

BTE NOTE

Summary

UNIT 1

Teaching as a Challenging professional

- Content knowledge
- General knowledge about teaching and learning process pedagogical knowledge
- Curriculum knowledge
- Pedagogical content knowledge
- Knowledge of learning and their characteristic, including background and needs
- Knowledge of education contexts, ranging from the work of the group or classroom and facilitating.
- Knowledge of education end, purpose and value

The teacher as a reflective practitioner

- Being a good teacher
Life long learning
Implies that you need to take charge of your own personal and professional development
- **Reflective**
Identifying one assumption and feelings associated with practice, theorizing how there assumption are function /disfunction and acting on the basis of the theory of thinking that is focused intention and purpose which aim to define understanding and to inform further and action
- **Meta thinking** : thinking about thinking
Implying that a teacher is a reflector practitioner implies that teaching is a practice
- **Reflective in action**
Refers to reflection while one engaged in practice. A good teacher is continuously engaged in this type of silent self-talk while teaching.
- **Reflection on action**
Teachers who reflect practitioner will usually review and assess their teaching experience afterward trying to make sense of it and from it.
- **Formal Knowledge theory**
Plays a critical role as it gives us access to a world of knowledge beyond our immediate environment , broadening our horizons.

Teachers should build their personal theory of teaching by intrerogeting their formal knowledge into practice
- **Code of Ethics**
Set of professional values and responsibilities
- **Pedagogy Method**
Practice of teaching

Tools to guide Reflection

- **Description (Step1)**
what happened
- **Analysis (Step2)**
Why is happened
- **Theorizing (Step3)**
Improve practice
- **Action (Step4)**
Test theory of practice

Reflective practitioner

- Reflection- can be define way and from different theoretical perspective depending on the educationist belief and what is important in education
- Mean thinking that is focused, intentional and purposeful and aim to deepen the understanding and inform further thought and action

Promote reflection in the teaching and learning context.

- Continuously thinking about how they will assess for learning and teach to deepen learning
- Continuously thinking about and adjusting the way they teach, based on the feedback from learners about their teaching styles and result of classroom assessment
- Engage learners in regular self-assessment explicitly link to the learning outcomes and assessment criteria, so that learners can watch themselves develop and improve over time and feel a sense of ownership over their own learning and success
- Actively involve learners in communicating with their teaching and others about their achievement or improvement as they become the ultimate user of classroom assessment information to improve and transform their learning experience.

Reflective Journal

- **A record of assumption, preoccupations, success and common problems**

Theory and practice
➤ All profession are informed by a body of formal knowledge and generally accept and expect professionals to have engage with the scholarly knowledge or established wisdom of their field during preparation of their profession. Our sense is that teachers should not doubt the need to explore the formal knowledge of the field.
Profession and values and ethics
www.sace.org/code-and-ethics
A teaching philosophy
➤ The process of identifying and developing a personal philosophy of teaching helps you to clarify your approach to teaching. It may also help you identify inconsistencies and contraindications in your approach.
Pedagogical content knowledge
➤ Subject knowledge or syllabus ➤ Teaching and assessment strategies knowledge

UNIT 2

Critical theory

- Is not one theory but a set of assumption and believe that informs your action. Your beliefs makes you act in a particular way and do certain things

Critical educational theory

- A set of assumption and believe to critical analyses the various elements of an education system

Marginalized Group

Those are regarded as less important or less useful in society

Critical educational theory in South African context

Your understanding of critical theory

- Philosophical approach to culture, and especially that considers the social, historical and ideological forces and structure which produce and constrain it.
- Reflective assessment and critique of society and culture by applying knowledge from social sciences and the humanities.

Importance of critical theory to teachers

- Integration and consideration of existing knowledge when planning the lesson.
- Use of existing knowledge to solve different problems of the different fields.

Advantages of critical theory

- Exposure to different field
- Learn critical analysis skills

Creating a pedagogy of care in the classroom

➤ **Pedagogy of care**

Teachers commit to being accountable and responsible and to create a learning environment in which care can be expressed in a responsible way.

➤ **Nature of caring Relationship**

Engrossment: the teacher attends to all the issues the child display

Displacement: the teacher response by directing attention to the learners in need

➤ **3 values of a learner-centered curriculum**

Participation

Feelings

Problem posing the classroom

The value of participation: enable and maintains condition in which learners can enter a caring educational relationship with themselves and others

The value of feeling: recognizing the link between learner's emotion and thinking should student that they care or them by becoming familiar with their diversity

The value of problem posing: a class where all learners feel safe to express their feelings and ideas where learners can begin to critically study themselves and their society

Unite 3

Behaviorism theory

- Environmental personal and behavioral characteristic as a major factor in behavioral determination
- These theories cite environmental, personal, and behavioral characteristics as the major factors in behavioral determination. In recent years, there has been increased interest in the application of these theories in the areas of health, education, criminology, energy and international development with the hope that understanding

Assumptions

- Learning is seen as a change in learning behavior
- Learners behavior
- Reinforced behavior
- Learners response to the stimuli

Cognitive theory

- Deals with the mental process involved in learning
- Explain why the brain is the most incredible network of information processing interpretation in the body as well we learn things. This theory can be divided into two specific theories the cognitive theory and behavioral theory.

Assumptions

- Mental process understating
- Studied the cognitive process of children agreed that a child is not a mini figure adult and their minds are the same

Nature of structure : young children order thoughts or actions into structure called scheme (ordering thoughts / action into structure)

*Becomes more complex structure that obey certain logical rules

Assimilation : when a person tries to understand something by fitting into schemes

Constructivism theory

- Education is an epistemological perspective of learning focused on how students actively create (or "construct") knowledge out of their experiences. Emphasis is placed on agency and prior "knowing" and experience of the learner, which is often determined by their social and cultural contexts environment

Social thoery

- It is used to study and interpret social factors
- Impact of the social environment in teaching but more especial in learning.
- Interactions
- Learn through interaction with other people

Multiple intelligent

- Linguistic
- Visual – spatial
- Bodily - kinaesthetic
- Logical – Mathematical
- Musical
- Intrapersonal
- Naturalist
- Existential
- Interpersonal

Role of a teacher

- Specialist in phase, discipline or practice
- Learner mediator
- Interpreter
- Leader
- Scholar
- assessor

CAPS document

http: www.depatment-of-basic-education/cap-document.org