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INTRODUCTON

My name is Janandi and I want to be a teacher more than anything else in the world.

I want to teach adolescents how much fun and how an amazing tool education can be. It is the key to the future to accomplish my goal of teaching. I have started on a journey towards obtaining a degree in education. This portfolio is the first step in becoming the best teacher I can be.

This portfolio contains all best of my efforts in completing the online module BPT1501. The purpose of this portfolio is to outline what I have learned throughout the course of the module and to review the best of my efforts for this module.

This module was created to showcase what I have learned, how my knowledge of being a professional teacher was shaped on how it had changed since the module's inception.

I hope that you enjoy going through my best work.





Sub-heading 1 : My best discussion

1.1 Attributes of a good teacher

What are the most valuable qualities of a good teacher? Good teachers are likely made up of a combination of hundreds of qualities that allow them do their job effectively. There is no denying that all teachers have their own unique blend of these qualities. Each teacher is different, but virtually every good teacher has the following qualities.

- **A good teacher is accountable.**

Accountable – Holding yourself to the same expectations and standards as you hold your students. A teacher cannot have double standards. For example, if you do not allow your students to chew gum in your class, then you should not chew gum either.

- **A good teacher is adaptable.**

Adaptable – Making changes to lessons or activities on the fly because of an unforeseen situation or problem. A teacher must be willing to change. If half the class does not understand a particular concept, then you cannot move on and must quickly come up with a better way to teach that concept.

- **A good teacher is caring.**

Caring – Going the extra mile to ensure that every student is successful no matter what. A teacher must figure out the personalities and interest of each student and incorporate components that connect with each individual.

- **A good teacher is compassionate.**

Compassionate – Recognizing that your students have problems outside of school, and making the necessary adjustment to help them through those issues. A teacher must take outside factors into consideration. For example, if a student has just lost a loved one, the teacher should be sensitive to that and adjust accordingly.

- **A good teacher is cooperative.**

Cooperative – The ability to work effectively with administrators, other teachers, and parents for the good of your students. A teacher must be able to build cooperative relationships with others around them even if they do not necessarily like them.

- **A good teacher is creative.**

Creative – Taking a concept and shaping a lesson that is unique, engaging, and dynamic. A teacher must be able to create lessons that grab their students' attention and make them want to keep coming back for more.

- **A good teacher is dedicated.**

Dedicated – Showing up every day and spending the necessary time to provide your students with the best education. Teachers often arrive early and stay late. They work parts of weekends and summer to ensure that they are prepared.

- **A good teacher is determined.**

Determined – Finding any means necessary to reach all students no matter the challenge. Teachers must be willing to do anything to ensure that all students receive the education they need.

- **A good teacher is empathetic.**

Empathetic– Being sensitive to a student's struggles even though you may not personally be able to relate to them. A teacher must put themselves in the student's shoes and see it from their perspective. This approach is often transcending in how to help the child succeed.

- **A good teacher is engaging.**

Engaging – The ability to grab the attention of a classroom full of students and to maintain their attention throughout the entirety of class. A teacher must create lessons that are fun, fresh, and energetic. You want your student to walk out of your class each day looking forward to the next.

- **A good teacher is evolving.**

Evolving – A continuous process of year over year improvement and growth. A teacher must continuously look for ways to improve themselves as well as individual lessons or components of lessons.

- **A good teacher is fearless.**

Fearless – Trying a new approach that may be outside the norm and may receive criticism or scrutiny. A teacher must be willing to try anything within the parameters of school policy to reach their students. They must also be ready to defend their approach to criticism.

- **A good teacher is forgiving.**

Forgiving – Quickly putting incidents with student, parents, or other teachers behind you so that it does not impact your teaching. Teachers must be able to get past hurtful actions or accusations quickly. They must not hold it against any student or let it impact how they teach in the classroom.

- **A good teacher is generous.**

Generous – Volunteering for extra assignments and/or giving money out of your own pocket for classroom needs or individual student needs. Teachers do not make enough money, but most teachers are willing to donate time and/or money to help out in areas where a need is recognized.

