

Tutorial Letter 201/1/2019

THE TEACHER AS CLASSROOM MANAGER

TAM2601

Semester 1

**DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND MANAGEMENT**

IMPORTANT INFORMATION

Please register on myUnisa, activate your myLife email address and make sure that you have regular access to the myUnisa module website, MODULE CODE-2019-S1& S2, as well as your group website .

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1. PURPOSE OF THIS TUTORIAL LETTER

Dear Student

The purpose of this Tutorial Letter is to provide you with feedback on the assignments and information for your examination.

2. GENERAL OBSERVATIONS ON ASSIGNMENTS

You had to complete Assignment 01 and Assignment 02 to obtain your year mark. Short memoranda for Assignment 01 and Assignment 02 follow hereunder, in which basic required knowledge is indicated. This is just a guideline regarding to the answers. For Assignment 01, full marks were awarded where you discussed concepts in your own words, except where it was stated otherwise or in the case of definitions. In the same way, marks were deducted where you quoted the study guide / prescribed book verbatim, since plagiarism is not allowed at Unisa. Therefore, the answers that are provided in the memoranda, have been taken verbatim from the study guide / prescribed book. To show understanding, you had to provide them in your own words, without compromising their meaning. This will also be expected from you, when answering examination questions. Make sure that you acquire the prescribed book: Coetzee, S.A., Van Niekerk, E.J., Wydeman, J.L. & Mokoena, S.P. (2019). The teacher as a classroom manager. Pretoria: Van Schaik. (ISBN 9780627-037030). It is almost impossible to answer the questions without using this textbook.

3. ASSIGNMENT 01

1.1 THE MILLENNIAL GENERATION: UNDERSTANDING AND ENGAGING TODAY'S LEARNERS

1.1.1 Describe a Millennial learner in one sentence

Millennial learner: it is the first ubiquitous cohort of learners raised on, and confirmed as, experts in the latest, fastest, coolest, greatest, newest electronic technologies on the planet.

(1)

1.1.2 Mention and discuss two methods of engaging learners who are Millennial Generations

1.1.2.1 Connect with content (1) and its discussion

(1)

1.1.2.2 Connect learners with each other (1) and its discussion

(1)

(1 mark for mentioning a method of engaging learners and 1 mark for discussion = 2 (2x2=4))

1.2 SELF-MANAGEMENT FOR THE EDUCATOR

1.2.1 Mention six ways in which educators can deal with anger in a constructive way.

1.2.1.1 Becoming aware of, and acknowledging their anger

1.2.1.2 Choosing to pause and select a constructive way of dealing with their anger

1.2.1.3 Determining whether their anger is appropriate or inappropriate

1.2.1.4 Accepting that they alone can manage their thinking, emotions and behaviour

1.2.1.5 Consulting their list of calming thoughts

1.2.1.6 Handling the situation in a more appropriate way.

(1 marked each (1x6=6))

1.3 Mention any four classroom management approaches and their descriptions.

APPROACH	DESCRIPTION
Assertive approach	The educator knows the way and the learners needs guidance
Business academic approach	If the learners are fully engaged in meaningful learning activities, they are less likely to fall into disruptive behaviour
Behavioural modification approach	Good behaviour is rewarded, and bad behaviour punished in an attempt to modify learners' behaviour according to acceptable standard
Group managerial approach	By fostering a sense of allegiance to the group among learners, educators can lessen the likelihood of disruptive behaviour.
Group guidance approach	Unacceptable behaviour of individual learners is seen as manifestations of a malfunctioning group, a problem that is solved by counselling the whole group.
Acceptance approach	This approach is based on the belief that a learner's misbehaviour is often cry for acceptance.
Success approach	Success is one of the basic needs of a human being and plays a big role in developing a positive self-concept. The educator should therefore through successful classroom management optimise the opportunities for each learner to experience success.

(1 mark for classroom management approach and 1 mark for the description = 2 (2x4=8))

1.4 Describe four models of parent involvement

Model 1: Protective model: The goal of this model is to reduce tension between parents and educators, primarily by separating their functions, thereby protecting the school from parental interference. The model assumes that parents delegate the education of their children to the school and that the school is then accountable. There is little parental involvement and no structure exists for preventative problem solving.

