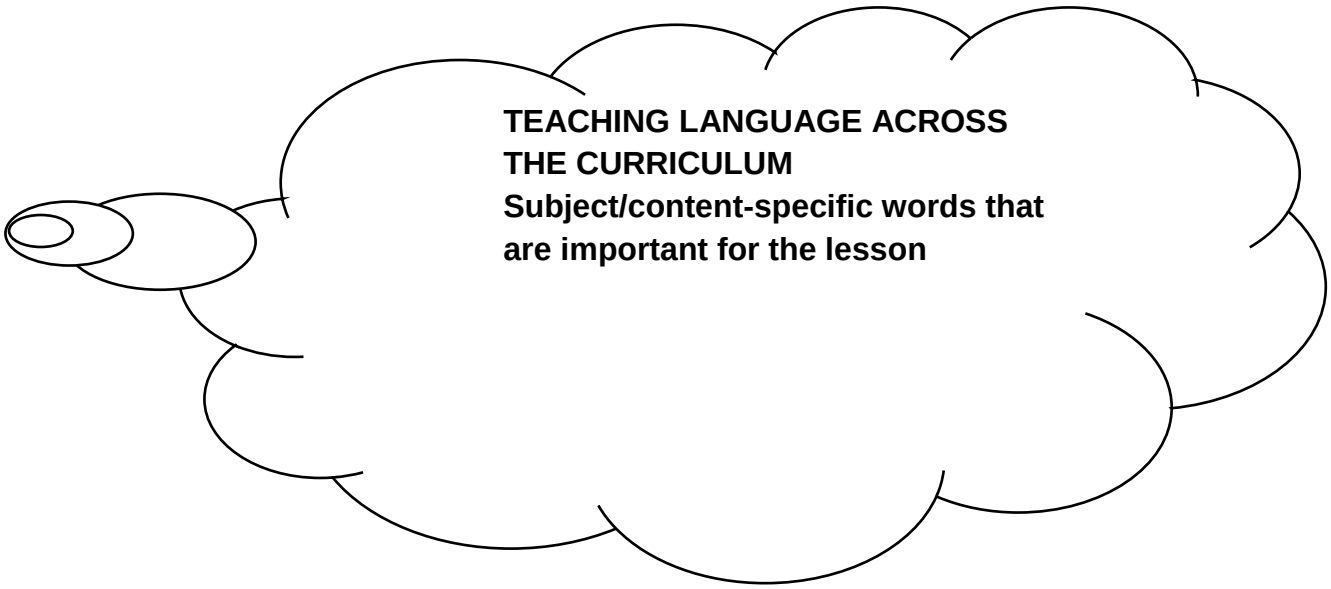
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How can you/did you cater for learners who need enrichment or those who have special needs?

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Kind regards
Prof MJ Taole
(012) 429 3541
taolemj@unisa.ac.za

Date: .....

Mentor teacher: ..... Tel No: ……

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objectives must be assessed, remedial actions and further application of new knowledge, skills)	Homework (attainable and relevant)	
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Total mark out of 100		

Observations/comments/suggestions:

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Signature: ……...

NB: SCHOOL STAMP

REFLECTIVE SELF-ASSESSMENT

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1. How do you feel about the lesson?

Satisfied	Dissatisfied

Substantiate your answer.

……
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……
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2. What in your opinion contributed to the

success	failure	partial failure

of the lesson?

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3. What went well in this lesson? (e.g. your confidence, introduction, discipline, use of visual aids, pace, learner response etc.)

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4. What do you want to improve?

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5. How can you improve this?

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6. Were you happy with the level of understanding/competencies/performance of the learners?
Why or why not?

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7. What will you try to do differently in your next lesson?

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8. What do you think the learners' perception of the lesson was? Why do you say so?

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9. Try to differentiate the things you can control in a lesson and the things you cannot control.

You should find that you can control a number of aspects in a lesson. Try to work on the things that you can control in a lesson rather than focussing on the things you cannot control.

Things I can control (e.g. finding pictures to help learners understand the water cycle)	Things I cannot control (e.g. the large class)

Assess your own lesson (Please tick the applicable box)

5	Outstanding	75% + above
4	Very good	70 - 74%
3	Good	60 - 69%
2	Satisfactory	50 - 59%
1	Needs attention	Under 49%

Your actual mark:

%

Your signature: .....

9B. NATURAL SCIENCE AND TECHNOLOGY

NATURAL SCIENCE AND TECHNOLOGY LESSON 1	
General Information School: …… Duration of lesson:……..….min Grade: …….. Topic: …… Date: …… Resources available at school (very good, sufficient, limited) …… Class size: …… Other important information: ……. …….	**Lesson aim:** (What do you as a teacher want to achieve?) To teach/facilitate: …… …… …… …… …… …… …… …… …… …….
Objectives/Outcomes What will the learners know/be able to do/ understand by the end of the lesson? (Start with: Learners will….) …… …… …… …… …… …… …… …… …… …… …… ……	**What are your teaching strategies/methods/approaches?** (Explain your choice) …… …… …… …… …… …… …… …… …… …… …… …… ……

The Introduction phase (How will you get the learners ready for what you want them to learn?)

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……..How long will this take? ……..

Questions you will ask

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The main part of the lesson **Activity 1** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The main part of the lesson **Activity 2** How long will this take: …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… ……

The main part of the lesson **Activity 3** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The conclusion of the lesson (quick quiz, class discussion, learners ask each other questions etc.) How long will it take? ……. …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… ……	**Learner activity** (what will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

Assessment activity and explanation. Include or attach the activity.

Assessment activity and explanatoin. Include or attach the activity. (How will you know if your outcomes/objectives/aims were achieved? Is it an informal or formal assessment?

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Homework. Write down or attach the homework that you gave for this lesson. Also answer:

Why are you allocating this homework? How long will it take the learners to complete at home?

