Tutorial Letter 501/0/2020

BECOMING A TEACHER

BTE2601/501/2020+

YEAR MODULE

Department of Curriculum and Instructional Studies

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SCHOOL: TEACHER EDUCATION
DEPARTMENT: CURRICULUM AND INSTRUCTIONAL STUDIES
BECOMING A TEACHER
MODULE: BTE2601

TUTORIAL LETTER 501

Compiled by Prof MJ Taole

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INTRODUCTION

Dear Student

Welcome to the Module **Becoming a Teacher.** I hope that you will find your studies interesting and instructive.

The information in this tutorial letter 501 is structured to support you in understanding important concepts and skills that you will need in your studies. You will not only learn about the theory behind these concepts but will also undertake meaningful learning activities to make sure that you understand the information and can apply it to different contexts.

The tutorial letter 501 is divided into five study units. At the beginning of each study unit you will find an overview of that unit as well as the specific outcome and assessment criteria.

We advise you to read all the information indicated in each study unit before tackling the learning activities, questions and reflection activities in this tutorial letter 501. Questions and activities are intended to take you systematically through the work.

Take care to follow the guidelines and directions included in Tutorial letter 101 regarding submission of assignments.

We hope you will find this module interesting and meaningful and that your studies will be successful. Please do not hesitate to contact us if you have any problems or if there are any questions arising from your studies.

Best wishes

Your lecturer
Prof MJ Taole

Purpose statement:

The purpose of this module is to enable you to distinguish the different roles of a teacher and to understand what knowledge and skills are needed in order to become a successful teacher.

This module is one of the ten modules that have to be successfully completed for the teaching qualification. When you read through this module and complete the activities and assignments, it is important that you do not see it as being isolated from the other modules in this programme.

This tutorial letter must be used with your prescribed text book which is:
Name of Book: Becoming a teacher. UNISA custom edition.
Print ISBN : 9781485709732
ePDF ISBN : 9781485709749

WHAT DO WE EXPECT YOU TO DO AT THE END OF THIS LEARNING EXPERIENCE?

Purpose

The purpose of this module is to help you gain an understanding of the different roles and competencies required from a professional teacher and to do so in such a way that you will be able to apply the theoretical knowledge you gain in practice.

Outcomes

The course content should enable you to do the following:

- Create an appropriate teaching environment
- Identify the importance of inclusivity and transformation in the South African situation
- Motivate the importance professionalism in education

STRUCTURE OF THE MODULE

The module is structured into four study units. Each study unit has specific outcomes, assessment criteria and activities. For every study unit we will clearly indicate the **learning outcomes** for that part of the work. The glossary at the end of your prescribed text book will be an important part of all activities.

1 STUDY UNIT 1

THE BIG PICTURE: THEORY AND PRACTICE OF EDUCATION

1.1 Introduction

1.1 Overview of study unit

1.2 Study unit 1 will guide your reading of the content of chapter 3 in your prescribed book.

1.3

The topics discussed in this unit will provide you with an overview of important theories and practices underpinning the field of Education.

Important terminology is marked in **bold.** Make sure that you understand the meaning of these terms/concepts and how these are relevant to your practice as a teacher. The terminology and concepts that you learn about in this chapter of the textbook are essential for interpreting and understanding information in the other study units.

As you work through each part of this study unit, you should link the information you are reading to the assessment criteria and complete all the learning and self-assessment activities.

Learning outcome

Demonstrate detailed knowledge of the main areas of the field of education.

Assessment Criteria

Upon completion of this study unit you must be able to:

- Discuss pedagogical knowledge as an integral part of the field of education
- Apply the key terms, concepts and principles applicable to the field of education
- Compare relevant theories
- Describe the link between theory and practice
- Evaluate the importance of practical skills in the field of education
- Identify the knowledge needed to teach in a classroom

In study unit 1 you will become aware of how important a teacher's knowledge about the **theory and practice of education** is. The main focus is the underlying **values and principles** that influence our **approaches to learning**, **teaching** and **assessment.**

Read the introduction in chapter 3 of your prescribed textbook.

In the introduction, you will read about **Frameworks** or theories that influence the relationship between how a teacher teaches and how learners learn. These theories are based on research and observation of the teaching practice of many teachers all over the world.

Understanding the theories can help a teacher interpret **factors that influence the classroom situation**. It is reassuring when you find that other teachers have been and are confronted with the same challenges you are experiencing and that you can learn from their practice.

The introduction also motivates the choice and sequence of aspects related to theories addressed in chapter 3 namely:

- Intelligence and the developments in trying to test intelligence
- Important learning theorists from different fields of psychology
- The work of these theorists and its influence on our understanding of learning and, therefore, of how teachers plan their lessons

The questions at the end of the chapter guide you to find the link between the learning theory and the *National Curriculum Statement Grades R-12*.

Learning activity1 A

Explain the importance of educational theories by completing the following sentence:

Educational theories are, in essence, frameworks ……

……

……

Copy your completed sentence and paste it on the discussion forum.

1.2 Towards an understanding of teaching and learning

Read the introductory paragraph in chapter 3 of your textbook.

Activity 1 B

In your own words explain what an educational theory is

……

……

Activity 1 C

Complete the following activity in the space provided.

In the 1950s and 1960s the intelligence quotient (IQ) and IQ testing became major tool of testing and predictor of learning outcomes

A teacher's perspective of intelligence and how learning takes place will influence his or her teaching style. To teach a variety of learners you need to understand where the theories that will be discussed in this chapter originated from.

Motivate your choice in Activity 1 C

1.3 Behaviourism

Read the section on behaviourism in the prescribed textbook

The first learning theory and approach to be introduced is behaviourism. This theory states that all behaviour is learned. What this means is that any observed behaviour is caused by external factors. Outward behaviour is the focus of learning while psychological or internal processes are not considered important in learning.

Behaviourism has had a great influence on classroom teaching – for example, **reinforcement** has long been used in classrooms to modify the behaviour of learners.

To summarise the how the theory of behaviourism is applied in the classroom by using the principle of reinforcement, do the following activity.

Activity 1 D

In the space provided (or in your notebook or study journal), explain each aspect of reinforcement and provide an example of how this can be used in the classroom situation.

Positive reinforcement……

Negative reinforcement……..

Extinction…….

1.4 The cognitive education revolution and child-centred teaching

In this section of chapter 3 in your textbook you will read about the theories of learning that contrast or oppose **behaviourism**.

Cognitive psychology influenced the development of new **learning theories.** The approach of **child-centred teaching** focusses on a teacher providing a stimulating environment where learners can find challenging experiences to learn from.

The research of four theorists have contributed to cognitive psychology and our understanding of learning.

Read the information on Jean Piaget and Lev Vygotsky in your prescribed textbook.

The brief outline in your textbook explains their two theories of learning that are still relevant for teachers in South Africa today.

Activity 1E

1. *After reading about the theories of Piaget and Vygotsky, draw a table in your book and then do activities a, b and c.*

a. Use the key words in each column to explain the principles and concepts underlying each theory included here.

Piaget (1896-1980)	**Vygotsky (1896-1934)**
Nature of structures (restructuring thinking)	**Social context of learning**
…….	……
Schemata	The zone of proximal development
……..……	……
Psychological structures	……
……..….	Mediation
Assimilation……..	……
Adaptation……	Scaffolding
Equilibration……..……	……
……..….	Development of higher mental processes
	……
Development stages of cognitive growth	Spontaneous concepts /scientific concepts
……..……	…….....
	Guided /unguided discovery
	……
	Steps to apply the theory
	……

Follow these links to read more about the theories of Piaget and Vygotsky online:
https://www.funderstanding.com/educators/jean-piaget-cognitive-development-in-the-classroom/
http://www.oercommons.org/courses/the-learning-classroom-theory-into-practice/view

2. *Read the following case study /Watch the storyline video on myUnisa*.

