

Tutorial Letter 101/0/2021

The Teacher as Classroom Manager

TAM2601

Year Module

**Educational Leadership and
Management Department**

This tutorial letter contains important information
about your module.

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Dear Student

As part of this tutorial letter, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules, and we encourage you to fully embrace these changes during your studies at Unisa.

1 INTRODUCTION TO THE MODULE

We are pleased to welcome you to the module, 'The teacher as Classroom Manager' (TAM2601). We hope that you will find it both interesting and rewarding. We will do our best to make your study of this module successful. You will be well on your way to success if you start to study early in the semester and resolve to do the assignments properly.

You will receive a number of tutorial letters during the semester. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

This tutorial letter contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when you work through the study material, do the assignments, prepare for the examination and ask your lecturers questions.

Please read Tutorial Letter 301 together with this tutorial letter as they contain important information about studying at a distance, within a particular college and teaching practice.

This tutorial letter contains the assignments, assessment criteria, and instructions on how to do and submit the assignments. It also contains information on the prescribed study material (and other resources) and how you can obtain them. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

We also include general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start, we have to point out that you must read all the tutorial letters that you receive during the semester immediately and carefully because they will always contain important and, sometimes, urgent information.

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module is to explore the roles of the teacher as leader, manager and professional. It builds on the discussions on “Being a teacher” as well as the modules on “Sociology of Education” and the “South African Education System” and explores issues that will be critical to the successful design and execution of effective classroom management.

2.2 Outcomes and Assessment Criteria

OUTCOMES	ASSESSMENT CRITERIA
Specific outcome 1: Understand key ideas and debates on issues related to effective classroom management.	• Discussions and evaluations of issues related to effective classroom management display a consideration for historical and current perspectives. • Discussions on issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Evaluations of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Comparisons and evaluations of issues related to effective classroom management show a consideration for the conventions of academic debate including the ability to analyse published research reports and articles in this area.

Specific outcome 2: Adopt and adapt flexibly a variety of classroom management roles and strategies in response to changing teaching and learning needs and contexts.	• Discussions and analysis of issues related to effective classroom management are based on a sound understanding of diverse learning and teaching needs and the level of readiness of different stakeholders in diverse contexts of practice. • Discussions on issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Evaluations of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice. • Roles assumed, and positions taken with regard to effective classroom management are justified by appropriate reference of theory, policy, observed practice and personal experience.
Specific outcome 3: Identify and justify, varied strategies for effective classroom management in ways that are appropriate for different purposes and contexts.	• Discussions and evaluation of effective classroom management display a consideration for historical and current perspectives as well as a deep understanding of context. • Discussions of the efficacy of different strategies for engagement take due cognisance of the diversity that exists in sites of practice and the evolving nature of policy and practice. • Evaluations of the efficacy of different strategies for engagement take due cognisance of the diversity that exists in sites of practice and the evolving nature of policy and practice. • Selections of different strategies for engagement are justified by appropriate reference to theory, policy, observed practice and personal experience so that students are able to:

	➤ Create and maintain learning environments, which are safe as well as conducive to learning; ➤ Manage learning environments democratically and in ways that foster creative and critical thinking; ➤ Discipline learners in ways that are firm, growth promoting and fair; ➤ Create learning environments that are sensitive to cultural, linguistic, gender and other differences; ➤ Resolve conflict situations within classrooms in an ethical and sensitive way; ➤ Perform administrative duties required for the effective management of learning environments; ➤ Assist learners to manage themselves, their time, physical space and resources; ➤ Take appropriate action to assist or refer learners in the solution of personal or social problems; Evaluate and, where necessary, adjust their own actions in ways that show knowledge and understanding of management and administration; Justify actions in ways which reflect knowledge and understanding of a variety of ways of managing individual learners and classes.
Specific outcome 4: Use innovative ways to contribute to the development of issues related to effective classroom management in ways that are informed by contextual realities, the nature of multi-cultural schools and classrooms, historical legacies, social diversity, and the integration of indigenous knowledge.	• Discussions and evaluation of issues related to effective classroom management display a consideration for historical and current social perspectives and the need to engage in collaborative meaning-making. • Discussions of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice, stakeholder preparedness and the evolving nature of policy and practice.