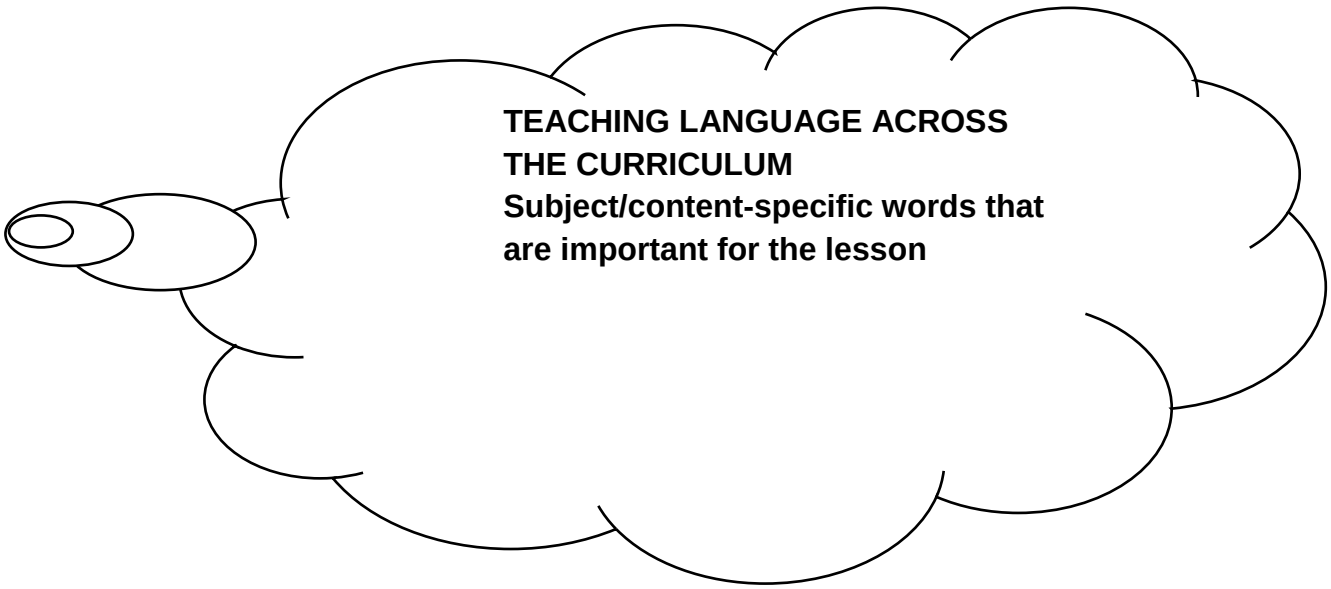
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Will they need any resources or help?

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How can you/did you cater for learners who need enrichment or those who have special needs?

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NB. Have you checked the time for your planned activities and the duration of the lesson? At the end of the lesson, check your timeframes and reconsider how you plan timeframes for the lesson if you have to. Sometimes you may have anticipated 10 minutes for an activity, but when you actually teach it you find that the learners are struggling and you have to allow more time.

Attach examples of all learning and teaching support materials you used during the lesson

ASSESSMENT OF LESSON PRESENTATION: PRACTICAL TEACHING
(For use by mentor teacher)

Dear Mentor teacher

Thank you so much for hosting our Unisa student in your classroom for his/her supervised teaching practice period. I know how busy you are as a teacher and really appreciate everything you do for our students! Please assist the student as far as possible with lesson planning and preparation as well as general and practical orientation to the teaching profession.

Kind regards
Prof MJ Taole
(012) 429 3541
taolemj@unisa.ac.za

Date: .....

Mentor teacher: ..... Tel No: ……

CATEGORY	CRITERION	A MARK OUT OF 10 AND COMMENTS
Planning and writing out the lesson	Situation analysis (relevant and effective) Objectives (clear and achievable) Lesson phases (all phases accounted for)	
Introductory phase (Learners must be accompanied to personally identify with the new objectives and content)	Beginning of lesson Linking with prior knowledge Authentic examples	
Middle phase (Learners must be brought into contact with new content and must interact with it)	Revealing the new content (effectiveness) Teaching and learning activities (appropriateness) Formative assessment (effectiveness)	
End phase (Attainment of outcomes/ objectives must be assessed, remedial actions	Summative assessment and remedial actions (effectiveness) Homework (attainable and relevant)	

and further application of new knowledge, skills)		
Expertise	Knowledge of subject Control of language (subject and communicative)	
Learning and teaching support material	Integration of LTSMs (satisfactory) Effectiveness (satisfactory)	
Classroom climate	Atmosphere relaxed Adequate control by student teacher	
Learner participation	Participation by learner Teacher-learner interaction Learner-learner interaction	
Communication	Voice control of student teacher Questions/instructions clear with sufficient waiting time Feedback to learner	
Presentation	Self-confidence Enthusiasm Empathy and friendliness Humour	
Total mark out of 100		

Observations/comments/suggestions:

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Signature: ……...

NB: SCHOOL STAMP

REFLECTIVE SELF-ASSESSMENT

In order to become a better teacher, you will need to become more reflective about your teaching. That means you will have to look back at your lesson and eventually at the entire period you were on teaching practice and evaluate it from different perspectives. This means you also need to consider how the learners feel about the lesson and whether they found it interesting and stimulating, and most importantly: did they learn? For an individual lesson you will consider what went well and what was not so successful. Only by looking at this will you be able to improve on your skills as a teacher. To be reflective you will have to answer some questions about your teaching. This cannot be done quickly. You will have to find some quiet time to think about your whole lesson.

1 How do you feel about the lesson?

Satisfied	Dissatisfied

Substantiate your answer.

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2 What in your opinion contributed to the

success	failure	partial failure

of the lesson?

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3 What went well in this lesson? (eg your confidence, introduction, discipline, use of visual aids, pace, learner response etc.)