- **A good teacher has grit.**

Grit – The determination to overcome any obstacle in the way of obtaining a long term goal. A teacher must possess the grit necessary to make the personal sacrifices necessary to ensure that every goal is reached every year.

- **A good teacher is inspirational.**

Inspirational – The ability of a teacher to get their students to buy into, believe in, and to be motivated to become lifelong learners. A teacher should make a lasting inspirational impact that follows a student throughout their life.

- **A good teacher is joyful.**

Joyful – Coming to class each day in a good mood, excited, and enthusiastic about doing your job. If the teacher has a lousy attitude, the students are going to have lousy attitudes. If the teacher is joyful, the students are going to be joyful.

- **A good teacher is kind.**

Kind – The ability of a teacher to say and do things that uplifts, motivates, and inspires. Kindness should be innate in all teachers. A mean spirit will turn students off, but a kind spirit is invaluable.

- **A good teacher is organized.**

Organized – The ability to keep things neat and in order allowing teachers to access materials quickly and to make efficient transitions. Organization is a necessary quality for every teacher. Teaching encompasses so much that those who are unorganized will be overwhelmed and swallowed up.

- **A good teacher is passionate.**

Passionate – Teaching with enthusiasm and exuberance on a daily basis because you love the content and your students. A passionate teacher connects with their curriculum and their students which maximizes learning.

- **A good teacher is patient.**

Patient – The ability to see the whole picture and to understand that the school year is a marathon, not a sprint. A teacher must never give up on a student. They should continuously try new strategies understanding that eventually something will work.

- **A good teacher is resilient.**

Resilient – Not allowing adversity to stop you from accomplishing your goals. A teacher must be resilient in overcoming the many obstacles that will present themselves over the course of a year.

- **A good teacher is resourceful.**

Resourceful – Finding a way to make things happen. A teacher must be able to figure out how to get supplies and materials for their classroom when the funding is not available and to reach a student who has no interest in learning.

- **A good teacher is trustworthy.**

Trustworthy – The ability to get others around you to believe in you and what you are doing. A teacher must gain the trust of both their students and parents. Any distrust will negatively impact the classroom.

An outstanding teacher

- **Outstanding teachers are clear and organized:**

Outstanding teachers have fully prepared lessons, with clear objectives that are also obvious to students. They are in the classroom early and ready to go with teaching by the time students arrive. They have thought about and considered all parts of the lesson; they are structured and cater for the different learning needs of their students.

- **Outstanding teachers use a repertoire of teaching strategies to engage students:**

The first 5 minutes of a lesson really counts; and it usually sets the tone for how the rest of the lesson will go. Outstanding teachers use a variety of teaching strategies to entice their students in the first few minutes of the lesson. They change this up and consider the best strategy to match the content of the lesson. They are

confident and enthusiastic and use their voice clearly to explain concepts and keep students on track during a lesson.

- **Outstanding teachers develop positive relationships with their students:**

Seeking mutual respect and trust is a goal of an outstanding teacher. They are warm, pleasant, approachable and tolerant of student differences. They are consistent and fair. They learn their student's names quickly and get to know each of them. They help their students to feel good about themselves and continually work at developing a positive relationship with individuals and the class as a whole.

- **Outstanding teachers adapt their lessons for individual differences:**

Not all kids are the same or learn in the same way or in the same time, each and every one of them is unique. Outstanding teachers acknowledge this, have a clear picture of where each of their students is at, and cater for this when planning lessons.

- **Outstanding teachers assess and evaluate student learning to identify what they learned and what they have not yet learned:**

Outstanding teachers ask themselves: what knowledge, skills and values did my students learn? What am I going to do to help my students learn concepts if they didn't, or extend those students that need it? Outstanding teachers constantly evaluate how their students are progressing and use this information to direct future learning experiences. They are also very clear why they assess and know the type of information they want to collect. They choose the best assessment techniques to match the intended outcome.