Mrs Mukhati is planning a lesson on wild animals for a group of learners in the phase that she teaches in. When she asks the Head of Department for help, she suggests that Mrs Mukhati use the theory of Vygotsky when planning the lesson in order to address the specific needs of the learners concerned.

The applicability of these theories has been researched by scholars in South Africa. The findings of the studies are important for South African teachers.

Activity 1E

When you do research, it is important that you always take into consideration the arguments for and against a theory.

Read the sections in the textbook that deal with the effect that both of the learning theories discussed have on learning in South Africa.

Write a paragraph to explain, in your own words, the conclusions that the researchers reached after conducting the studies on the theories of both Piaget and Vygotsky.

Use the reference link below to access your Unisa reference guide and make sure that you reference correctly when you do the activity:

http://libguides.unisa.ac.za/CEMSHarvard

Stop and think.

You can use your newly acquired knowledge about the theories of Vygotsky and Piaget to develop criteria and to analyse any educational theory that interests you.

You have learned about:

- Principles that describe how individuals acquire, retain, and recall knowledge
- How learning takes place
- How to select instructional tools, techniques and strategies that promote learning using these principles.

Read the information in your textbook about the theories of Feuerstein and Howard Gardner. Use the three aspects/lenses listed above to describe and understand the practical value of each theory for your teaching in Activity 1F.

Activity 1F

Reuven Feuerstein(1921 -)	**Howard Gardner (1943-)**
Key concept of theory: …… … ……	**Key concept of theory:** …… …… ……

Read the section in your textbook on perspectives on teaching and learning

The key theories described in chapter 3 of your textbook lead to perspectives of how learners process information.

Study the diagram on **information processing** in your textbook. The highly interactive processes and the sequence of stages of learning are illustrated there.

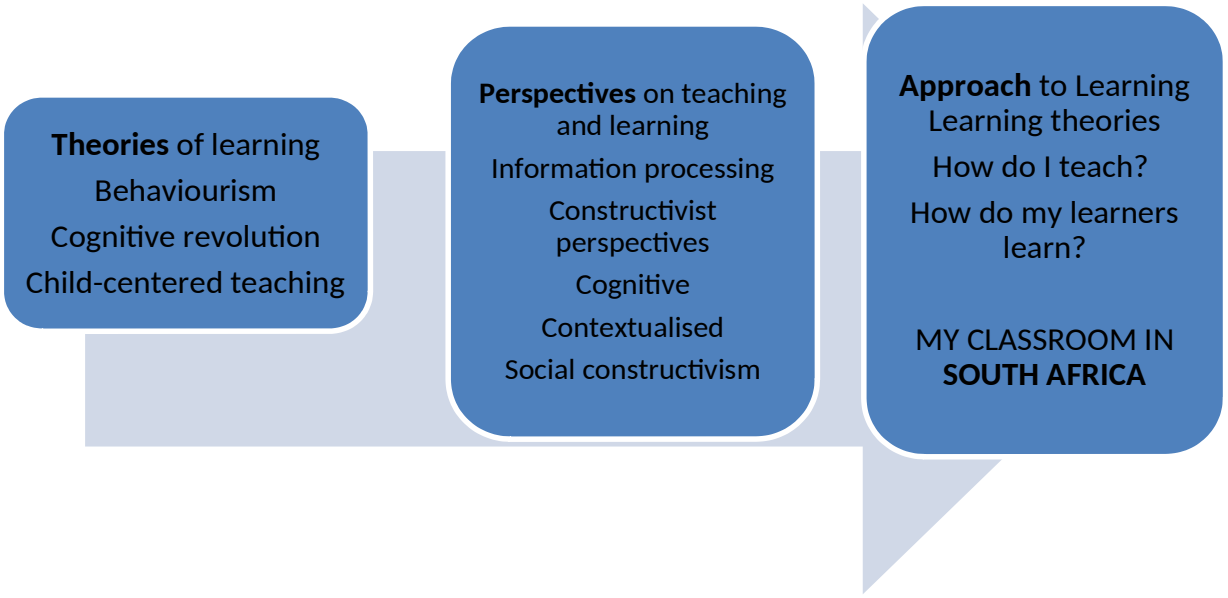
What happens during the **input phase, the processing phase and the output phase** forms the important building blocks of information processing. **Metacognition** is a very important aspect of this process. Learners need to be aware of how they think and learn so as to structure and take responsibility for their own learning.

Before you read any further, stop and think about where we started from and where we are going with the information in this study unit and in chapter 3 of your textbook.

We started off learning about **research done in classrooms**. From the knowledge gained in these studies, **theories** were developed. The theories developed led to **approaches** or **ways of thinking about learning.** But how do these this influence teaching in the classroom? The approaches or thinking of the cognitive theorists focused our own thinking on the **important role of the learner in learning.**

This focus on the learner making and constructing knowledge is known as a **constructivist perspective.**

Do you see how the theory that was generalised has been described and reworked to become a perspective (a lens or tool) that will support a teacher to promote active learning in the class?



The constructivist perspective of teaching places **the learner in charge of learning** and the teacher in a **facilitating** or supporting role. The teacher does not transmit knowledge and it is the learner who plans and directs his or her own learning.

Read in your textbook about the following aspects:

- Cognitive construction
- Organising your classroom according to the constructivist approach
- Contextualism
- Social constructivism
- Reflective practice

Write down an example of how each aspect can be realised in practice in a classroom in South Africa. Have you come across any of these approaches in school or in this BEd course you are doing?

From the constructivist viewpoint, classroom discourse or the dialogue between teachers and learners in the classroom should be interactive, with learners and teachers collaborating in learning. The theories, ideas and concepts about learning described in chapter 3 of your textbook have had a significant influence on curriculum policy and classroom practice in South Africa.

Read the final section of chapter 3 in your textbook

Two important examples of how learning theories influenced South African policy and practice are described. Link the ideas you have learned about to the aspects described in towards the end of chapter 3.

- **Roles of the teacher**

……
……
……

- **Curriculum policy**

……
……
……
……

Use your knowledge about analysing information and write a paragraph to explain the arguments that support and oppose the influence of learning theories on our educational policy and practice.

……
……
……

Teachers play a very important part in developing theory for the South African situation. Your knowledge about learning theories should enable you to plan learning according to different contexts for learners with diverse needs. Your knowledge and skills about the important aspects of teaching and learning will be developed when you learn about teaching, the curriculum, classroom management and assessment.

Activity 1 G

1. Go to myUnisa and read the two definitions of educational theory placed there for you.

   In your own words explain what an educational theory is. You can place your own definition of educational theory using the discussion forum/blog tool and read how other students define this concept.

   - ……
   ……
   - You also have to comment on two other students' paragraphs. You should not merely say "yes" or "no", but give constructive feedback.
   -

2. At the end of each study unit, make a list of the terms/concepts that are printed in bold. Make sure that you understand the meaning of all these words or concepts
   .
   ……
   ……

1.5 Enrichment activities:

You can use the following link to learn more about the topics discussed in study unit 1:

- https://study.com/academy/lesson/constructivism-definition-types-contributors.html

Self-assessment

1. Describe, in your own words the value of learning theories for your teaching practice in the classroom. Indicate how the learning theories discussed can be linked to the practice of teaching and learning in your class.
   ……
   ……
   ……

2. Read the information provided on the competencies required from beginner teachers. You can access the document on myUnisa.