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4 What do you want to improve?

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5 How can you improve this?

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6 Were you happy with the level of understanding/competencies/performance of the learners?
Why or why not?

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7 What will you try to do differently in your next lesson?

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8 What do you think the learners' perception of the lesson was? Why do you say so?

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9 Try to differentiate the things you can control in a lesson and the things you cannot control.

You should find that you can control a number of aspects in a lesson. Try to work on the things that you can control in a lesson rather than focussing on the things you cannot control.

Things I can control (eg finding pictures to help learners understand the water cycle)	Things I cannot control (eg the large class)

Assess your own lesson (Please tick the applicable box)

5	Outstanding	75% + above
4	Very good	70 - 74%
3	Good	60 - 69%
2	Satisfactory	50 - 59%
1	Needs attention	Under 49%

Your actual mark:

%

Your signature: .....

NATURAL SCIENCE AND TECHNOLOGY LESSON 2	
General Information School: …… Duration of lesson:……..….min Grade: …….. Topic: …… Date: …… Resources available at school (very good, sufficient, limited) …… Class size: …… Other important information: ……. …….	**Lesson aim:** (What do you as a teacher want to achieve?) To teach/facilitate: …… …… …… …… …… …… …… …… …… ……....
Objectives/Outcomes What will the learners know/be able to do/ understand by the end of the lesson? (Start with: Learners will….) …… …… …… …… …… …… …… …… …… …… …… ……	**What are your teaching strategies/methods/approaches?** (Explain your choice) …… …… …… …… …… …… …… …… …… …… …… …… ……

The Introduction phase (How will you get the learners ready for what you want them to learn?)

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Questions you will ask

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The main part of the lesson **Activity 1** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The main part of the lesson **Activity 2** How long will this take: …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… ……

The main part of the lesson **Activity 3** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The conclusion of the lesson (quick quiz, class discussion, learners ask each other questions etc.) How long will it take? ……. …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… ……	**Learner activity** (what will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

Assessment activity and explanation. Include or attach the activity.

Assessment activity and explanatoin. Include or attach the activity. (How will you know if your outcomes/objectives/aims were achieved? Is it an informal or formal assessment?

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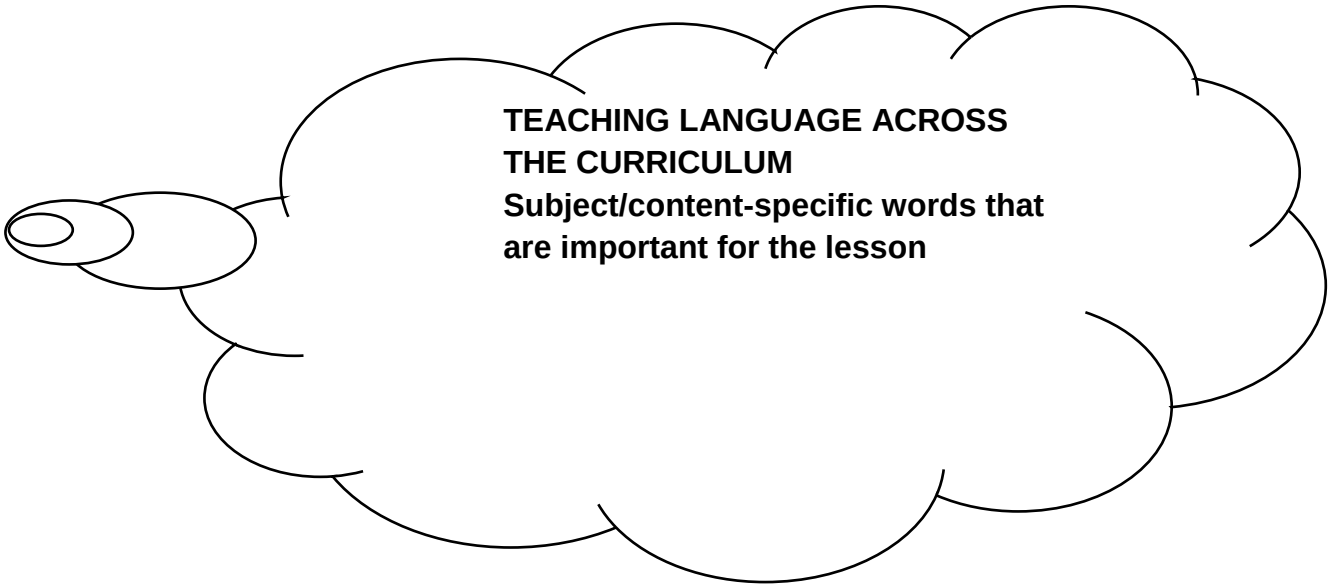
Homework. Write down or attach the homework that you gave for this lesson. Also answer:

Why are you allocating this homework? How long will it take the learners to complete at home?