Model 2: “school –to-home transition”. In this model the school enlist the parents in supporting the objective of the school. Although parents are not equal partners, they are supposed to endorse the school’s expectations.

Model 3: In the “curriculum enrichment” model the goal is to extend the school’s curriculum by incorporating the contributions of the children’s families. The assumption is that educators and parents should work together to enrich curriculum objectives and content. Relationships are based on trust and respect.

Model 4: The goal of the “parent-educator partnership” model is for parents and educators to work together to accomplish success for all the learners. The assumption is that a common mission requires collaboration between parents and educators. This is a true partnership based on authority shared among colleagues (so-called “collegiality”)

(1 mark each x4=4)

1.5 Three basic leadership styles (Kruger & Van Schalkwyk 1997: 20-21) namely:

Automatic, Democratic or Participative and Laissez-faire leadership style.

1.5.1 Describe each leadership style

Autocratic leadership style:

- It is teacher centred and participation by learners is limited to listening, working, learning and performing.
- The teacher is not people oriented and therefore the classroom climate is often impersonal and cold.
- The teacher takes the decisions, controls activities and draws up classroom rules and procedures
- One-way communication is the order of the day and discipline is rigid
- Personal growth, creativity and cooperation among learners are hampered, while learners may acquire a negative attitude towards the subject because of this leadership style

Participative leadership style:

- It encourages learner interaction and participation in learning activities
- The teacher maintains a balance between the task and people orientation, being friendly and approachable

- Learners take part in decision making and setting of the classroom policy, and learners have a say in classroom activities
- Initiative and creativity is encouraged, and learners receive recognition and appreciation.
- The classroom atmosphere is relaxed and productive, while discipline is sound

The laissez-faire leadership style

- The teacher remains in the background and does not give firm direction to classroom activities
- Learners carry on in their own way, and there is very little evidence of productive work
- The leader is actually a leader who has withdrawn from his/her leadership responsibility and will only intervene in extreme circumstances

(2 marks per leadership style x3=6)

1.5.2 Briefly explain, how would you implement each leadership style in your classroom situation as the classroom manager

Any example for implementation of each leadership style, that would assist a classroom manager.

(2 marks per example x3=6)

1.6 Mention and discuss three phases for a positive classroom climate **The establishment phase:**

- The focus is preventative
- The educator aims at minimising unnecessary disruption by having a thoughtful balance of rights, responsibilities, rules and routines
- The agendas determine the success in implementing classroom management plan
- The agenda will also set the daily climate for the academic growth of the learners
- At this stage, learners are psychologically and developmentally ready for the educator to clarify how the class is supposed to work

The consolidation phase

- Learners naturally, and normally, test boundaries, routines and rules
- It is important that the educator continue to teach, encourage and maintain what was established
- One cannot expect all to be fine just because there is a set of published rules

The cohesive phase

- This phase is characterised by strong relational ties with the class and a positive working knowledge of the class and its individual dynamics

- Learners are now comfortable with the educator and have developed a measure of trust in the educator
- During cohesive phase, cooperative learning, classroom meetings and peer-teaching are the norm

(1 for mentioning a phase for a positive classroom climate and 1 mark for discuss of each (2x3=6))

1.7 Howard Gardener (Mandel 2003: 47) proposes a theory of intelligence that suggests that we have multiple intelligences.

1.7.1 List seven multiple intelligences

- 1.7.1.1 Linguistic
- 1.7.1.2 Logical-mathematical
- 1.7.1.3 Spatial visual
- 1.7.1.4 Body- kinaesthetic
- 1.7.1.5 Musical
- 1.7.1.6 Interpersonal
- 1.7.1.7 Intrapersonal
- 1.7.1.8 Naturalist
- 1.7.1.9 Existential

(1x7=7)

1.8 Briefly explain the task of a register teacher

A primary task of all educators is responsibility for a register class. To improve classroom management by changing or adjusting the register class activities. How do these activities have an impact on other teaching responsibilities.

(1x2=2)

4. ASSIGNMENT 02

- For a True statement, mark 1
- For a False statement mark 2

Indicate whether the following statements are TRUE or FALSE

1. One of the characteristics of the millennial generation is that they are technologically illiterate and cannot relate to and appreciate the flexibility of an online teaching environment.