   What practical skills from this list would be very important for a teacher to have? Motivate your answer and provide examples.
   ……
   ……
   ……

3. Use your knowledge about learning theories and name at least three aspects that a teacher should be knowledgeable about to teach effectively and monitor his or her learners' progress in the class.
   ……
   ……
   ……

2 STUDY UNIT 2

CREATING AN ENVIRONMENT THAT SUPPORTS EFFECTIVE LEARNING

2.1 Introduction

Overview of study unit 2

Study unit 2 will guide your reading of the content of Chapter 4 in your prescribed book.

The information in this study unit will enable you to plan and create an environment that supports effective learning. The policies that guide teaching and learning in South Africa are explained, as well as the impact of these policies on your teaching practice.

The information in this study unit will provide you with the "big picture" regarding important aspects that are related to teaching and learning.

Make sure that you understand what all this information means and how it is relevant to your practice as a teacher.

As you work through each part of study unit 2, and chapter 4 in your prescribed textbook, you should link the information you are reading to the assessment criteria and complete all the learning and self-assessment activities.

Learning outcome

Create an appropriate teaching environment

Assessment Criteria

Upon completion of this study unit you must be able to:

- Distinguish between the different phases in the South African schooling context
- Understand the requirements of specific schools of thought regarding the curriculum, assessment, management and teaching-learning in the South African context
- Evaluate, select and apply appropriate information according to a specific situation in a school
- Critically evaluate evidence and apply solutions regarding given case studies
- Suggest ways of using information in a constructive way in order to support teaching and learning
- Acknowledge the interrelatedness of the different aspects of the teaching and learning situation

The focus of Chapter 4 is to introduce you to introduce you to the National Curriculum Statement Grades R-12. This framework or policy currently guides teaching and learning in South Africa.

Read the introduction

The introduction refers to the theories of Tyler, Freire and Stenhouse. These theories have influenced the development of the curriculum in South Africa.

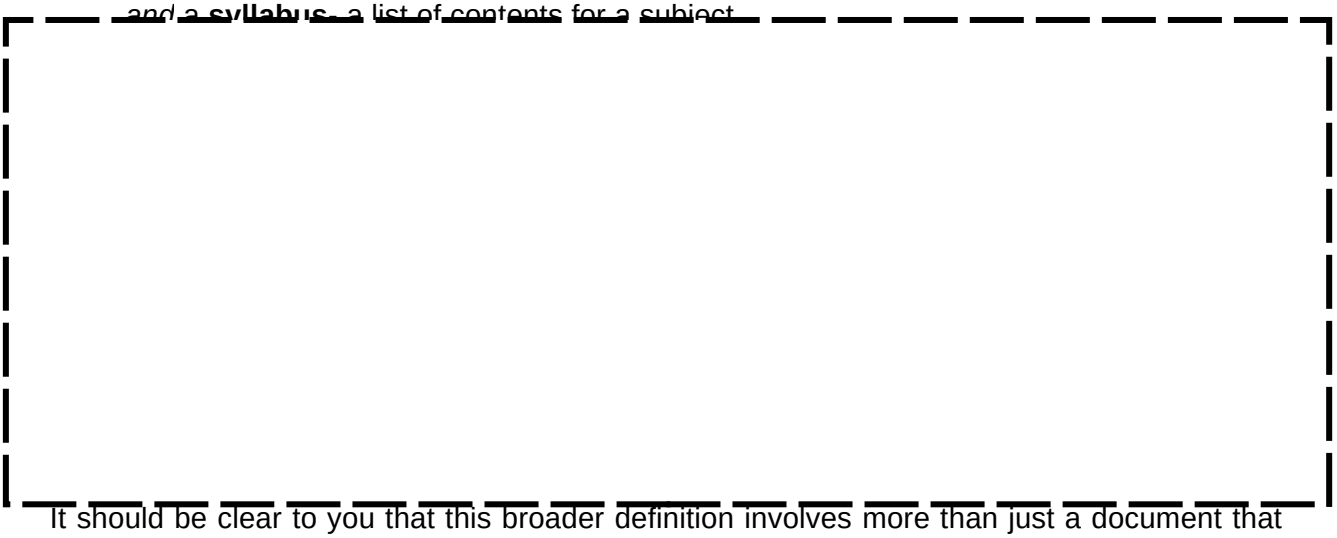
2.2 A Curriculum

The way that the word **Curriculum** is used often describes the meaning a specific user links to it.

Read the section about curriculum in your textbook.

Make sure that you understand the following:

- The difference between a **curriculum** – A Plan that guides all teaching and learning and a **syllabus**- a list of contents for a subject



It should be clear to you that this broader definition involves more than just a document that states the aims and details of a syllabus. The other aspects considered are included in the table below.

Read the section about the aspects of curriculum.

These aspects are important to consider when analysing the CAPS document and implementing the CAPS document in South African schools.

Make sure that you understand the aspects and can give an example of how this aspect would realize in a classroom.

Activity 2.A

1. Explain the relevance of each of the following to the information on curriculum that you have just read.

A	***B***
Actual classroom experiences	
Perspectives of the teachers' work	
Implementation of the policy	

2. Explain how the experienced curriculum or lived curriculum is influenced by the three aspects above.

In study unit 1, you were introduced to educational theories and the value that these have for teachers. In essence, these theories answer the Why, What and How in respect of approaches to teaching and learning.

Which will help the student to differentiate curriculum theorists and universalise summarise the **What, Why** and **How** information of a curriculum (criteria). Copy the block below in your workbook or notebook.

In your textbook, read about the universal principles that were applied in the approach to the development of the CAPs document.

Go to the CAPS document available on myUnisa and complete the following:

In the column below -list the principles highlighted to compare the WHY What and How of Tyler, Stenhouse and Freire.

Criteria for analysis of curriculum	***Tyler***	***Stenhouse***	***Freire***
Why *Rationale or purpose*			
What *Knowledge skills and values*			
How *to include knowledge skills and values*			
How *to evaluate success Assessment*			

The theories of Tyler Stenhouse and Freire had a big influence on the way that the CAPS document or policy was developed and on the shape it has today.

2.3 The South African Curriculum

Read the history of the development of the Curriculum and Assessment Policy Statement (CAPS) in your textbook. Figure 4.2 provides a summary of the stages that the policies and documents went through.

Curriculum change is an ongoing process. Changes to the curriculum imply that teachers' pedagogical knowledge and pedagogical content knowledge need to be improved. It is important that you understand the changes to the South African curriculum that have occurred over a period of time.

2.4 Out with the "old" and in with the "new"

The core components of curriculum implementation are listed in the table below. Regarding the specific components included, use the table below to indicate how the old RNCS differs from the CAPS.

Component	***RNCS***	***CAPS***
Rationale or purpose		
Aims and objectives		
Content		
Learning activities		
Component	***RNCS***	***CAPS***
Teacher role		
Materials and resources		
Grouping		
Location		
Time		
Assessment		

Activity 2.A

1. Describe what you understand about the planning procedures and the stakeholders involved in this process.

   ……
   ……
   ……
   ……

2. Read the introduction of the CAPS document you downloaded.
   Describe the different phases in the South African school context.

   ……
   ……
   ……
   ……

   Place your definition of curriculum on the discussion forum.

The focus of this study unit is on **creating an environment that supports effective learning** in South Africa.

2.5 Curriculum and learning programme planning and CAPS

Read the information in chapter 4 about planning and the key planning elements to consider.

In the CAPS document, learners are grouped according to **phases.** Planning is phase-specific and takes into consideration the specific requirements indicated for each phase.