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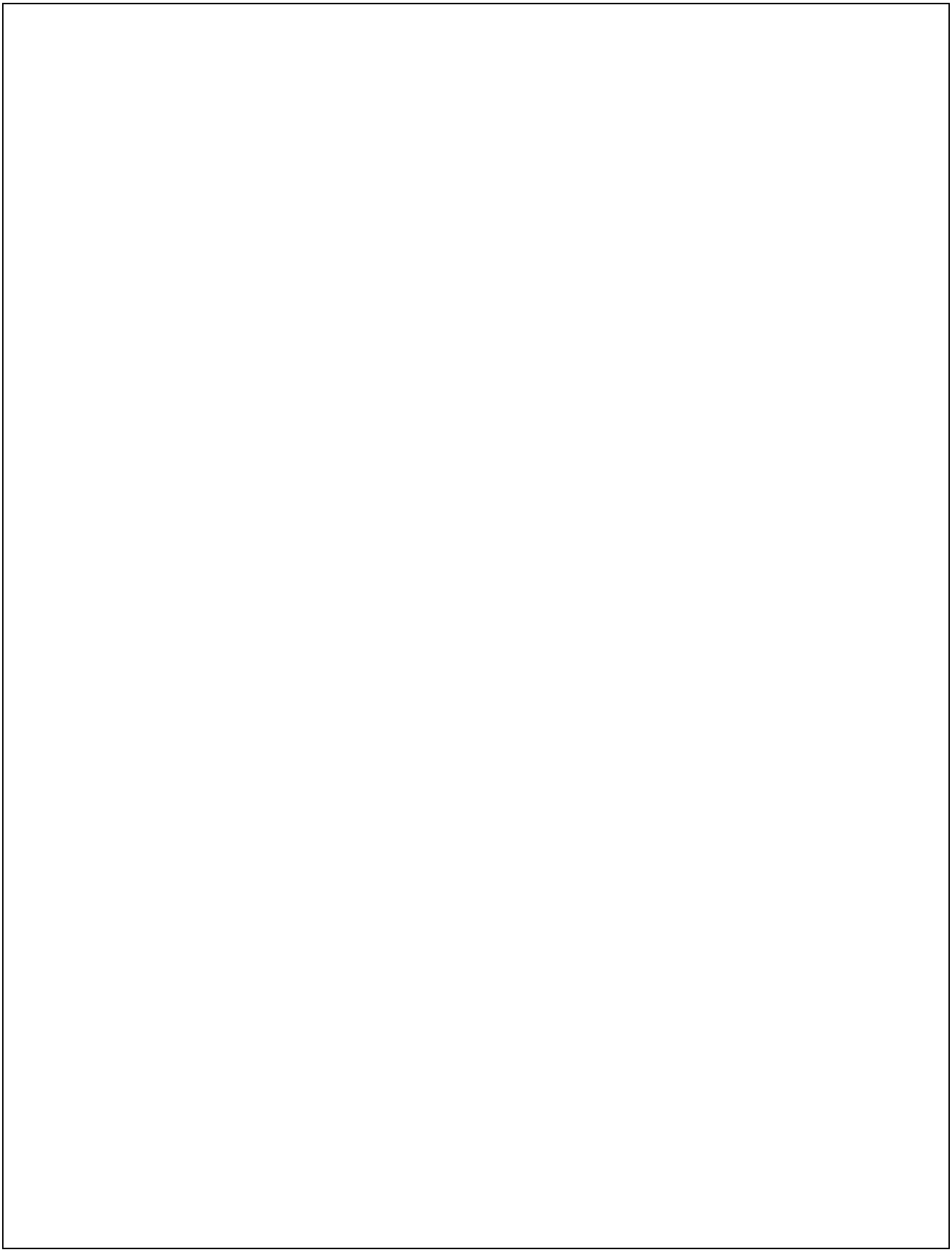
Will they need any resources or help?

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NB. Have you checked the time for your planned activities and the duration of the lesson? At the end of the lesson, check your timeframes and reconsider how you plan timeframes for the lesson if you have to. Sometimes you may have anticipated 10 minutes for an activity, but when you actually teach it you find that the learners are struggling and you have to allow more time.

Attach examples of all learning and teaching support materials you used during the lesson



ASSESSMENT OF LESSON PRESENTATION: PRACTICAL TEACHING
(For use by mentor teacher)

Dear Mentor teacher

Thank you so much for hosting our Unisa student in your classroom for his/her supervised teaching practice period. I know how busy you are as a teacher and really appreciate everything you do for our students! Please assist the student as far as possible with lesson planning and preparation as well as general and practical orientation to the teaching profession.

Kind regards
Prof MJ Taole
(012) 429 3541
taolemj@unisa.ac.za

Date: .....

Mentor teacher: ..... Tel No: ……

CATEGORY	CRITERION	A MARK OUT OF 10 AND COMMENTS
Planning and writing out the lesson	Situation analysis (relevant and effective) Objectives (clear and achievable) Lesson phases (all phases accounted for)	
Introductory phase (Learners must be accompanied to personally identify with the new objectives and content)	Beginning of lesson Linking with prior knowledge Authentic examples	
Middle phase (Learners must be brought into contact with new content and must interact with it)	Revealing the new content (effectiveness) Teaching and learning activities (appropriateness) Formative assessment (effectiveness)	
End phase (Attainment of outcomes/	Summative assessment and remedial actions (effectiveness)	

objectives must be assessed, remedial actions and further application of new knowledge, skills)	Homework (attainable and relevant)	
Expertise	Knowledge of subject Control of language (subject and communicative)	
Learning and teaching support material	Integration of LTSMs (satisfactory) Effectiveness (satisfactory)	
Classroom climate	Atmosphere relaxed Adequate control by student teacher	
Learner participation	Participation by learner Teacher-learner interaction Learner-learner interaction	
Communication	Voice control of student teacher Questions/instructions clear with sufficient waiting time Feedback to learner	
Presentation	Self-confidence Enthusiasm Empathy and friendliness Humour	
Total mark out of 100		

Observations/comments/suggestions:

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Signature: ……...

NB: SCHOOL STAMP

REFLECTIVE SELF-ASSESSMENT

In order to become a better teacher, you will need to become more reflective about your teaching. That means you will have to look back at your lesson and eventually at the entire period you were on teaching practice and evaluate it from different perspectives. This means you also need to consider how the learners feel about the lesson and whether they found it interesting and stimulating, and most importantly: did they learn? For an individual lesson you will consider what went well and what was not so successful. Only by looking at this will you be able to improve on your skills as a teacher. To be reflective you will have to answer some questions about your teaching. This cannot be done quickly. You will have to find some quiet time to think about your whole lesson.

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1 How do you feel about the lesson?	Satisfied	Dissatisfied	Substantiate your answer.