Answer: False

See page: Page 1

2. The learning styles of millennial generation include technology, structure, teamwork and experimental activities.

Answer: True

See page: Page 3

3. Emotional intelligence is essential to leadership, because leadership entails influencing people, and all educators are the leaders on the learners in their classes.

Answer: True

See page: Page 8

4. The educator as a leader exerts an influence on the environment in which leadership is provided by creating the best possible conditions for learner achievement.

Answer: True

See page: Page 7

5. An educator is not allowed to communicate the vision verbally and in written form to the class in a clear, regular, systematic and convincing way.

Answer: False

See page: Page 23

6. Business academic approach happens when the educator knows the way and the learners need guidance.

Answer: False

See page: Page 17

7. Acceptance approach is based on the belief that a learner's misbehaviour is often a cry for acceptance

Answer: True

See page: Page 17

8. Social system includes the values, beliefs, systems and norms that are existing in the classroom.

Answer: False

See page: Page 33

9. Milieu is that part of the classroom that can be described as the "feeling" of the class.

Answer: True

See page: Page 33

10. Classroom properties involves task structure, classroom goal and classroom participation structures.

Answer: False
See page: Page 34

11. Encoding initiates the process by encoding a thought to create a message.

Answer: False
See page: Page 41

12. Decoding is the retranslating of a sender's communicated message by the receiver. The receiver's decoding is affected by his/her skills, knowledge and sociocultural position, as is the case with encoding by the sender.

Answer: True
See page: Page 41

13. Separateness allows each to develop his / her uniqueness, creativity and individuality.

Answer: True
See page: Page 42

14. Multicultural connections can be described as "seeing with the eyes of another". This results in the learner "feeling understood".

Answer: False
See page: Page 43

15. Self-image is the idea that learners have of themselves.

Answer: False
See page: Page 43

16. Self-esteem is the feeling that learners experience from their self-image and self-concept.

Answer: True
See page: Page 43

17. Constructivist theory views the learning and teaching process differently from the way in which it is viewed by the traditional education system.

Answer: True
See page: Page 55

18. Cooperative learning can be defined as a team approach to learning where each member of the group is dependent on the other members to accomplish a specific learning task or assignment.

Answer: True

See page: Page 57

19. Four primary barriers to parental involvement includes time, uncertainty, cultural barriers and lack of a supportive environment.

Answer: True

See page: Page 81

20. Currently, a new information system that is being implemented in schools in South Africa, is called the South African School Administration and Management System (SA-SAMS).

Answer: True

See page: Page 89

TOTAL: [20]

5. EXAMINATION

➤ Admission to the examination

Study the section on admission to the examination and the sub-minimum requirement in Tutorial Letter 101 again. Study the *Study @ Unisa* brochure for information on the administration of the examination. You had to submit both Assignments 01 and 02 for this module. Together, these assignments count 20% towards your final mark for this module. Submitting Assignment 01 qualifies you for admission to the examination. Failure to submit Assignment 02 would not influence examination admission. However, it contributes towards your final mark.

➤ Demarcation of the field of study

NB: The College took a decision that lecturers are not supposed to demarcate or give the scope for examination purposes to students. Examinations should be based on the entire body of work covering the notional hours of the modules. Lecturers should encourage students to learn everything. Where other competencies or skills are assessed differently during the tuition period, the various assessments will be spelt out clearly by the lecturer in Tutorial Letter 201.

According to Assessment Procedure Manual 2013, point number 4.5.2 (e), the examination memoranda (guidelines, rubrics etc.) shall not be made available to students.

You therefore, need to study your textbook, Tutorial Letter 102, 201 and all the assignments in Tutorial Letter 101 for examination. You are advised to work hard as you will be assessed in detail. You need to focus, in particular, on all the topics where your assignments were based.

For example, if a multiple-choice question asked about a sender, media and feedback as concepts that are related to communication, you have to read the whole section of the communication process and understand all the concepts of that process.

➤ **Examination guidelines**

You will write a two-hour paper that counts 100 Marks. All questions are compulsory. So, you are advised to study everything as indicated above and leave nothing out.

6. CONCLUSION

Thank you for the hard work on Assignments 01 and 02. We trust that you have learnt a lot from them. We would also like to thank you for your co-operation during the semester in preparation for your teaching career.

Best wishes for your examination preparations!

Your Lecturers

Mrs I. E. Mojapelo

Dr L.L. Toolo