From NCS to CAPS

Read the information in chapter 4 on the changes that came to effect after the CAPS documents became the new curriculum Policy

A very important feature of the both the old and the new curriculum is that the method (the "how" of teaching) is based on outcomes-based education.

The focus here, however, is on the change in the content (the "what") of teaching in the new CAPS. The content is described in detail in the new curriculum document. Specific aims have replaced the outcomes. The content is focussed and appears in a single document, the Curriculum and Assessment Policy Statement, which is used for every subject.

It is important that you know how the different the outcomes-based approaches in the NCS and in the CAPS influenced aspects such as curriculum, teaching and learning, assessment and classroom management in the South African context.

2.6 Planning a learning programme or curriculum

When planning a learning programme, you need to keep in mind that the plan you construct will guide your classroom practice.

In your textbook, read about the key planning elements that you must consider when planning.

Activity 2D

You must design a two-week Life Orientation learning programme for **grade 7 learners**. The learners live in a rural area and do not have access to internet resources.

Use the applicable curriculum document and write a short description of what you would take into consideration and what you would plan regarding the following aspects listed below. Please provide examples from the curriculum document:

- Key planning elements
- Whole school planning
- Phase planning
- Stages of planning
- Resources
- Assessment

- List two schools of thought that influenced the development of the CAPs documents and teaching and learning in South Africa.
  ……
  ……

……
……

- Indicate the approach to teaching and learning that you feel is most appropriate in the example of activity 2D
  ……
  ……

- Write a short sentence on how each of the following aspects portrays this approach: assessment, curriculum, management and teaching and learning.
  ……
  ……
  ……

- Do you think this approach is the best choice for this specific scenario, and also for teaching and learning in the South African context? Motivate your answer.
  ……
  ……
  ……

2.7 Planning learning for a specific context

Read the section on planning in your textbook

When planning for learning, it is important to consider all aspects relevant to the context of learning. All of the school and phase planning, work schedule, lesson planning and assessment need to be aligned with the needs of your learners and relevant to the context that they are familiar with.

Read the following case study and use the information to decide on important aspects you would include when planning.

1. *The learners in Kaniso High school are in a situation where they are not safe when travelling to school. Very often, learners come to school having had an incident on their way during which they were threatened or bullied by the older learners. The Life Orientation teacher has decided to train them in self-defence. The parents, however, are poor and will not be able to fund the course.*

   Aspects to consider:

   ……
   ……
   ……

2. *The Grade 4 teachers of an urban school in Limpopo, South Africa have received a significant amount of money to buy books for teaching English reading. The most cost-effective books can be found in Canada. The stories are written by well-known authors and the illustrations are beautiful. The stories are about cold winters with snow and ice, dressing warmly and staying indoors.*

   When you think of <u>context</u>, what problems do you identify?

……
……
……

When you think of the CAPS, what kind of problems do you foresee?
……
……
……

When you think of Africanisation, what would happen when you use these books?
……
……
……

What would you suggest that the teachers do?
……
……
……

Curriculum change is inevitable. As a teacher you must be willing to embrace change and adapt to the different circumstances and needs of your learners.

If you understand the approach and principles behind the requirements of a curriculum, you will be able to implement it effectively.

Read the section on assessment approach in the curriculum document that you downloaded.

The CAPS document describes assessment as continuous. Assessment should also be formative and should support learners to learn.

How would this influence your planning of your lessons? Give an example of what you would do to implement this aspect of the curriculum.
……
……
……

All aspects of teaching and learning contribute to making a learning experience successful. These aspects are related and influence one another.

The approach you adopt when planning and implementing learning has to be aligned or considered in each aspect indicated below.

Teacher, Teaching, Content, Teaching, Learning, Assessment.

Like a spiderweb all aspects of teaching and learning are related. If you read each aspect you will understand that no one of them can be ignored or left out.

To illustrate this in a practical way, fill in each aspect listed above on the spiderweb.
……
……
……

……
……

Self-assessment

- You have to explain to a visitor from America how our school system works. What document will you use? Explain in a short paragraph what you would say.
  ……
  ……
  ……
- Describe what the outcomes-based approach would require from a teacher regarding the following aspects.

  Content……
  Assessment……
  Resources……

- Read the first topic in the CAPS Document for the subject *History*.
  Do you think this information is applicable to all contexts in South Africa?
  Motivate your answer.
  ……
  ……

Write down the first two themes in the CAPS document you downloaded. Would these themes be easy to teach in a school with learners with very diverse needs? ……

Motivate your answer.

……
……
……

How would you address this?

……
……
……

Read the following case study:

In the grade seven class, two learners have been diagnosed with advanced HIV. You need to make sure that the learners are not singled out and that the group understand that they need support and acceptance.

How would you use the HIV curriculum to address this problem?

……
……
……

Motivate why it is important that learners are assessed continuously. How would curriculum change effect assessment?

……
……
……

In a lesson about careers. The teacher decided to use an enquiry approach. For the assessment activity she divided the class into groups. She gave the learners one hour to do research in the library and then report back The learners complained that they did not know what to do. Can you explain what was wrong?

- ……
  ……

2.8 Enrichment activities

You can use the following link to learn more about the topics discussed in study unit 2

- *https://study.com/academy/lesson/what-is-formative-assessment-strategies-examples.html*

3 STUDY UNIT 3

THE TEACHER AS AN AGENT OF INCLUSIVITY

3.1 Introduction

Overview of study unit 3

Study unit 3 will focus your attention on the South African situation. Inclusive education is explained as an important aspect of Transformation.

The content of this study unit guides your interpretation of Chapter 6 of the textbook.

The information in this study unit will enable you to play an important role in transformation in the classroom. Make sure that you understand the meaning and how it is relevant to your practice as a teacher.

As you work through each part of this Chapter, you should link the information you are reading to the assessment criteria and complete all the learning and self-assessment activities.

Learning outcome
Identify the importance of inclusivity and transformation in the South African situation

Assessment Criteria
Upon completion of this study unit you must be able to:

- Define inclusive education
- Identify the requirements of inclusivity
- Justify the use of education for the transformation of a society
- Analyse a variety of situations according to specific criteria

3.2 Inclusive Education and the South African context

The previous chapters explained why it is important to know and understand the theory and principles behind educational practices***:***

Activity 3A

What is the first thought that comes to mind when you hear the term: "inclusive education"?

……
……
……
……

Describe in two sentences how you understand inclusive education.

……
……
……
……

The most important aspect of inclusivity is that it is based on **values.** Inclusivity rests on a set of values or principles that resonate with the **South African Constitution.**

Read the information *in your textbook on inclusivity. It is important that you understand how the concept of inclusivity is interpreted in the Constitution and how it influences the policies and practice of Education in South Africa.*

Activity 3B

In the space provided (or in your notebook or study journal), list the requirements for inclusive education, as discussed in the textbook:

Requirement of inclusivity	**Special requirements or needs in South African schools**

Think of the situation in your school after the recent policy changes. In the space provided (or in your notebook or study journal), write a short answer to each of the questions.

The way we describe and discuss inclusivity has an influence on education. This is the theory and the effect it has on practice in schools. In South Africa, the approaches to inclusivity that influence schools and education are the **medical** and **social rights** approach.

……

Study the table of Engelbrecht et al in your textbook.

……

……

……

Activity 3C

International changes in the approach to inclusivity align well with the national developments in South Africa. Read the information on this development from the table in your textbook. It is important that you create a mental timeline or progression of development s that led to the White Paper 6 of 2001.

