Now that you are done with your assignments, you are going to take your examination. Your portfolio is your examination. Your TA will guide you through the process of preparing your portfolio. A rubric is posted together with the portfolio to help you compile your portfolio. The rubric indicates how your portfolio will be marked. Remember the closing date for the portfolio is **11 of November 202**. No extension will be entertained.

Your portfolio should be arranged in the following order:

i. Cover page: The cover page must have your name, surname, student number and module code. **A full page**

ii. Declaration form: The format of the form follows below. The form can be handwritten or typed. **A new page**

1.I understand what academic dishonesty entails and aware of UNISA's policies in this regard.
2. I declare that this assignment is my own, original work. Where I have used someone else's work, I have indicated this by using the prescribed style of referencing. Every contribution to, and quotation in, this assignment from the work or works of other people has been referenced according to this style.
3. I have not allowed, and will not allow anyone to copy my work with the intention of passing it off as his or her own work.
4. I did not make use of another student's work and submitted it as my own.

NAME: ……..
STUDENT NUMBER: ……
MODULE CODE: .....
SIGNATURE: ……..
DATE: ……..

iii. Table of contents: Composed of sequential responses to questions and page numbers for each question. **A new page**

Read the article below taken from a website and answer the questions based on it.

The Teacher and Little Teddy

As Mrs. Thompson stood in front of her 5th grade class on the very first day of school, she told the children an untruth. Like most teachers, she looked at her students and said that she loved them all the same. However, that was impossible, because there in the front row, slumped in his seat, was a little boy named Teddy Stoddard. Mrs. Thompson had watched Teddy the year before and noticed that he did not play well with the other children, that his clothes were messy and that he constantly needed a bath. In addition, Teddy could be unpleasant. It got to the point where Mrs. Thompson would actually take delight in marking his papers with a broad red pen, making bold X's and then putting a big "F" at the top of his papers.

At the school where Mrs. Thompson taught, she was required to review each child's past records and she put Teddy's off until last. However, when she reviewed his file, she was in for a surprise. Teddy's first grade teacher wrote,

> *"Teddy is a bright child with a ready laugh. He does his work neatly and has good manners. He is a joy to be around."*

His second-grade teacher wrote,

> *"Teddy is an excellent student, well-liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle."*

His third-grade teacher wrote,

> *"His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest and his home life will soon affect him if some steps aren't taken."*

Teddy's fourth grade teacher wrote,

> *"Teddy is withdrawn and doesn't show much interest in school. He doesn't have many friends and he sometimes sleeps in class."*

By now, Mrs. Thompson realized the problem and she was ashamed of herself. She felt even worse when her students brought her Christmas presents, wrapped in beautiful ribbons and bright paper, except for Teddy's. His present was clumsily wrapped in the heavy, brown paper that he got from a grocery bag. Mrs. Thompson took pains to open it in the middle of the other presents. Some of the children started to laugh when she found a rhinestone bracelet with some of the stones missing, and a bottle that was one-quarter full of perfume. But she stifled the children's laughter when she exclaimed how pretty the bracelet was, putting it on, and dabbing some of the perfume on her wrist. Teddy Stoddard stayed after school that day just long enough to say, "Mrs. Thompson, today you smelled just like my Mom used to."

After the children left, she cried for at least an hour. On that very day, she quit teaching reading, writing and arithmetic. Instead, she began to teach children. Mrs. Thompson paid particular attention to Teddy. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Teddy had become one of the smartest children in the class and, despite her lie that she would love all the children the same, Teddy became one of her "teacher's pets."

A year later, she found a note under her door, from Teddy, telling her that she was still the best teacher he ever had in his whole life. Six years went by before she got another note from Teddy. He then wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in life. Four years after that, she got another letter, saying that while things had been tough at times, he'd stayed in school, had stuck with it, and would soon graduate from college with the highest of honors. He assured Mrs. Thompson that she was still the best and favorite teacher he had ever had in his whole life.

Then four more years passed and yet another letter came. This time he explained that after he got his bachelor's degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had. But now his name was a little longer…. The letter was signed, *Theodore F. Stoddard, MD.*
The story does not end there. You see, there was yet another letter that spring. Teddy said he had met this girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Mrs. Thompson might agree to sit at the wedding in the place that was usually reserved for the mother of the groom.

Of course, Mrs. Thompson did. And guess what? **She wore that bracelet, the one with several rhinestones missing.** Moreover, she made sure she was wearing the perfume that Teddy remembered his mother wearing on their last Christmas together. They hugged each other, and Dr. Stoddard whispered in Mrs. Thompson's ear, "Thank you, Mrs. Thompson, for believing in me. Thank you so much for making me feel important and showing me that I could make a difference." Mrs. Thompson, with tears in her eyes, whispered back. She said, "Teddy, you have it all wrong. ***You*** were the one who taught me that I could make a difference. I didn't know how to teach until I met you."