	• Evaluations of issues related to effective classroom management take due cognisance of the diversity that exists in sites of practice and the evolving nature of policy and practice. • Selections of different strategies for positive engagement are justified by appropriate reference of theory, including indigenous knowledge, observed practice and personal experience.
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3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

The lecturers who are responsible for this module are:

Dr S.J. Rapeta: Primary Lecturer

Tel: 012 429 6848

E-mail: rapetsj@unisa.ac.za

Dr L.L. Toolo: Secondary Lecturer

Tel: 012 429 6961

E-mail: toololl@unisa.ac.za

Dr M. Masenya: Secondary Lecturer

Tel: 012 429 4827

E-mail: masenmj2@unisa.ac.za

Dr M. Lekalakala: Secondary Lecturer

Tel: 012 429 2181

E-mail: elekalmt@unisa.ac.za

Dr R.I. Lumadi: Secondary Lecturer

Tel: 012 429 2123

E-mail: lumadri@unisa.ac.za

Dr A.A. Sepheka: Secondary Lecturer

Tel: 012 429 4411

E-mail: esepheaa@unisa.ac.za

3.2 Department

Direct all queries that are not of a purely administrative nature **but** are **about the content of this module** to us. Please have your study material with you when you contact us. The e-mail address of your lecturers are given above, but you might also want to write to us.

Letters should be sent to:

The Module Coordinator (TAM2601)

Department of Educational Leadership and Management

PO Box 392

UNISA

0003

Please note: Do not include letters to lecturers with or inserted into assignments. It is important that you always state your student number and module code in all correspondence!

3.3 University

If you need to contact the University about matters that are not related to the content of this module, please see *Study @ Unisa* (which you received with your study material). This booklet contains information on how to contact the University (to whom you can write for different queries, important telephone and fax numbers, addresses and the times when certain facilities are open).

Use the following contact details for all general administrative enquiries.

- fax number (RSA): 012 429 4150
- fax number (international): +27 12 429 4150
- e-mail: study-infor@unisa.ac.za

4 RESOURCES

4.1 Prescribed book(s)

The prescribed book for this module is:

Coetzee, SA, Van Niekerk, EJ, Wydeman, JL & Mokoena, SP. (2019). The teacher as classroom manager. Pretoria: Van Schaik. (ISBN 9780627-037030)

4.2 Recommended book(s)

Wydeman, JL & Mkwana, TS (2019). The teacher as classroom manager.

The role of educators in the management of School discipline in the Nkangala Region of Mpumalanga. Mtsweni J. 2008. UNISA. Pretoria.

Botho/UBUNTU: The heart of African Ethics. R. Dolamo. 2013. UNISA. Pretoria.

African voices on indigenisation of the curriculum. V. Msila and M.T. Gumbo. 2018. UNISA. Pretoria.

Comparing current students to a Pre-Millennial Generation: Are they really different? M.A. Yahr & K. Schimmel. 2013. AABRI Journals.

4.3 Electronic reserves (e-reserves)

TAM2601 Teacher as a Classroom Manager - Dr L Toolo: <https://youtu.be/ScAD2pYI5yc>

4.4 Library services and resources information

The Unisa Library offers a range of information services and resources:

- for brief information go to: <https://www.unisa.ac.za/library/libatglance>
- for more detailed Library information, go to <http://www.unisa.ac.za/sites/corporate/default/Library>
- for research support and services (e.g. Personal Librarians and literature search services), go to <http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support>

The Library has created numerous Library guides: <http://libguides.unisa.ac.za>

Recommended guides:

- request and find library material/download recommended material: <http://libguides.unisa.ac.za/request/request>
- postgraduate information services: <http://libguides.unisa.ac.za/request/postgrad>
- finding and using library resources and tools: http://libguides.unisa.ac.za/Research_skills
- frequently asked questions about the Library: <http://libguides.unisa.ac.za/ask>
- Services to students living with disabilities: <http://libguides.unisa.ac.za/disability>

Important contact information:

- <https://libguides.unisa.ac.za/ask> - Ask a Librarian
- Lib-help@unisa.ac.za - technical problems accessing library online services
- Library-enquiries@unisa.ac.za - general library related queries
- Library-fines@unisa.ac.za - for queries related to library fines and payments

5 STUDENT SUPPORT SERVICES

The *Study@Unisa* brochure is available on myUnisa: www.unisa.ac.za/brochures/studies

This brochure has all the tips and information you need to succeed at distance learning and, specifically, at Unisa.

6 STUDY PLAN

See *Study @ Unisa* for guidance on time management and planning skills.