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2 What in your opinion contributed to the	success	failure	partial failure	of the lesson?

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3 What went well in this lesson? (eg your confidence, introduction, discipline, use of visual aids, pace, learner response etc.)

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4 What do you want to improve?

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5 How can you improve this?

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6 Were you happy with the level of understanding/competencies/performance of the
7 learners?
Why or why not?

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8 What will you try to do differently in your next lesson?

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9 What do you think the learners' perception of the lesson was? Why do you say so?

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10 Try to differentiate the things you can control in a lesson and the things you cannot control.

You should find that you can control a number of aspects in a lesson. Try to work on the things that you can control in a lesson rather than focussing on the things you cannot control.

Things I can control (eg finding pictures to help learners understand the water cycle)	Things I cannot control (eg the large class)

Assess your own lesson (Please tick the applicable box)

5	Outstanding	75% + above
4	Very good	70 - 74%
3	Good	60 - 69%
2	Satisfactory	50 - 59%
1	Needs attention	Under 49%

Your actual mark:

%

Your signature: .....

9C. ECONOMICS AND MANAGEMENT SCIENCES

ECONOMICS AND MANAGEMENT SCIENCES LESSON 1	
General Information School: …… Duration of lesson:……..….min Grade: …….. Topic: …… Date: …… Resources available at school (very good, sufficient, limited) …… Class size: …… Other important information: ……. …….	**Lesson aim:** (What do you as a teacher want to achieve?) To teach/facilitate: …… …… …… …… …… …… …… …… …… …….
Objectives/Outcomes What will the learners know/be able to do/ understand by the end of the lesson? (Start with: Learners will….) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……	**What are your teaching strategies/methods/approaches?** (Explain your choice) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

The Introduction phase (How will you get the learners ready for what you want them to learn?)

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……..How long will this take? ……..

Questions you will ask

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The main part of the lesson **Activity 1** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The main part of the lesson **Activity 2** How long will this take: …… Teacher activity (What will you do and say?) …… …… …… …… …… Questions you will ask …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… ……

The main part of the lesson **Activity 3** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The conclusion of the lesson (quick quiz, class discussion, learners ask each other questions etc.) How long will it take? ……. …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… ……	**Learner activity** (what will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

Assessment activity and explanation. Include or attach the activity.

Assessment activity and explanatoin. Include or attach the activity. (How will you know if your outcomes/objectives/aims were achieved? Is it an informal or formal assessment?

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Homework. Write down or attach the homework that you gave for this lesson. Also answer:

Why are you allocating this homework? How long will it take the learners to complete at home?

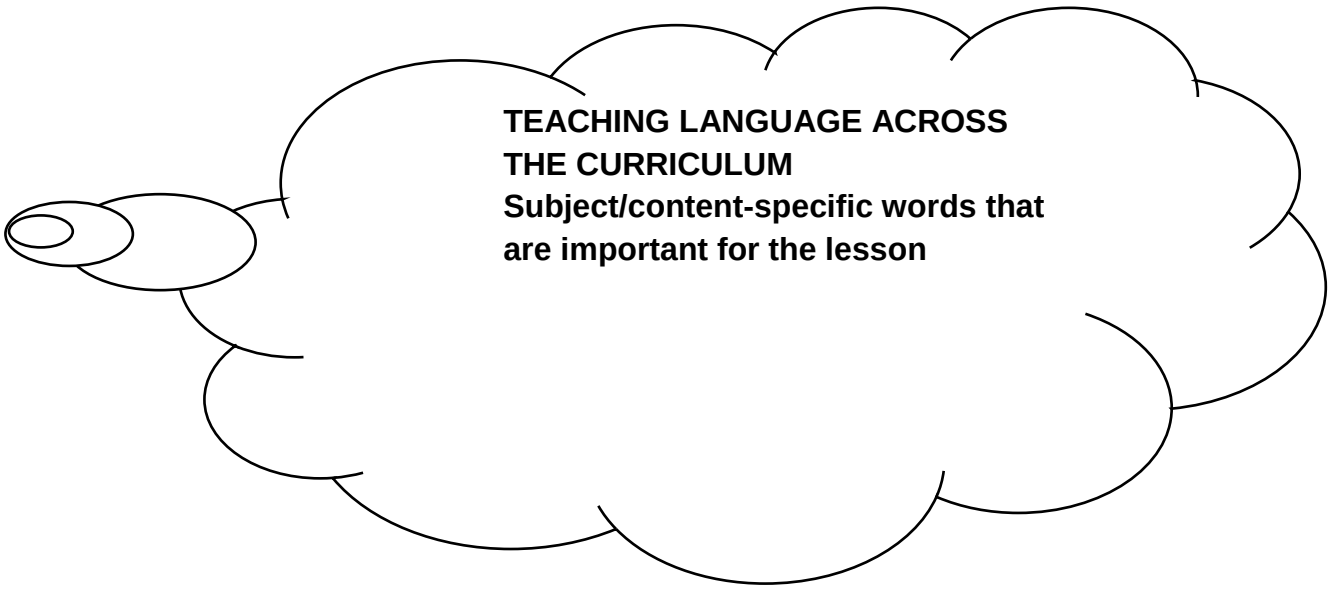
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Will they need any resources or help?

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How can you/did you cater for learners who need enrichment or those who have special needs?

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NB. Have you checked the time for your planned activities and the duration of the lesson? At the end of the lesson, check your timeframes and reconsider how you plan timeframes

for the lesson if you have to. Sometimes you may have anticipated 10 minutes for an activity, but when you actually teach it you find that the learners are struggling and you have to allow more time.

Attach examples of all learning and teaching support materials you used during the lesson

ASSESSMENT OF LESSON PRESENTATION: PRACTICAL TEACHING
(For use by mentor teacher)

Dear Mentor teacher

Thank you so much for hosting our Unisa student in your classroom for his/her supervised teaching practice period. I know how busy you are as a teacher and really appreciate everything you do for our students! Please assist the student as far as possible with lesson planning and preparation as well as general and practical orientation to the teaching profession.

