**ASSIGNMENT THREE: LESSON THREE**

***Instructions***

i. *Refer to Lesson Three (3) and the readings contained in them before answering the questions.*
ii. *Read the document* **DBE (2015). Professional Learning Communities** *in your Additional Resources.*
iii. *Answer all the questions.*
iv. *Edit your work before submitting.*
v. *Use your own words. Do not cut and paste information from your sources.*
vi. *Acknowledge all sources used.*
vii. *Go through the Rubric (page3-4) to make sure you have covered everything that is expected from you.*
viii. *Make sure that you keep to the numbering and headings below.*
ix. *Please complete and sign your 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 your Assignments 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



Open Rubric

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 and surname):

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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.

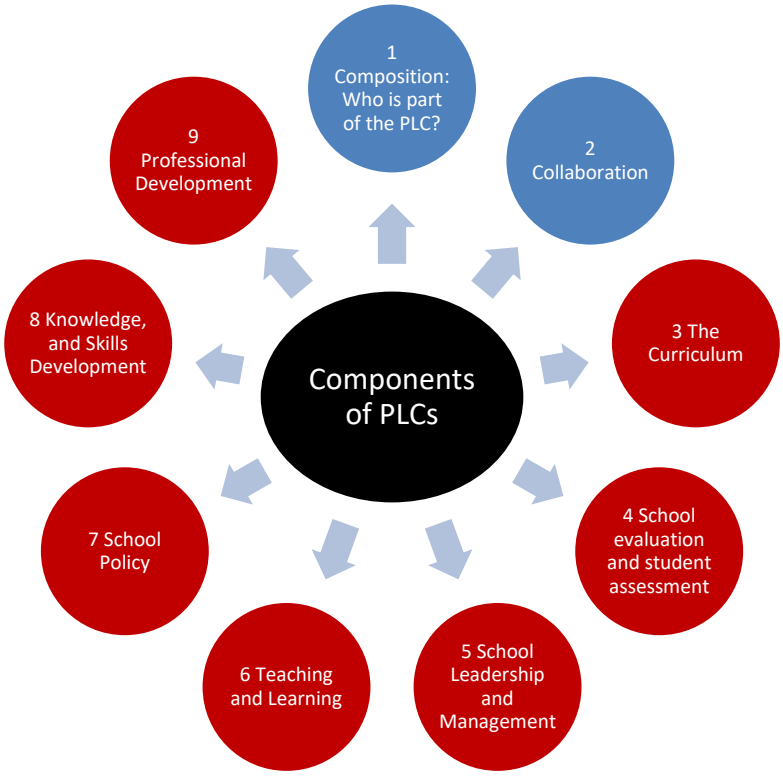
_____ _____

Signature Date:

## QUESTION ONE: THE TEACHING AND LEARNING COMMUNITY

1.1 Define what is meant by a "*Professional Learning Community*" (PLC). (5)

1.2 Look at the nine (9) components of a PLC (below). Choose five (5) of the PLC components from the diagram, and explain what these five components tell us about how a PLC functions to improve teaching and learning at a school. (15)




1.3 Read this complaint from a teacher[1]:

"*My brother and sister teachers, it is clear that the work we are doing in this school is not up to standard. We teachers are not performing well, and we lack the required level of work ethics. The community, the parents, and the education authorities expect so much from us, but do not always provide us with the support and the guidance we need. We all go page-by-page through the textbook, but our learners still do not cope. But there is hope! There is a lot that we can do for ourselves, here at the school, to improve this situation. It is surely time for us to start our own Professional Learning Community*".

a. How can starting a PLC at the school (mentioned above) benefit the ***teachers***? (5)

b. How can starting a PLC at this school benefit the ***learners***? (5)

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[1] *Adapted from* Mouton, Louw & Strydom (2012). *Critical challenges of the South African school system*. International Business & Economics Research Journal (IBER) 12(1):31

**Q1.1+Q1.2+Q1.3 = (30)**

**QUESTION TWO: FACTORS THAT IMPACT ON THE TEACHING AND LEARNING IN SCHOOL COMMUNITIES**

2.1 **List** and **explain** the negative impact of five (5) personal/economic/environmental or social factors **on teaching and learning** in school communities during the current lockdown period in the country.