- **Outstanding teachers constantly develop their management skills:**

Preventing student management problems from occurring in the first place is the goal of an outstanding teacher. Outstanding teachers make their expectations very clear to students and can anticipate problems and if they do arise react accordingly to prevent further disruption. Outstanding teachers have many low key techniques for responding to inappropriate behaviour and will always try to use these as a first option. Outstanding teachers do not need to yell at their students!

- **Outstanding teachers are reflective teachers:**

Outstanding teachers want to improve to become a more effective teacher. They participate in professional development, they connect with other outstanding teachers, they seek feedback and advice and they self-evaluate for self-improvement. "Remember, the perfect teacher does not exist, but we all can become better teachers. Continual improvement of our teaching skills are the essence of professionalism in our field.

REPLIES:

I fully agree with everyone's Assignment 1.

It seems that everyone's opinion on the Attributes of a good teacher links to the same thing. Good teachers are likely made up of a combination of hundreds of qualities that allow them to do their jobs effectively. There is no denying that all teachers have their own unique blend of these qualities. Each teacher is different.

I believe there are many skills and attributes that are necessary to be an outstanding teacher. Some of the most important qualities are passion , leadership and knowledge.

A teacher has many roles throughout the school day , but that's no excuse to be a good teacher.

1.2 Why this is my best discussion

I started this discussion with not actually knowing what to say to others and how to discuss it. I did some research on the attributes of a good teacher and an outstanding teacher and noticed that everyone's answers came to the same thing.

I adapted my thoughts and realized the most important quality each teacher needs was experience. In theory we can know everything that is needed to be a good teacher, but it is nothing compared to passion and experience.

This will unfortunately come with time. Every young adult has a vision and perception of what his or her life should be like in the future but some of us never meet the vision. We grow physically and mentally, our perception in life differs and that is what makes us change.

I see this as my best discussion, because we as Education students have visions and thoughts on what type of teacher we want to be one day, but I think this thought never meets its expectations. I believe there is no such thing as a perfect teacher.

As a teacher you need to adapt to the environment and the different circumstances. It is your choice to adapt in a good or bad way. You can be poor planned, irritated and rude or you can adapt by being a well organised , calm and caring teacher. You determine your mood and happiness.

You are who you want to be.

Sub-heading 2 : My best assignment

2.1 A Teacher as a knowledge worker.

I was privilege to have a great opportunity to observe at a school in a rural town Sterkspruit in the Eastern Cape. I decided to observe the grade 4's at this school. I was lucky to observe Mrs. O Nepgen the HOD of the intermediary phase and to see how thing are really done behind those closed classroom doors. The children in her class, better yet at the school, were all kind and really showed their characters. The school stands for respect and it was definitely observed.

Teacher

Mrs. Nepgen truly has a passion for children. She was respectful toward the children and listened to what they had to say. She was wise toward every question and gave a great answer. She is a wonderful, kind and loving teacher and her values were definitely shown. She is patient and in control at all times. She has been with this school for 12 years and knows each learner that comes and goes. It felt to me that she knew when a child would do something wrong. She was well organised everyday and had time to bear for all the teachers in her phase. She had a great habit of walking through the desks to observe their work and to help them wherever they struggled. She made a great habit by giving the learners the opportunity to hand out the book as it is a good way for them to interact with the fellow classmates. On the last day of my observation the school had a spring day where I saw a formal, strict teacher adapt to a fun and happy environment.

Learner

The pupils of this school are all bundles of joy. Every morning as we arrived at school the students embraced every single educator by giving hugs and smiles as a good morning greeting. In the grade 3 classroom they had a beautiful habit of greeting their teacher and I in English, Afrikaans and Xhosa. They always folded their arms and sat up straight when their teacher would talk. The class was dead quit at all times but after each change of subject they would stand-up, stretch and do a quick exercise to refresh the brain. Majority of the learners did their homework and learn their resources every day. It was certainly a favourable and fun learning environment. The only barrier for these learners is language, the school is English first language but for them English is their second language.