Kind regards
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Date: .....

Mentor teacher: ..... Tel No: ……

CATEGORY	CRITERION	A MARK OUT OF 10 AND COMMENTS
Planning and writing out the lesson	Situation analysis (relevant and effective) Objectives (clear and achievable) Lesson phases (all phases accounted for)	
Introductory phase (Learners must be accompanied to personally identify with the new objectives and content)	Beginning of lesson Linking with prior knowledge Authentic examples	
Middle phase (Learners must be brought into contact with new content and must interact with it)	Revealing the new content (effectiveness) Teaching and learning activities (appropriateness) Formative assessment (effectiveness)	
End phase (Attainment of outcomes/ objectives must be assessed, remedial actions	Summative assessment and remedial actions (effectiveness) Homework (attainable and relevant)	

and further application of new knowledge, skills)		
Expertise	Knowledge of subject Control of language (subject and communicative)	
Learning and teaching support material	Integration of LTSMs (satisfactory) Effectiveness (satisfactory)	
Classroom climate	Atmosphere relaxed Adequate control by student teacher	
Learner participation	Participation by learner Teacher-learner interaction Learner-learner interaction	
Communication	Voice control of student teacher Questions/instructions clear with sufficient waiting time Feedback to learner	
Presentation	Self-confidence Enthusiasm Empathy and friendliness Humour	
Total mark out of 100		

Observations/comments/suggestions:

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Signature: ……...

NB: SCHOOL STAMP

REFLECTIVE SELF-ASSESSMENT

In order to become a better teacher, you will need to become more reflective about your teaching. That means you will have to look back at your lesson and eventually at the entire period you were on teaching practice and evaluate it from different perspectives. This means you also need to consider how the learners feel about the lesson and whether they found it interesting and stimulating, and most importantly: did they learn? For an individual lesson you will consider what went well and what was not so successful. Only by looking at this will you be able to improve on your skills as a teacher. To be reflective you will have to answer some questions about your teaching. This cannot be done quickly. You will have to find some quiet time to think about your whole lesson.

1	How do you feel about the lesson?	Satisfied	Dissatisfied	Substantiate your answer.

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2	What in your ..... opinion ..... contributed to the	success	failure	partial failure	of the lesson?

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3 What went well in this lesson? (eg your confidence, introduction, discipline, use of visual aids, pace, learner response etc.)

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4 What do you want to improve?

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5 How can you improve this?

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6 Were you happy with the level of understanding/competencies/performance of the learners?
Why or why not?

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7 What will you try to do differently in your next lesson?

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8 What do you think the learners' perception of the lesson was? Why do you say so?

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9 Try to differentiate the things you can control in a lesson and the things you cannot control.

You should find that you can control a number of aspects in a lesson. Try to work on the things that you can control in a lesson rather than focussing on the things you cannot control.

Things I can control (e.g. finding pictures to help learners understand the water cycle)	Things I cannot control (eg the large class)

Assess your own lesson (Please tick the applicable box)

5	Outstanding	75% + above
4	Very good	70 - 74%
3	Good	60 - 69%
2	Satisfactory	50 - 59%
1	Needs attention	Under 49%

Your actual mark:

%

Your signature: .....

ECONOMICS AND MANAGEMENT SCIENCES LESSON 2	
General Information School: …… Duration of lesson:……..….min Grade: …….. Topic: …… Date: …… Resources available at school (very good, sufficient, limited) …… Clss size: …… Other important information: …… ……	**Lesson aim:** (What do you as a teacher want to achieve?) To teach/facilitate: …… …… …… …… …… …… …… …… …… ……
Objectives/Outcomes What will the learners know/be able to do/ understand by the end of the lesson? (Start with: Learners will….) …… …… …… …… …… …… …… …… …… …… …… ……	**What are your teaching strategies/methods/approaches?** (Explain your choice) …… …… …… …… …… …… …… …… …… …… …… ……

The Introduction phase (How will you get the learners ready for what you want them to learn?)

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……..How long will this take? ……..

Questions you will ask

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The main part of the lesson **Activity 1** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The main part of the lesson **Activity 2** How long will this take: …… Teacher activity (What will you do and say?) …… …… …… …… …… …… Questions you will ask …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… ……

The main part of the lesson **Activity 3** How long will this take? …… Teacher activity (What will you do and say?) …… …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… ……	**Learner activity** (What will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……
The conclusion of the lesson (quick quiz, class discussion, learners ask each other questions etc.) How long will it take? ……. …… …… …… …… …… …… …… Questions you will ask …… …… …… …… …… …… ……	**Learner activity** (what will the learners do and say?) …… …… …… …… …… …… …… …… …… …… …… …… …… …… …… ……

Assessment activity and explanation. Include or attach the activity.

Assessment activity and explanatoin. Include or attach the activity. (How will you know if your outcomes/objectives/aims were achieved? Is it an informal or formal assessment?

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Homework. Write down or attach the homework that you gave for this lesson. Also answer:

Why are you allocating this homework? How long will it take the learners to complete at home?