You can refer to *online* and/or *face-to-face* teaching and learning in any, or all of **rural**, **township** or **urban** school communities in both government and private schools.

**Total for Q2 = (5 x 4 = 20)**

**Q1 (30) + Q2 (20) = 50**

## ASSIGNMENT THREE: LESSON THREE - RUBRIC

| | 5 marks | 4 marks | 3 marks | 2 marks | 1 mark | 0 |
|---|---|---|---|---|---|---|
| **Q1.1 (5 marks)**<br><br>**A definition of a PLC** | A clearly-worded definition in the student's own words is provided containing 5 defining facts/observations. | A clearly-worded definition in the student's own words is provided containing 4 defining facts/observations. | A clearly-worded definition in the student's own words is provided containing 3 defining facts/observations. | • A basic definition in the student's own words is provided containing 2 defining facts/observations.<br>• Also awarded when poor language usage starts obscuring meaning. | The definition and/or the language of expression are minimally functional. | • The question has been misinterpreted, or<br>• The response shows no understanding of the concepts involved<br>• Plagiarism, or<br>• The information given is off-topic, or<br>• The poor grammar and word/sentence construction obscure the information |
| | **For each component** | | **3 marks** | **2 marks** | **1 mark** | **0** |
| **Q1.2 (3x5=15 marks)**<br><br>**Five components of a PLC are explained** | | | A clearly-worded explanation in the student's own words is provided for each component and contains 3 defining facts/observations. | A clearly-worded explanation in the student's own words is provided for each component and contains 2 defining facts/observations. | A basic explanation in the student's own words is provided containing 1 defining characteristic for each component. Poor language usage obscures meaning. | See criteria in Q1.1 above. |
| | **5 marks** | **4 marks** | **3 marks** | **2 marks** | **1 marks** | **0** |
| **Q1.3a (5 marks)**<br><br>**The benefits for teachers of having a PLC at the school** | A clearly-worded explanation in the student's own words is provided containing 5 relevant benefits for teachers. | A clearly-worded explanation in the student's own words is provided containing 4 relevant benefits for teachers. | A clearly-worded explanation in the student's own words is provided containing 3 relevant benefits for teachers. | • An explanation in the student's own words is provided containing 2 relevant benefits.<br>• Also awarded when poor language usage starts obscuring meaning. | The explanation and/or the language of expression are minimally functional. | See criteria in Q1.1 above. |

| | 5 marks | 4 marks | 3 marks | 2 marks | 1 marks | 0 |
|---|---|---|---|---|---|---|
| **Q1.3b (5 marks)**<br><br>**The benefits for learners of having a PLC at the school** | A clearly-worded explanation in the student's own words is provided containing 5 relevant benefits for learners. | A clearly-worded explanation in the student's own words is provided containing 4 relevant benefits for learners. | A clearly-worded explanation in the student's own words is provided containing 3 relevant benefits for learners. | • A basic explanation in the student's own words is provided containing 2 relevant benefits for learners.<br>• Also awarded when poor language usage starts obscuring meaning. | The explanation and/or the language of expression are minimally functional. | See criteria in Q1.1 above. |
| | | | | | | |
| | **For each factor** | **4 marks** | **3 marks** | **2 marks** | **1 marks** | **0** |
| **Q2.1 (4x5=20 marks)**<br><br>**The negative impact of the lockdown on five (5) personal, economic environmental or social factors on teaching and learning** | | Each impact is identified, and then a clear explanation in the student's own words is provided containing 4 relevant facts/ observations. | Each impact is identified, and then a clear explanation in the student's own words is provided containing 3 relevant facts/ observations. | • Each impact is identified, and then explained in the student's own words giving 2 facts/ observations.<br>• Also awarded when poor language usage starts obscures meaning. | Each impact, its explanation and/or the language of expression are minimally functional. | See criteria in Q1.1 above. |

**Q1 (30) + Q2 (20) = 50**