Teaching and learning styles

Facilitator: the teacher created several activities and provide the classroom with materials and an outline, placing the impetus on students to complete assignments individually or in groups. Teachers may walk around the classroom to help facilitate

thoughts about the subject matter. Facilitator trusts the students to help their fellow classmates and give answers mostly on their own.
Delegator: The delegator is very similar to the facilitator, but much more emphasis is placed on student-driven learning. The teacher prepares complex situations or problems that students must resolve individually or as a group. The teacher allows students to design and implement their own assessments and projects, and reinforces the friendships and relationships amongst the students. The teacher acts as a consultant, providing guidance and support only in times of great need.

Classroom and school environment

The classroom was neat and tidy at all times and nothing that distracted the learners. The needed resources were clearly visible and the learners' art work was displayed on the walls. The school ground was well maintained by the field staff and each pupil helped by picking up papers. There were rubbish bins situated around each corner and the grass and garden was well looked after. There is still a number of constructional planning on the schools agenda to accommodate the community.

Activities

Every day the school periods would start with a quick mental mathematics. The reason for this is to make them ready for the day and to get their brains working-on the first day of my observation, the last period was "physical education" where they had to play any type of invasion game. The game they chose was "rotten egg". The learners were calm and the teacher was in control at all times. The learners had a lot of fun and enjoyed it fully. The next day they did time in mathematics. The teacher had an old clock as a resource for this activity. She asked verbally and wrote on the board time and called pupils to the front to show their answer on the clock to the class. It was rewarding for each child to be chosen to set the clock to the given time and it was clearly marked on their faces.

It was truly a great experience observing the ways of a teacher and teaching new ways witch I can use in the future. I've learnt a lot on how to act toward a child in a variety of situations. It is much different to act out what you have learnt in theory. I could clearly see the teachers were used any type of behaviours and know what to do. The only thing I have observed which was negative is that if you're an old teacher and has been working in this profession they are not open to new learning ideas. It seemed to me that they are too set in their old ways. Age for an "active teacher" needs a limit, your enthusiasm deteriorates.

MY COLLAGE:
















COLLAGE STORY

Direct teaching: Direct teaching is a familiar practice, in which the teacher addresses the class (or large group) by lecturing, reading, leading recitation or demonstrating techniques such as Ms Nepgen who is standing in front of the class explaining the work.

Hand-raising is a critical element of effective teaching. If a student wants to ask you a question, tell them to raise their hand and you will listen to him/her otherwise you won't listen. The students in Ms Nepgen's class were raising their hands every time they wanted to ask a question, they really had good manners.

Fun activity's is necessary. Playing a game like Simon says "Touch your toes". All students participate in such games. If Simon says something, they must do it for example: Simon said touch your ear or Simon said laugh – they must do it , but if you just say touch your toes and a player touch his or he toes she is out, because Simon didn't said.

Discipline

The students had good manners. Ms Nepgen gave them work to do in their writing books and they went on with it quietly.

Lining students up to mark their books: As soon as every student in a group is finished, the teacher calls the group number and the students line up in front of her desk to mark their books.

Learning in groups: When learners work in pairs and small groups, they can engage in communicating ideas, in co-operating to accomplish goals in peer review of each other's work, and in coaching.

Community work

On the first of September the whole class went outside to encourage the community to take more care of our environment by planting a tree. Every student had the privilege to plant their own tree and got a task to water their trees once a week. By this task we teach learners to take responsibility of their actions.

My collage has a very deep story that no one else can tell. My two days as student teacher at Sterkspruit Primary school were magnificent. I've learned so many things. There are so many memories made, I'm going to miss each and every one of them. I just want to thank Ms Nepgen for the privilege of being a student teacher in her class.

2.2 Why I regard this as my best assignment

While doing this assignment I had a lot of fun. This was truly an experience break through. I learned the in and out's of a classroom and letter yet of an entire school.