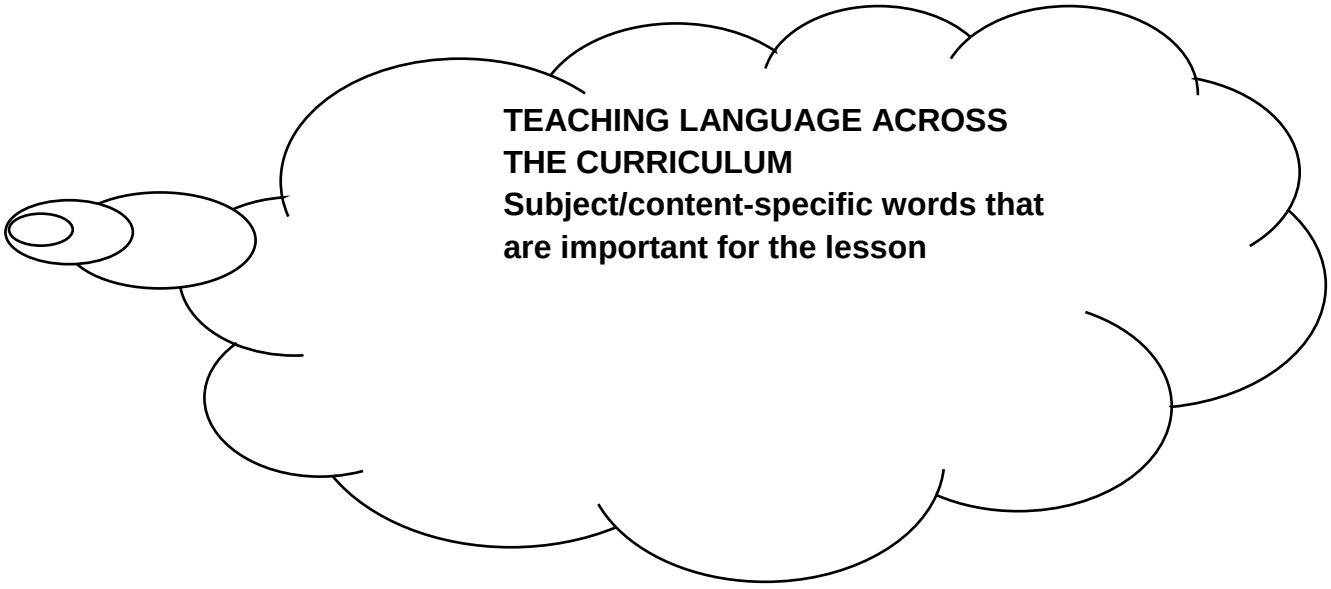
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Will they need any resources or help?

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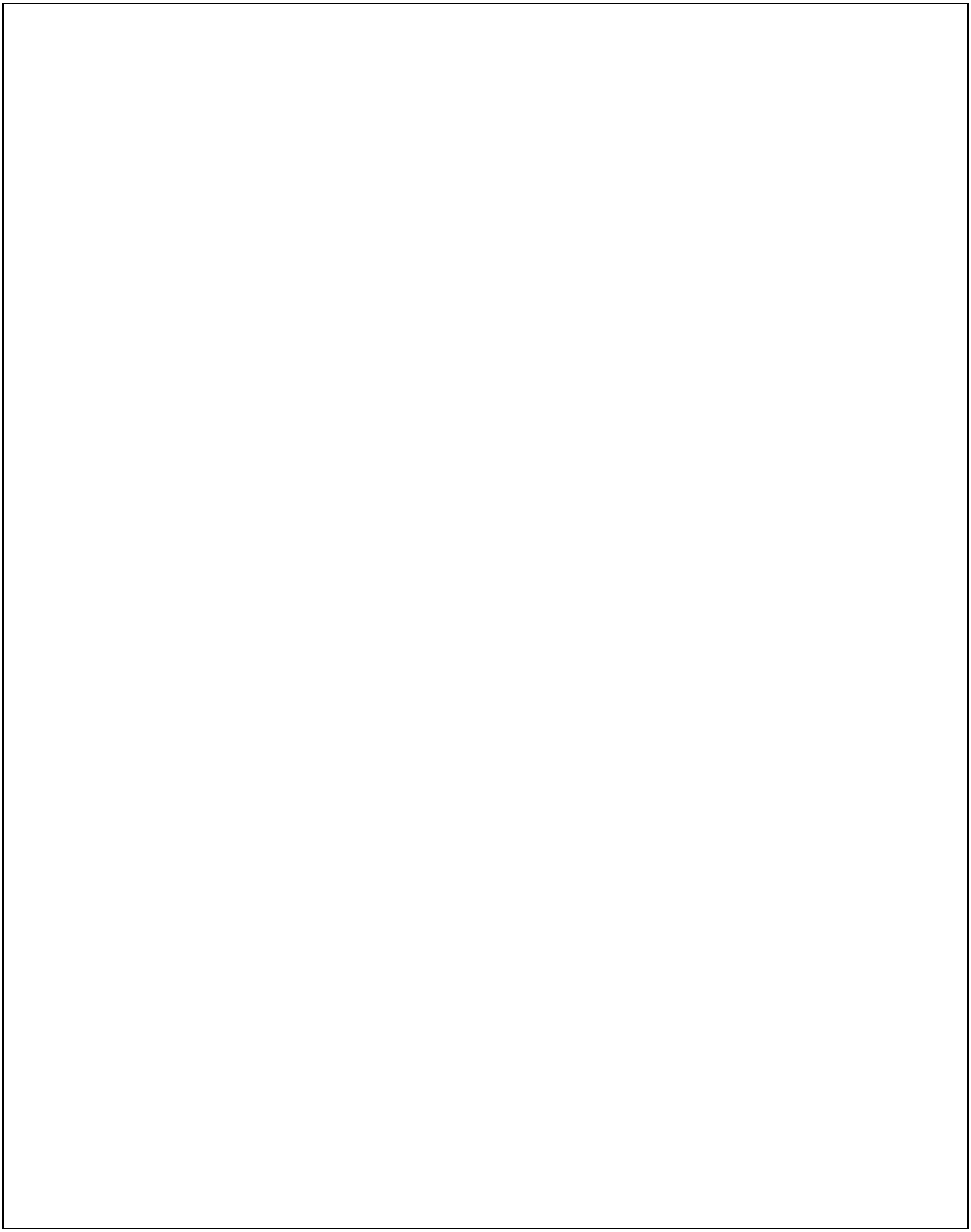
How can you/did you cater for learners who need enrichment or those who have special needs?