This policy document guides the implementation of inclusivity as a practice in South African classroom. The principles of social justice, equitable education and school responsiveness on Special Needs Education forms part of the White Paper*6 of 2001*

Do you understand the meaning of the different approaches and the practical effect thereof on the education system? The approaches both had benefits and negative implications for the South African education system.

The history and context in South Africa required that specific aspects be addressed for inclusivity to succeed in the schools.

Read the information on White Paper 6 in in your textbook.

This policy document guides the implementation of inclusivity as a practice in South African classrooms. The principles are **social justice**, **equitable education** and **school responsiveness** in special needs education.

Just as the CAPS document addressed the principles and practices of teaching and learning, the White Paper document sets out the strategies and details of implementation for teachers.

Make sure that you read the types and levels of support as described in the **document**.

3.3 Creating an inclusive learning environment

In this section of your textbook the focus is once again on the teacher as the important role player in creating a positive environment for learning, with the focus on supporting all learners

and implementing the system wide approach to inclusive education in South Africa.

Read the information on creating an inclusive learning environment in Chapter 10 of your prescribed textbook.

We have now come to a most important question for every teacher in South Africa:

3.4 What can I do and how do I teach to create an inclusive classroom?

In Chapter 10 of your textbook you will become aware of how the various **aspects** of education are integrated and how all have an influence on the challenges and opportunities to teach inclusively. In the paragraphs that follow, you will be referred to different chapters in the textbook – turn to the specific chapter to make sure that you understand the framework around the aspects addressed in this module.

a. *A **transformative teacher** makes a difference by adapting and implementing teaching and learning practices to support transformation. In this module, as well as in the textbook and the additional learning experiences, a few important aspects are addressed that can support you to teach inclusively:*

b. *The knowledge you have about the **theories of learning** and how it is implemented through the CAPS in South Africa is a good basis from which you can start to improve learning for the learners in your own class. You can be **an agent of change** through the way you teach and the way you influence the learners. The teacher as an agent of change is discussed in detail in study unit 4.*

c. ***A Pedagogy of care.** A teacher's attitude towards his or her learners – and also towards teaching and learning – plays a very important role in enabling effective learning. You need to know your learners well and understand their different needs.*

d. *In study unit 1, we referred to the meaning of the word "pedagogy" – the method and practice of teaching. **Turn to Chapter 2 of your textbook.** To teach inclusively, you will need expert knowledge and skills. The Theory of Critical Education is explained in this chapter. As already stated, you will need alternative approaches that promote critical caring and transformative teaching and learning. **Critical education theory** will make you alert to a role of care. You must be critical about assumptions, beliefs and practices and you need to ask questions and find better solutions to transform and change unequal practices in school.*

Refresh your memory on the pedagogy of care:

Write down your understanding of this concept.
……
……
……

The caring relationship between teacher and learner is very important when working with diverse learners. Inclusive education is **a caring pedagogy in action** –

What knowledge do I need and what can I do to teach inclusively?

a. Turn to Chapter 6 of your textbook. To teach inclusively you need to **manage your class** with skill and with great care. To really understand who your learners are and what is important to them you will need knowledge about at least their cultures and religions. The

theories on behaviour and the models to implement practical strategies for classroom management represent valuable knowledge and skills that will enable you to manage diverse classrooms.

b. **Understanding the processes of teaching and learning** is key to designing interesting, effective lessons that are applicable to the different learning situations you will come across. Chapter 5 discusses these processes in detail.

c. **Being aware of intrinsic and extrinsic factors.** A learners' individual and personal learning needs – as well as learning needs influenced by external factors – need to be considered for teaching inclusively. Make sure that you know what these factors could be. In your textbook, read the sections on **educational support.** The attitudes or **approaches to inclusive education** discussed provide us with models and principles to use in addressing learner support. Chapter 6 discusses these models and the practice of how they can be implemented.

d. To address inclusive education **system-wide** and by making whole school decisions is effective. In chapter 4, this is addressed with reference to the **curriculum** and how it can be used to implement an inclusivity approach.

   To support learners individually you can also make use of learners' **multiple intelligences**. This important aspect is discussed in chapter 3 of your textbook

e. **Approaches to assessment** and the importance of flexibility in assessment is a major contributor to addressing inclusive education and diversity. This aspect is discussed in detail in chapter 5. To teach inclusively you need to be aware of barriers to learning in order to enable all learners with fair assessment practices that addresses their specific needs and challenges, as discussed in chapter 5.

3.5 Situation analysis

Read the paragraph on situation analysis in chapter 6.

To plan for effective learning you need to analyse many important factors.

Your role is to mediate learning. In chapter 6 you are made aware of how challenging it is to make the right choices when planning lessons.

Consider how the knowledge about learning and teaching and the skills you were introduced to in this module can be used to teach inclusively. It should be clear to you that you must know the learners in your class.

To plan for effective learning you will need to do a **situation analysis.**

The school, classroom, the leacher and the learners are factors that need to be considered first. These aspects will influence your teaching.

Situation analysis has to be repeated a few times during a year. No context of teaching stays the same forever. You need to be aware of the changes that take place and adapt your planning and teaching accordingly.

Specific aspects that you have to take into consideration are discussed in chapter 6.

Read the case studies in your textbook and analyse each situation to understand how inclusive teaching is influenced by: visual barriers, physical barriers, disruptive behaviour, socio-economic barriers. learning difficulties and parental involvement.

Some practical actions that a teacher can take to address these barriers are discussed. Understanding how a particular teacher handled the challenges in his or her classroom can support you when you encounter similar problems.

3.6 Can you be an agent of transformation?

Read chapter 6 of your textbook.

In chapter 6 the historical background of education in South Africa is described.
Read the paragraph on transforming South Africa's Education system and how it has developed to what it is today.

Make sure that you understand how the historical background has contributed to the expectation that teachers are responsible for developing the “new citizenship” required from learners in the school system.

An important concept in this chapter is that of **transformation.**

On the discussion forum, write down your own definition of transformation after you have read about the history of education.

From reading the history in the first section of chapter 6, you should now be aware of the big responsibility teachers have to shape our society.

A teacher’s influence reaches far beyond teaching a subject. What happens in the classroom has lasting effects on not only the learners but on society itself. The norms, values beliefs (the hidden curriculum) that are part of the classroom place a responsibility on teachers and their responsibility is about focussing on people.

Describe in your own words what the following concepts are about. These concepts are highlighted in your textbook.

Community

……
……
……

Diversity

……
……
……

Activity 3D
Read the section in chapter 6 where teachers are described as beacons of hope.
Do you agree with this sentiment?
Motivate your answer and refer specifically to:

To constantly work at this goal, we have to teach for the development of cognitive skills, and include the affective – that is, values and norms. Your learners, just like you, need to become critical democratic citizens. They need to ask questions about society so as to keep on protecting the rights of all South Africans.

Democracy, authority and equality can be promoted through the school system.
Each of the aspects named here can be practised and implemented in the school.

Read the paragraph in your textbook that describes how this can be done.
Provide an example of how each aspect can be realized in school.
……
……
……

3.7 Globalisation and indigenous knowledge systems

Teachers who want to teach inclusively have many opportunities to do so – but also challenges. Today, the focus on the indigenisation of curricula is to link what happens in school to what happens at home.

Read the two general principles of CAPS in your textbook:
How are these realised in the curriculum?
……
……
……

Read the sections on sustainable development and shaping future citizens.

Being aware of how the world is changing is one of a teacher's responsibilities. You are preparing a learner for the future. Teachers as transformative agents must explore new technologies and introduce technology as part of learners' learning. Teaching in South Africa will never be simple. Teachers need to be lifelong learners and be aware of how the world changes and impacts the learners, school and the classroom.