To start with I never knew how much pressure it was to work at the reception area , while talking to the receptionist , she explained to me how tens it gets sometimes , especially during the end of each term, "rapport time" as she exclaimed. I could have just imagines typing out rapports from grade R to grade 7. This is just one example that changed my point of view of the school in overall.

When I was in school, as a pupil I never realised the importance of each educator and staff member to make the school operate smoothly.

In the classroom it is sometimes more pressure, but the most important is not to show the learners you're under pressure. The learners can see when the teacher change and they take chances by changing too. When you have one slip by letting them do what they want, they will always take chances. This is the first thing Ms. Nepgen taught me. I had the opportunity to help the children and experienced the feeling of patience that is needed. The most important thing is to make the class a fun and loving classroom, I saw Ms. Nepgen had respect for each child and talked to them like they were adults, but she showed her love for each pupil too. It was amazing to see the children respect and love her the same way back.

I regard this as my best assignment because it was truly a great experience observing the ways of a teacher and teaching new ways witch I can use in the future. I've learnt a lot on how to act toward a child in a variety of situations. It is much different to act out what you have learnt in theory. I could clearly see the teachers were used any type of behaviours and know what to do.

This has truly inspired me to have the same relationship with my pupils one day. I will never forget my experience at the school, and I thank UNISA for this.

Sub-heading 3 : Philosophy of Education

I believe children are natural learners. They only need people to teach them. I believe that children are precious and important resources for the future they just need people to guide them. I also believe that children are the leaders of tomorrow, they only need people to inspire them.

Playing is a positive and natural way young children learn, this is what I believe in. The more natural we do things, the more natural it will became. Play is exploring, experimenting, joyful and the process through which each child discovers and develops an understanding of the world. Assist children while they are gaining a sense of confidence and competence by encouraging the ability to make choices and decisions within the classroom environment. When a child is placed in a stimulating and interactive environment, the child's potential can be fulfilled.

Children accept anything that is given to them this is why we need to give them right, morals and information. Children are honest, curious and open minded. Taking time to observe and listen to children's ideas and thoughts will help fulfil each child's needs individually.

We as educators are the change we want to see. Teach each child the morals of life, but most importantly respect. They need to respect their own belongings and themselves before they can star respecting others and the environment around them.

My classroom will be a caring, safe and equitable environment where each child can blossom and grow. I will allow children to become responsible members of our classroom. My personal goal for my future classroom is to challenge students and watch them grow to their full potential. I want to take students at different levels and see them develop together for the betterment of each individual.

Every classroom presents a unique community of learners that varies not only in abilities, but also in learning styles. My role as a teacher is to give children the tools with which to cultivate their own gardens of knowledge. To accomplish this goal, I will teach to the needs of each child so that all learners can feel capable successful. I will present a curriculum that involves the interests of the children and makes learning relevant to life.

In my classroom, I want students to have freedom that allows for expression and creativity.

Students should be able to experiment with likes and dislikes and to realize their strengths and weaknesses. After this base is developed, the curriculum can be moulded to tie in each students learning style. I believe each and every child has potential to bring something unique and special to the world.

I will help my children to develop their potential by believing in them as capable individuals. I will assist children in discovering who they are, so they can express their own opinions and nurture their own ideas.

Sub-heading 4 . Reflection: Part 1

Additional roles you will be expected to perform as a teacher

Controler: The teacher is in complete charge of the class, what students do, what they say and how they say it. A teacher assumes this role when new language is being introduced accurate reproduction and drilling techniques is needed.

Prompter: The teacher encourage students to participate and makes Suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.



Assessor: The teacher assumes the role to see how well students are performing or how well they performed. Feedback and self-study are organized and carried provides out advise and guidance.

Tutor: The teacher acts as a coach when students are involved in project work or self-study.

Organizer: Perhaps the most difficult and important role the teacher has to play. The success of many activities depend on good organization and on the students knowing exactly what they

Participant: This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when

must do. Giving instructions is vital in the role as well as setting up activities. performing it.