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NB. Have you checked the time for your planned activities and the duration of the lesson? At the end of the lesson, check your timeframes and reconsider how you plan timeframes for the lesson if you have to. Sometimes you may have anticipated 10 minutes for an activity, but when you actually teach it you find that the learners are struggling and you have to allow more time.

Attach examples of all learning and teaching support materials you used during the lesson



ASSESSMENT OF LESSON PRESENTATION: PRACTICAL TEACHING
(For use by mentor teacher)

Dear Mentor teacher

Thank you so much for hosting our Unisa student in your classroom for his/her supervised teaching practice period. I know how busy you are as a teacher and really appreciate everything you do for our students! Please assist the student as far as possible with lesson planning and preparation as well as general and practical orientation to the teaching profession.

Kind regards
Prof MJ Taole
(012) 429 3541
taolemj@unisa.ac.za

Date: .....

Mentor teacher: ..... Tel No: ……

CATEGORY	CRITERION	A MARK OUT OF 10 AND COMMENTS
Planning and writing out the lesson	Situation analysis (relevant and effective) Objectives (clear and achievable) Lesson phases (all phases accounted for)	
Introductory phase (Learners must be accompanied to personally identify with the new objectives and content)	Beginning of lesson Linking with prior knowledge Authentic examples	
Middle phase (Learners must be brought into contact with new content and must interact with it)	Revealing the new content (effectiveness) Teaching and learning activities (appropriateness) Formative assessment (effectiveness)	
End phase (Attainment of outcomes/	Summative assessment and remedial actions (effectiveness)	

objectives must be assessed, remedial actions and further application of new knowledge, skills)	Homework (attainable and relevant)	
Expertise	Knowledge of subject Control of language (subject and communicative)	
Learning and teaching support material	Integration of LTSMs (satisfactory) Effectiveness (satisfactory)	
Classroom climate	Atmosphere relaxed Adequate control by student teacher	
Learner participation	Participation by learner Teacher-learner interaction Learner-learner interaction	
Communication	Voice control of student teacher Questions/instructions clear with sufficient waiting time Feedback to learner	
Presentation	Self-confidence Enthusiasm Empathy and friendliness Humour	
Total mark out of 100		

Observations/comments/suggestions:

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Signature: ……...

NB: SCHOOL STAMP

REFLECTIVE SELF-ASSESSMENT

In order to become a better teacher, you will need to become more reflective about your teaching. That means you will have to look back at your lesson and eventually at the entire period you were on teaching practice and evaluate it from different perspectives. This means you also need to consider how the learners feel about the lesson and whether they found it interesting and stimulating, and most importantly: did they learn? For an individual lesson you will consider what went well and what was not so successful. Only by looking at this will you be able to improve on your skills as a teacher. To be reflective you will have to answer some questions about your teaching. This cannot be done quickly. You will have to find some quiet time to think about your whole lesson.

1. How do you feel about the lesson?	Satisfied	Dissatisfied	Substantiate your answer.

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2 What in your opinion contributed to the	success	failure	partial failure	of the lesson?

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3 What went well in this lesson? (eg your confidence, introduction, discipline, use of visual aids, pace, learner response etc.)

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4 What do you want to improve?

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5 How can you improve this?

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6 Were you happy with the level of understanding/competencies/performance of the learners?
Why or why not?

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7 What will you try to do differently in your next lesson?

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8 What do you think the learners' perception of the lesson was? Why do you say so?

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9 Try to differentiate the things you can control in a lesson and the things you cannot control.

You should find that you can control a number of aspects in a lesson. Try to work on the things that you can control in a lesson rather than focussing on the things you cannot control.

Things I can control (eg finding pictures to help learners understand the water cycle)	Things I cannot control (e.g. the large class)

Assess your own lesson (Please tick the applicable box)

5	Outstanding	75% + above
4	Very good	70 - 74%
3	Good	60 - 69%
2	Satisfactory	50 - 59%
1	Needs attention	Under 49%

Your actual mark:

%

Your signature: .....

9 REFLECTION ON YOUR TEACHING PRACTICE PERIOD

Section A : Assess mentally your teaching practice period using the following criteria:

1. Knowledge of subject

Your subject knowledge has improved but it could be packaged more effectively. You have sound learning area knowledge but you are aware of the gaps that need to be filled.

2. Lesson planning and design

You can plan lessons adequately but sometimes they do not go to plan! You plan learning outcomes but sometimes they need to be sharper and cleaner. You have used mainly departmental resources but you'd also now like to start developing some of your own.

3. Teaching strategies

Your lesson introductions are satisfactory but your lesson's endings/conclusions are far from satisfactory. Your questioning technique is satisfactory but you know you can improve in many ways. You use the Overhead Projector (OHP) quite regularly but you'd now also like to start using Information and Communications Technology (ICT) and Audio Visual (AV) more.

4. Class management and control

You can manage and organise classes well but sometimes class control can be challenging. Your relationships with learners are, on the whole, satisfactory but you find some learners difficult. You tend to 'teach to the middle'; you now want to find effective ways of meeting the needs of less able learners and challenging the more able.

5. Assessment criteria, procedure and recording tools

You have assessed learners' activities but, if you are honest, you could have done it more efficiently. You have given 'marks/grades' and recorded them but you could have given more useful feedback.

6. Effectiveness

You have set appropriate tasks but you have also experienced 'dead-time' in some lessons. You have ensured that some learners understood the work, but you need to explain more and better until all understand.

Section B: Write a paragraph giving your personal comments on your performance during your teaching practice period.

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I would like to wish you everything of the best for your teaching practice period and for your future teaching career!

Prof MJ Taole

Tel No: (012) 429-3541 (w)
E-mail: taolemj@unisa.ac.za