Education must be meaningful to your learners. Teaching must be interlocked with everyday life. You need to constantly reflect on your teaching practice and be sure what the purpose or goal of your teaching is.

Self-assessment

1. *Read two definitions of inclusive education that you find* either online or in a library. *Underline the one that you agree with most. Motivate your choice and provide examples.*

   …….

Overview of study unit 4

In study unit 4 you will focus on the teacher as a key person in the teaching and learning situation. Practical competencies required of the teacher are discussed. Reflective practice to enhance your teaching is explained. The information in this study unit is linked to the content of chapters 1 and 2 in your textbook.

Outcome

Motivate the importance professionalism in education

Assessment Criteria

Upon completion of this study unit you must be able to:

- *Describe the attributes of a good teacher*
- *Analyse the* competences required of newly qualified teachers: *as* included appendix C of the policy document: *Minimum Requirements for Teacher Education Qualifications, 2011*
- *Suggest ways of supporting the development of respect for teaching as a profession*
- *Recommend ways of being a reflective practitioner*
- *Investigate the concept of lifelong learning*

Teaching is a very challenging and also a very rewarding profession.

Preparing learners for life in an ever-changing educational landscape is a challenge that every teacher faces continuously. Learners need much more than knowledge or the ability to learn. A teacher's contribution is also measured in how he or she manages to shape the minds of learners.

The teachers' theoretical knowledge and practical teaching experience are challenged in every unique teaching and learning context and with each individual learner.

To teach and guide learners responsibly, and to grow as a professional, a teacher needs support and tools. Teaching is an art that needs to be perfected. To be an effective teacher, one must also be a life-long learner. This unit focuses on the art of teaching and what it means to be a **professional teacher.**

Activity 4A

Read the introductory paragraphs (*Introduction; Teaching as a challenging profession*) fin chapter 1 of *Becoming a teacher – Gravett and De Beer.*

Rephrase the information in these paragraphs to make sure that you understand what the authors are saying here.

Once you have completed Activity 4A, read the introduction and the paragraph about the challenges of the teaching profession.

Attributes of good teachers rest on a variety of knowledge bases and depend on the right skills and attitudes and the ability to act and think on different levels. Great teachers have a deep understanding of themselves and their learners. They are able to make decisions both in class and for long term effect.

This means that good teaching requires that teachers reflect on their practice.

The authors describe knowledge, skills and the levels of thinking that teachers need to apply to understand themselves and their learners.

Teachers need to make decisions constantly, taking into consideration what learners need at the present, but also with the future goals of their learning in mind. Determining what led to successes or failures in the teaching and learning situation requires that a teacher reflect on and analyse the teaching and learning situation. In this way the teacher can change his approach or attitude, if needed, to enhance learning and growth for him or herself and his or her learners.

Activity 4C

Describe in two sentences the balance between the role of a teacher's theoretical knowledge and the application thereof to be effective in practice.

……

Activity 4B

……

1. List the attributes described in the first paragraphs.

……

Write a sentence next to each attribute listed to explain how you understand it and provide an example of each.

Do you agree with this statement?

Motivate your answer and refer specifically to:

Write your own definition of the types of reflection:

Reflection in –……

Reflection on –……..

Reflection for action……

It is important that you understand the difference between each type of reflection to be able to use it effectively for your teaching practice.

The practice of teaching requires a teacher to take into consideration all dimensions and aspects that influence teaching. To reach the intended outcomes, these aspects must be structured into a process unique to each teaching context. The knowledge and skills that a teacher gains will surely not be enough to address every unique teaching situation. Within the teaching situation you will acquire new knowledge when you apply and test theories in practice. It is a great opportunity to add to or adjust theories and develop your own theories that other teachers can benefit from.

4.1.1 Minimum Requirements for Teacher Education Qualifications

To access more information on teacher professionalism, access the following document on the website of the department of basic education

https://www.gov.za/sites/default/files/34467_gon583.pdf

4.2 The Theory of professionalism

Follow the link online to access the following document
https://www.oerafrica.org/saide-teacher-education-series

Read section 3 of the document and explain how you would define professionalism.

……
……
……
……

Activity 4D
Read the paragraph on theory and practice and professional values and ethics
Read Appendix C of the document and list the competences required from beginner teachers.

· When you teach, the divide between theory and practice will slowly dissipate. You will soon realise that theory can guide you, but the practical challenges in your classroom will require innovative and new thinking to address the specific context. You will probably also adapt and change your initial approach as you gain experience.……
……
……
……

As a teacher and a professional person you are bound to register with the South African Council of Educators (SACE) before you can practice as a teacher in South Africa.

The code of Professional ethics and ideals for the teaching profession can be accessed from https://www.sace.org.za/assets/documents/uploads/sace_24644-2017-02-08-Code%20of%20ethics%20Brochure%20FINAL%20PRINT%205%20SEPT.pdf

Activity 4E

Read the statements about what is expected from a South African teacher.
Make a note of what you would personally do to be an ethical and professional teacher.

……
……
……
……
……

This information should already give you an indication of your own approach to being a good teacher.

Read the next paragraph: A Teaching philosophy.

Writing your own teaching philosophy is very helpful as you can formulate how you see teaching and can adjust your philosophy as you gain experience or see what you still need to add to it.

Use the block below to write your own teaching philosophy.

Activity 4F

Write down your own teaching philosophy.

……
……
……
……

Mr Modise has been a teacher for several years. In fact, teaching was his first love and he is studying towards a bachelor's degree in education at one of the universities in the country. As the years go by, his love of teaching has diminished and he is always complaining about learners' unruly behaviour and lack of discipline in the school. He rarely prepares for his classes as he is demotivated and is contemplating to leave the profession.

Mr. Modise says, “I am just here because I don't know what else to do. Every time I get to class there is a new thing, the changes that are introduced by the government are many and I can't cope with them. There are always people who want to know how far you are with the syllabus. I can't take it anymore.”

We all started our teaching careers with ideas on how learners learn and how teaching should be done. But our belief system is challenged when we get into the classroom. Sometimes this can cause frustrations when what we find at school is not what we anticipated or does not match our belief system.

Activity 4G

Read the article: What inspires South African student teachers for their future profession?
1.3.1 www.scielo.org.za/ ***you can download it from the internet or access it on MyUnisa***.
1.3.2
1.3.3 Do the activity and write your answers in your journal for later reference.

1. Reflect on this article. Why did you choose the teaching profession?
2. What does good teaching mean to you?
3. Teaching should not be seen as a set routine of mechanical actions. Use your teaching philosophy outline how among other things your views about how learners learn, your role as the teacher and the ultimate goal of education
4. Teachers should be committed to the preparation of caring, accountable and critical-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts. Reflect on each of the underlined attributes. What does it mean in the classroom?

4.3 Pedagogical Content Knowledge (PCK)

4.3.1 Pedagogical content knowledge

Knowledge about your subject should always be balanced with knowledge about teaching and learning. Both of these aspects should be addressed together constantly and both need to be developed and updated to the benefit of learners. In order to develop your pedagogical content knowledge, you need to reflect on your teaching style.

From the professional conduct for teachers discussed in previous paragraphs it is clear that a teacher is also expected to be a caring professional. In your role as a teacher, the way you think and react to situations – as well as how you are influenced by social, political and cultural systems – requires careful consideration and understanding of the context.

In the following paragraphs you will learn about the tools and processes needed to reflect on your teaching and learning.

Activity 4.I

Write a short paragraph to summarise how you understand the following:

Concept of critical theory:

……..