Question 1

The outer roles each teacher should play towards a child's life are the love and care of a mother. A teacher needs to understand what a child at a certain age should developmentally be able to do and this is exactly what I aim to do. By understanding child development, we are better able to teach and manage our students. I will be available and willing to help them after school hours where some parents are absent. (Extra curriculum activities).

Other roles: Teachers can also be events planners, travel agent , tour guides , bookkeepers ,first aid givers and more! It all depends on the type of teacher you are and the school district you teach in.

Being a teacher is so much more than stood in front of a class lecturing. The best teachers are happy to extend their role beyond lecture, because they know it makes students' educational experience so much more beneficial.

"A good teacher is like a candle which consumes itself to light the way for others"

Question 2

The teacher talks, while the students exclusively listen. During activities, students work alone and collaboration is discouraged. When education is teacher-centred, the classroom is quiet and the teacher retains full control of the classroom and its activities. Motivated students are more excited to learn and participate if learning is fun. If a student needs help, help him or her without being rude. Teachers need to be good organizers to help students achieve to their fullest potential.

A teacher cannot just teach a lesson and move on. Teachers must assess each student's growth and mastery of the lesson objectives. The teacher lectures the student on a particular subject, through lessons that build on students, so it's important for teachers to always reflect a positive image.

Sub-heading 4. Reflection: Part 2

Reflection on the entire module.

1. What I have learnt in this module.

   I know now that I will be a better educator after completing this unit. I have learnt numerous methods of teaching a lesson and how these methods can be made interesting and have an effective impact on learners. I am hopeful now that I have the capability of being the teacher that all students look up to learn from.

   The discussion forum gave me an opportunity to share teaching methods that I think are effectively and also I was able to widen my knowledge about various other methods. This knowledge will help myself and fellow future educators to apply these methods so that teaching and learning becomes fun and interesting.

   As a teacher student I learned that the knowledge I acquired during my observing period was worthwhile. I am now aware of what is expected from the teacher as well as the influence the teacher has on learners which can be spoken or acted. When I am a teacher I will create an environment where learners are free to ask and experiment different types of learning methods until they find where their strengths are.

   Teachers need to have a particular attitude in order to reach through learners, they need to adapt some changes, prepare themselves and choose teaching methods which will be successful. I am now equipped with some basic knowledge of how teachers need to behave and as I was observing and I also gained skills, knowledge and attitudes I would implement in my teaching in the near future.

   The attitude of a teacher plays a significant role in the learning process. A professional teacher is the one who has an attitude of teaching and making a difference in the learner's lives.

   I'm going to apply teaching profession into my learning by commitment to students and student learning, ongoing professional learning and professional practise.

I found this course very enjoyable and insightful. I really think that this is an excellent example of innovative learning.



Ways in which this module can be improved

Based on my observations and knowledge from what I have learnt through this module. I have the following criticism:-

- I did not notice Ms. Nepgen taking any notes for assessment purposes throughout my observations. I am inclined to assume that she may be keeping mental notes, and I would improve the situation by keeping a small note book handy to record assessment notes. This would ensure that my assessment are more accurate and can be verified by comparing older results from earlier assessments with recent ones.

- Lack of use of technology. I noticed that no technology was used throughout any of the lessons and activities. It is especially important in today's technology driven society to expose young children to technology and the possibilities that accompany it at an early stage. This can be done through the use, for example, DVD's and digital learning tools such as Leap Pad's.

  This module can be improve by making it easier to get hold of the assignments and online discussions. It is very frustrating looking for something and not be able to get hold of it, because there is too many files and assignments. It confuses many students.

  Some of the students cannot afford to do everything online. They should design a DIGI-BAND with all the assignments on it, so that the students' who cannot afford going online, also have free excess to complete their tasks.

  There should be educators helping us, for example if we get lost and cannot get hold of certain file or task. They must also make it easy to get a hold of this person, because this module is confusing, but I saw it as a challenge.

  A challenge that is now completed!

  Thanks UNISA for all of the knowledge I have learned in this module.

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