Item	WORK COVERED	THEMES & ACTIVITIES	Time-Frames
1.	Chapter 1	The Millennial Generation: understanding and engaging today's learners	01-12 February 2021
2.	Chapter 2	Self-management of the educator	15 – 26 February 2021
3	Chapter 3	Introduction to classroom management tasks	01-12 March 2021
4.	Chapters 1 - 3	Assignment 01 - Submission	26 March 2021
5.	Chapter 4	The educator as a leader	29 March – 09 April 2021
6.	Chapter 5	Managing the classroom environment	12 -23 April 2021
7.	Chapter 6	Managing learner participation in the classroom	26 April – 07 May 2021
8.	Chapter 4 - 6	Assignment 02 - Submission	28 May 2021
9.	Chapter 7	Managing parental involvement	31 May – 11 June 2021
10.	Chapter 8	Managing classrooms through effective administration	14 – 25 June 2021
11.	Chapters 7 - 8	Assignment 03 - Submission	30 July 2021

12.	Chapters 1 – 8	Revision: All Themes	02 August – 30 September 2021
13.	Chapters 1 – 8	Examination	October/November 2021

7 PRACTICAL WORK

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

There are **THREE compulsory** assignments for this module. Submitting **Assignment 01, will qualify you for admission to the examination. Assignment 01 counts 10% towards your final mark for this module.** Failure to submit Assignments 02 and 03 will not influence examination admission (only the submission of Assignment 01 will give you examination admission), but Assignments 02 and 03, will also contribute **10% towards your final mark.** It is important that you submit the assignments in time.

The assignments are an integral part of the assessment plan. The examination questions will be based on the same themes as those of the assignments, in order to achieve the Outcomes of this Module. Questions will be structured differently, based on three categories, low, middle and high order levels. Assignment 03 will be in the form of multiple-choice questions, which may also feature in the examination.

Your assignments are therefore important for your examination preparation but cannot carry you through the examination. Therefore, you should master the content of this module and not only study the assignments for examination purposes.

8.2 Assignment numbers

8.2.1 General assignment numbers

There are three Assignments:

Assignment 01, Assignment 02 and Assignment 03

8.2.2 Unique assignment numbers

The unique numbers of the assignments are as follows:

Assignment	Unique number
Assignment 01	828450
Assignment 02	540001
Assignment 03	653884

8.3 Assignment due dates

Take careful note of the **CLOSING DATES** of the assignments.

NO EXTENSION can be granted for all **ASSIGNMENTS**.

Assignment	Due date
Assignment 01	26 March 2021
Assignment 02	28 May 2021
Assignment 03	30 July 2021

Please remember to use the same numbers for the assignments as the numbers above.

Thus, even if you do Assignment 02 first, you should number it "02" and not "01".

If you want to enquire about your assignments, (whether the University has received them, what mark was awarded, when they were returned to you and so on), please see *Study @ Unisa* for the contact details. You may use the following:

- Fax number 012 429 4150 (+27 12 429 4150 for international students)
- E-mail address study-info@unisa.ac.za

8.4 Submission of assignments

All assignments (Assignments 01 and 02) and the assignment done on mark-reading sheet (Assignment 03) will be submitted electronically on myUnisa. Assignments **MAY NOT BE SUBMITTED BY FAX OR EMAIL**. For detailed information on and the requirements for assignments, see *Study @ Unisa*.

To submit an assignment **on myUnisa**:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.

- Click on “Assignments” in the menu on the left.
- Click on the number of the assignment that you want to submit.
- Follow the instructions on the screen.

8.5 Plagiarism

It is unethical (and unacceptable) to hand in assignments that are not your own work and whenever the University becomes aware of such malpractices, it will take stern measures against the student concerned. When doing assignments, you must submit your own ideas, in your own words, sometimes interspersing relevant short quotations that are properly referenced.

To show understanding of the content, students are expected to use their own words, within the context, when answering questions, except in the case of definitions and where it is stated otherwise. Students will be penalised, should it be found that they have copied answers verbatim from the study guide/prescribed book.

Also note that, although you may work together with other students when preparing assignments, each of you must write and submit your own individual assignment. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is regarded as copying (a form of plagiarism), and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the University.

SUBMISSION OF ASSIGNMENT 01 WILL GIVE YOU EXAMINATION ADMISSION AND THE MARK THAT YOU GET FOR IT WILL COUNT 10% TOWARDS YOUR FINAL MARK FOR THIS MODULE.

ASSIGNMENT 01 (paragraph/essay-type questions)

Question 1

- 1.1 Explain what you understand by Millennial Generation (1)
- 1.2 List major characteristics associated with the Millennials and give an example of each. (10)
- 1.3 Emotionally intelligent educator is an asset to the teaching profession
- 1.3.1 Define Emotional intelligence in your own words. (1)
- 1.3.2 Briefly mention and discuss the four topics that relates to the development of emotional intelligence educator (12)

Question 2

Management has many views and tasks that also applies in the classroom.

Mention and discuss four fundamental management tasks that are core for classroom management.

4 X 4 = 16

ASSIGNMENTS 02 AND 03 WILL COUNT 10% TOWARDS YOUR FINAL MARK OF THIS MODULE.