……..

Pedagogy of care:

Read chapter 2 of Becoming a teacher

When reading about the tools to guide reflection keep in mind that you also have to reflect on this important aspect of your teaching practice. You can use your knowledge and experience to write theory that can guide other teachers and positively influence in our country.

4.4 Reflective teaching practice

Read the paragraphs about Tools to guide reflection in Chapter 1

The DATA process and Guided Reflection Protocol are useful tools that you can use to guide reflection in your endeavour to become a reflective practitioner. Use any of these tools, when you read the case studies discussed in this tutorial letter 501 or in your textbook.

Activity 4.J

Use the DATA process to reflect on this case. What did you personally learn from this case?

……

……

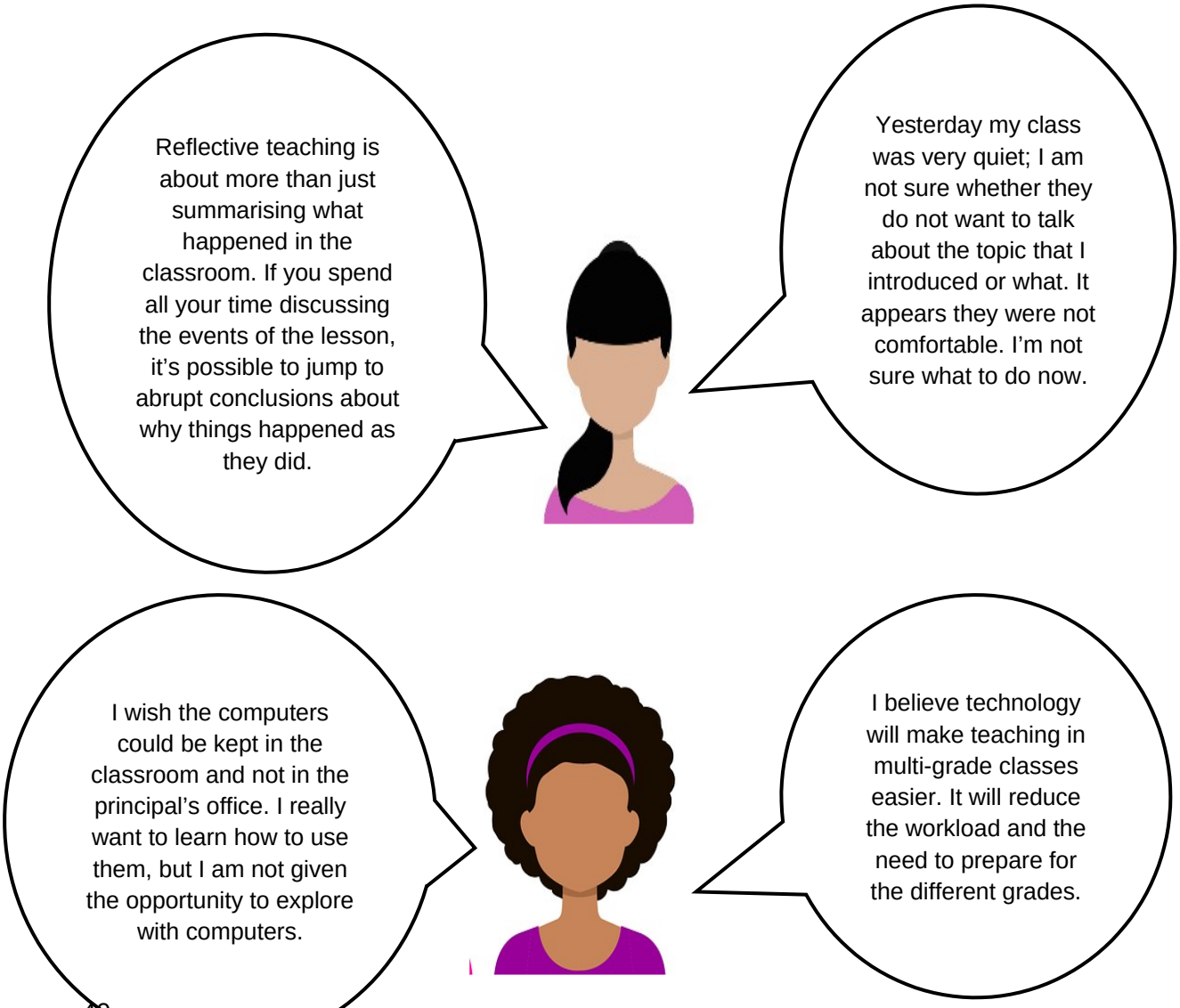
……

Reflection

Reflective practice is seen as a process that can facilitate teaching, learning and understanding, and that plays a central role in a teacher's professional development. It involves identifying one's assumptions and feelings associated with practice, theorising about how those assumptions and feelings are functional or dysfunctional as associated with practice, and acting on the basis of the resulting theory of practice. Teaching is a complex and challenging profession and requires teachers that think and reflect (Conley, de Beer, Krige, Du Plessis, Gravett, Lomosfsky, Merckel, November, Osman, Peterson, Robinson, & Van Der Merwe, 2010.) The process of reflection in teaching can be used to explore our own practices and underlying beliefs about teaching and learning. The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and, ultimately, greater effectiveness as a teacher. The approach espoused by Ferraro (2000) has also been widely acknowledged by many researchers as one that could promote teachers' professional development and improve the quality of teaching and learning. Jacobs, Vakalisa and Gawe (2011) contend that reflective teaching offers teachers the opportunity to renew their practice and to understand the effects of their teaching.

Here is a story about a teacher who believes that she has failed in her role as a teacher.

Both Mrs Bagone Morake and Mrs Odirileo. have been teaching for the past ten years. Let us hear their views regarding reflection.



Activity 4K

1. It appears that Mrs Morake fears using technology. What can you say to encourage her to use reflective practice?
2. What can be done to empower teachers like Mrs Morake and Mrs Masilo to enhance their theory of reflective practices?
3. What can be done to change teachers' attitudes towards the use of reflection to improve their teaching practice?

Fostering reflective skills

Reflective practice is a skill that needs to be learned. Jones & Jones (2013) posit that all professionals need direct instruction and opportunities to practice the complex skill of reflection. Literature offers many suggestions on how teachers can reflect on their practice to ensure that they develop as professionals and also cater for the diverse needs of their students. The process of reflective teaching supports the development and maintenance of professional expertise.

Some of these strategies are discussed in the section below:

Record the lesson

For many aspects of teaching, audio or video recording of lessons can provide a basis for reflection. While there are many useful insights to be gained from diaries and self-reports, they cannot capture the moment-to-moment processes of teaching. Many things happen simultaneously in a classroom, and some aspects of a lesson cannot be recalled. It would be of little value for example, to attempt to recall the proportion of Yes-No Questions to WH-Questions a teacher used during a lesson, or to estimate the degree to which teacher time was shared among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons

Observing your colleagues

Observation involves looking and watching someone in action. It is important to observe your colleagues' good practices of teaching in a classroom. Observations will assist you in self-introspection and in making possible alterations in your practices. Once you can observe and refer to your own lives and experiences as valuable sources of knowledge, you can easily apply this knowledge in your own classrooms, (Connelly & Clandinin, 1990). Newly appointed teachers gain knowledge and skills as they observe experienced teachers. Therefore, good practices of experienced teachers add value in the effectiveness of teaching and learning by newly appointed teachers.

Being observed by your colleagues

You can also ask your colleagues to observe your teaching and give you feedback on your lessons. This act will require maturity – and you need to be able to take criticism well and not take it personally**.**

Self-Reports

Self-reporting involves completing an inventory or check list in which you indicate which teaching practices you used within a lesson or within a specified time period and how often you did so.