Reference

The New Age Parent (2022). https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiy5L_F7936AhWgS0EAHWSpC2sQFnoECBAQAQ&url=https%3A%2F%2Fthenewageparents.com%2Finspiring-story-the-teacher-and-little-teddy%2F&usg=AOvVaw3J_jjSSo1zPqBNsLojvCQp. Available online. Accessed on 09/09/2022

1. The above article demonstrates the different roles of a teacher displayed by Mrs Thompson. Identify the different roles that Mrs Thompson displayed and give an example on how Mrs Thompson displayed each of the roles. (35)

Read the given passage below and answer the questions based on it.

As a teacher in the school with a dual medium instruction, Ms Optimism was comfortable because she could communicate proficiently in both languages. The medium of instruction in Ms Optimism' school were English and Afrikaans. However, in 1997 the demographics of his learners started showing some shifts. The learners' language of communication increased to ten different languages. Of the ten languages she was proficient in only two languages. Her concern was that he could not cover the need of the entire class. As a learner, she always felt isolated and marginalized because she believed that she never had a teacher who truly saw her. Thus, she always wanted to cover the needs of every learner in her classroom. She felt that she could not accomplish her goal due to lack of language proficiency of the other eight languages.

Furthermore, more of his learners come from different communities. Some learners drove their cars to school, others walked while others used a bus

transport that leaves very early in the morning without allowing the learners to have their breakfast. The learners who used the bus transport were always tired and sleepy in the class. These learners also felt that they were tolerated and not welcomed in the school. I order to cope with the new environment they assimilated and adopted the school's culture and tradition. Learners who drove cars to school often look down upon those who walked or used a bus to school.

It was at this point that Ms Optimism turned to the community and other teachers for assistance in her teaching. She felt there was lack of equity in resources provided for the learners in the school. Ms Optimism wanted to support the learners the best she could. Through her tireless initiative the school moved away from a dual medium to a parallel medium. Her initiative made all the learners felt welcomed and valued in the school and the community.

2. (i) Identify five challenges faced by both Ms Optimist and her learners (5)
   (ii) How can Ms Optimism use the curriculum to address these challenges in her classroom? (10)
   (iii) Put yourself in Ms Optimism' shoes. How would you handle these challenges? (10)

3. Give your reflection on BPT1501. Your reflection should be structured in the following way:

(i) Challenges you encountered and possible solutions to those challenges.

(ii) How BPT1501 benefited you.

(iii) Advice to someone intending to do BPT1501.

4. Read the given scenario below and indicate whether the teacher acted professionally or not. 2 marks for taking a stance and 3 marks for each correct given reason. (11)

Blingbling a grade 7 learner came to class wearing a very expensive watch. The watch was stolen in the class. Blingbling reported the theft to the teacher. The teacher instructed all the learners to stand in a line with their eyes closed while checking everyone's pocket one by one. No one was supposed to open their eyes until the watch was found or else, he will be expelled from school. The teacher found the watch and did not reveal in whose pocket it was found. He just said, "Do not come to school

wearing such things and whoever stole the watch will not do such a thing again.”

RUBRIC FOR PORTFOLI ASSESSMENT

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
i. COVER PAGE 1X1 =1	All indicated aspects appear on Cover page.			
ii. TABLE OF CONTENTS 1X4 = 4	-Logical sequence of table of contents - Page numbers indicated correspond to topics - Indication of all topics on table of contents	- Logical sequence of table of contents - Page numbers indicated do not correspond to topics - Indication of all topics on table of contents	- Logical sequence of table of contents - Page numbers indicated do not correspond to topics - Some topics are not indicated on table of contents	- The table of contents is difficult to follow
1. Roles of a teacher 14+21 = 35	Seven roles are identified and an example on how each identified role was displayed. (a role with no example is no mark) 2 marks for each role (2X7 = 14) and 3 marks for each correct example (3X7 = 21) 14+ 21= 35	Six or five roles are identified together with appropriate examples. 12 + 18 = 30/ 10 + 15 = 25	Four or three roles are identified together with appropriate examples. 8 + 12 = 20/ 6 + 9 = 15	Two or one roles are identified together with appropriate examples. 4 + 6 =10/ 2 + 3 = 5

3 Reflection 12 + 8 + 4 = 24	1. Three challenges are identified (3) explanation of solutions correspond to the challenges (9) 2. Two kinds of benefits are identified (2), there is motivation for the identified benefits (4) and the motivation is clearly outlined (2). 3. Four advices are given (4)	1. Two challenges are identified (2) and explanation of solutions correspond to challenges (6) 2. Two kinds of benefits are identified (2), there is motivation for the identified benefits (4) and the motivation is not clearly outlined 3. Three advices are given (3)	1. One challenge is identified (1) and an explanation of the solution corresponds to the challenge (3). 2. Two kinds of benefits are identified (2), there is motivation for the identified benefits (4). 3. Two to one advice are/is given (2-1)	1. Identified challenges with no solutions (3 – 1) 2. Identified benefits with no solutions (2 – 1). 3. One advice is given (1)

TOTAL = 100