ASSIGNMENT 02 (paragraph/essay-type questions)

Question 1

A serious leadership challenge for educators is to assist learners to cooperate willingly and enthusiastically in their own learning to reach the outcomes of the learning programme. (The millennial generation) In South African school context of our era, the responsibility of the educator is to exert a great influence on the learners in schools to cope with their way of thinking.

Using the Long-term effective leadership model: discuss and illustrate the long-term leadership task of the educator as compared to the short-term leadership role of the educator.

Your own examples will be rewarded. (20)

Question 2

Our conditions today in society has changed the seating arrangement in our classrooms.

2.1 Mention the three seating formations their use. (15)

2.2 Choose the best seating formation that you can use for your classroom giving the reasons for your choice in today's conditions of classroom settings (5)

TOTAL: [40]

ASSIGNMENTS 02 AND 03 WILL COUNT 10% TOWARDS YOUR FINAL MARK OF THIS MODULE.

Answer this assignment on the mark-reading sheet (included in the package you received on registration). See the brochure *Study @ Unisa* for information on how to complete a mark-reading sheet. This assignment will be marked by a computer on a specific date and no extension on the deadline can therefore be given. Make clear marks – use an HB pencil. Please note the following for when you complete the mark-reading sheet:

NB:

- For a **TRUE** statement, mark **1**.
- For a **FALSE** statement mark **2**.

Indicate whether the following statements are TRUE or FALSE:

1. In the olden days, parents were regarded as educators, and educators as parents.
2. Communicating effectively with the parents of the children, should never be through technology, since parents are too traditional.
3. Educators are also administrators of their classrooms, but mostly outside of the classrooms.
4. Parents should be given fair chances to speak, during interviews by the educators.
5. Interviews may be used to introduce parents as friends to their children's educators.
6. One of the rights and duties of the parents is to be liable for any damage that may be caused by their children on school property.
7. SA-SAMS was developed to assist with allocating educators subjects and classes, as part of their time-table.
8. One of the barriers of parental collaboration is when parents know what to do and their importance to the school.
9. Should the parents feel unvalued, they may ask the principal how best they can assist the school.
10. The school assessment programme can only be carried in a constructive way, if educators collect, record and report on specified assessment activities.
11. Parental involvement is a combination of supporting student academic achievement and participating in community initiated functions.
12. Monitoring of children and taking part in the school trips may be ways in which the school appreciate the involvement of parents.
13. The UBUNTU philosophy can be used where assessment focuses on human qualities and character, than on the stated outcomes.
14. Commitment level, is one of the stages of the framework for engaging parents in the school.
15. The curriculum enrichment model for parental involvement means to incorporate the family problems of the children.
16. All tests and examinations are part of the informal programme of assessment.
17. Parents may serve, as per their expertise, out of their own will, as one of the activities to get involved in their children's education.
18. Financial management is an important aspect of the educator's work.
19. Parents get involved in the classroom management in order for the educator to be informed of the background of the learners, as part of his/her teaching.

20. Responsibility for a register class is a secondary task of all educators.

TOTAL: [20]

8.6 Other assessment methods

There are no other assessment methods for this module.

8.7 The examination

The Department of Education requires the University to prove that a student was active during the period of tuition before the student will be subsidised. The University Senate has approved that the submission of compulsory assignments will be used to prove a student's activity and that students will gain examination admission by submitting the assignments. **Your examination admission is therefore solely dependent on the submission of Assignment 01**, irrespective of the mark you obtain and you pass or fail.

As explained above, you need to qualify to write the examination since there is no automatic admission. To qualify, you **MUST** submit Assignment 01, (for which you will be awarded the marks).

We emphasise the point again: If you do not submit Assignment 01 on time, you will not be allowed to write the examination.

9 FREQUENTLY ASKED QUESTIONS

Study @ Unisa contains an A–Z guide of the most relevant information.

10 SOURCES CONSULTED

Coetzee, SA, Van Niekerk, EJ, Wydeman, JL & Mokoena, SP. (2019). The teacher as classroom manager. Pretoria: Van Schaik. (ISBN 9780627-037030)

Tutorial Letter 101/3/2020: The teacher as a classroom manager

11 IN CLOSING

If you have difficulties with your studies, please contact your lecturers as soon as possible in writing or telephonically. You are also welcome to visit us personally from Monday to Friday. However, please make an appointment beforehand.

We wish you success in your studies.

Your Lecturers:

Dr L.L. Toolo

Dr M.J. Masenya

Dr M.T. Lekalakala

Dr R.I. Lumadi

Dr A.A. Sepheka

Dr S.J. Rapeta