Activity 4L

4. Suggest other ways that can be used to promote reflection in the teaching and learning context.

   ……

   ……

   ……

5. In your textbook - Read the paragraph about a reflective journal. Use the guidelines and design a page for your own reflective Journal.

   ……

   ……

   ……

6. This will be very helpful when you start your teaching practice and will help you to ensure that

From the information you have studied in this module, it should be clear to you that a teacher can assist his or her learners only if he or she becomes a lifelong learner. You will have to do active research in your classroom to provide your learners with the best opportunities for learning.

Self-assessment

To make sure that you have reached all the outcome and assessment criteria for this study unit, complete the self-assessment and reflection activities below.

Answer the following question in your tutorial letter 501:
Why is reflection so important for a teacher?
.....
.....
.....

Reflection activity 1

Do the following reflection activity in your tutorial letter 501:
In study unit 1 you learned about
.....
.....
.....

In your own words describe the following concepts:

Pedagogical content knowledge
……
……
Caring professional

You will also need be knowledgeable about new developments in all areas that can positively influence how you manage your class.

Read the following article on Lifelong learning online

"Teachers' lifelong learning: Emerging dialogues from Gert Biesta's philosophical views" by A Guilherme - 2017 Apr 28, 2017

URL: journals.sagepub.com/doi/abs/10.1177/1478210317705741

Make notes of the aspects that you feel are most important for your own lifelong learning as a teacher.

In this module, you have been introduced to various aspects regarding the teaching profession. In the final study unit, we will focus on some of the aspects discussed study units 1-4.

The focus is on specific aspects of teaching that will support you in managing your classroom effectively.

5 STUDY UNIT 5

5.1 Introduction

In this module you have been introduced to a variety of aspects that will influence you as a teacher and will influence how you teach. You now have a basic knowledge of teaching and learning that will support you when you study these aspects in detail in other modules of the BEd qualification.

Teachers in South Africa have to be competent and skilled in a variety of aspects of education. To teach effectively, they need specialist knowledge about all these aspects and they have to balance them all in order to teach holistically.

A teacher needs to be a specialist in the areas listed below.

1. Subject specialist
2. Teaching specialist
3. Learning specialist
4. Learning mediator specialist
5. Curriculum specialist
6. Inclusive education specialist
7. Classroom manager specialist
8. Assessment specialist
9. Professional education specialist
10. Reflective practitioner specialist
11. Lifelong learner
12. Researcher



All the aspects indicated alongside the picture are related and interrelated.

You are developing the art of being a teacher. The detailed information addressed in other modules will enable you to teach holistically taking into consideration the many aspects that influence teaching and learning.

Let us look at a few of aspects of teaching listed with the picture.

During your studies in the BEd qualification, you will learn a lot about assessment. When you start teaching you will use this knowledge in the classroom and you will be applying assessment within the South African school context. This context will require that you adapt your knowledge of the theory and practices of assessment to the specific needs of the diverse learners in your class.

What can you do to use assessment in the way described above?

You must be aware of how assessment influences all aspects of teaching and you will have to do research to gain more knowledge about this aspect and adapt assessment to your learners

needs.

In the example below, we have used assessment to explain the principle of interrelatedness of teaching aspects and to suggest ways to do research about assessment.

5.2 Assessment

In chapter 5 of your prescribed textbook, assessment is discussed and explained in order to introduce you to the concepts and principles of assessment. You will also study this aspect of teaching in detail in your assessment module.

Look at the following examples of how the practice of assessment is interrelated with all other aspects of teaching:

1. Subject Specialist	You need specialist knowledge about your subject and the assessment requirements for the subject. This is available in policy documents and you will also study these in your subject didactics in Unisa.
2. Learning specialist	You need expert knowledge about approaches to learning and teaching to be able to plan for effective learning and assessment of learners of diverse abilities.
3. Learning mediator specialist	Communicating what is required from learners and providing them with the correct opportunities to show what they have learned or can do after learning.
4. Curriculum specialist	You need to know how to plan your learning programme and perform assessments as the prescribed curriculum requires.
5. Professional Education specialist	You need to be trained in assessment practices to the professional standard required for teachers in South Africa.
6. Reflective practitioner specialist	You need knowledge, abilities and skills to reflect on your assessment practice to be able to address challenges encountered and be able to adjust teaching and assessment techniques to support your learners.
7. Lifelong learner	You need to stay up to date with new ways of assessment and new research on assessment.
8. Inclusive education specialist	In South Africa you have learners with diverse abilities and multi languages in one class. How will this influence your choices regarding assessment?

Find one article online about Moodle assessment. Read the article and write a paragraph on what the author says about this important aspect of assessment and teaching. Remember to reference correctly.

Follow this link to learn more about online assessment using Moodle:
https://enhancingteaching.com/moodle-2-how-to-tutorial-guides/moodle-2-how-to-tutorial-guides-for-teachers/assessmentwithmoodle/

Now read the following definition of Moodle:

Moodle stands for Modular Object-Oriented Term Developmental Learning Environment**.** Moodle is a free platform that can be used to enhance teaching and learning in an online environment.

Let us look at the 10 easy steps on how to create quiz questions:

Step1: Log on to your Moodle account

Step2: Create a question bank (You can migrate or import questions you have created from a Word document)

Step 3: Under *Administration*, tap or click on *Questions*

Step 4: Go to *Category* and create a new category, then add that category

Step 5: Create questions. Click on *Add multiple choice question*, then click on *Create questions*

Step 6: Select *Answer choices*, select the correct answer and then save changes. Repeat step 6 to create other questions

Step 7: Under *Quiz activity*, add an activity-name for your quiz

Step 8: Under *Timing*, indicate the timing of your quiz

Step 9: Under *Grades,* define the number of attempts allowed

Step 10: Under *Review options,* decide if you want the student to be presented with the answers immediately after each question or not.

Activity 5A

Follow the above steps and create a quiz test for your students. The quiz should be ten questions in length.

Apply the same approach that you used to research **assessment** in order to research the next aspect of teaching and learning namely **Teaching methods**

5.3 Teaching methods

The teacher as a mediator of learning is discussed in chapter 5 of your prescribed textbook. Teaching methods are explained to introduce you to a variety of teaching methods a teacher can use during the different phases of a lesson and the concepts and principles behind them.

Read the following article online and write a paragraph on what the author says about this important aspect of teaching methods.

"Using Blogs to Enhance Critical Reflection and Community of Practice

URL: https://eric.ed.gov/?id=EJ836288

Describe how each of the following is interrelated with all other areas of teaching.

1. Subject specialist	
2. Learning specialist	
3. Learning mediator specialist	
4. Curriculum specialist	
5. Professional education specialist	
6. Reflective practitioner specialist	
7. Lifelong learner	
8. Inclusive education specialist	

Now indicate how you would address each of the following methods, considering inclusive education and diversity in your classroom in South Africa.

a) Group work/cooperative teaching,
b) Differentiation
c) Peer teaching
d) Individualised teaching
e) Whole class discussion.

Activity 5B

Online assessment activity:

Use all the definitions that you have placed on the discussion forum and make a definition list on the wiki page. In your group, decide which definition of each concept is the best and edit the definitions until you are happy with the end result. Remember to reference your definitions.

Teaching is an art. It is based on theories, principles and concepts that are all interrelated. As a teacher you need to research and develop each aspect to be able to apply it to the specific context you are teaching in.

Lifelong learning is key to develop your teaching art.

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