LEARNING UNIT 2: THE TEACHER AS A PROFESSIONAL

2.1 OVERVIEW

Have you ever wondered what it takes to become a professional person or rather asked yourself this question: What is a professional? Long ago, we not sure if that is still the case these days. However, what I am sure about, is that in this time and age you certainly must have met or at least lived different kinds of professionals as you can think of.

When we talk of professional jobs, surely teaching must be one of the professions appearing on your list. Did I guess right? Teaching has been de experience in a particular job will allow you to define your job the way you understand and probably feel it.

Niebrand, Horn and Homes (2000), for example, suggest that teaching is a public profession. I agree, do you? This means that the work of a teac Because you serve the larger community, you must always be aware of the impression you create and make. In this learning unit, you will explore the

I have already given you a background of where we are going with this topic. To learn more about professionalism and understand why teaching is re teachers as introduction to the unit.

http://gsas.columbia.edu/office-academic-diversity

http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjCoSCCF9LbUAhUDwBQKHbqiD14QIwIw&psig=AFQjCNE3LHAmjVZMEGID9F2e7qB256lSg&ust=1497308755915485

THE STRUCTURE OF LEARNING UNIT 2

2.2 THE ATTRIBUTES OF A PROFESSIONAL TEACHER

The best people to provide you with insights into the qualities of a good teacher are learners themselves. They spend the better part of their lives even tell you! It is not uncommon to hear a learner boasting that, “my teacher means the world to me”. Parents also know good teachers. Unfortunat that teacher”. This therefore tells us that it is important that we, as teachers, work together with the parents of the learners that we teach to get the s will always be held in high esteem.
Research informs us that teachers are the key to a quality education. It is very interesting to listen to what learners say when they describe how excellently illustrated in such a way that you would want to meet that teacher. This shows teachers are appreciated and respected even though they rarely learn or teach in the school system is divided into different phases. As you are preparing yourself to become a qualified teacher aiming to either teach or lead, are the key to a quality education. It is very interesting to listen to what learners say when they describe how excellently illustrated in such a way that you would want to meet that teacher. This shows teachers are appreciated and respected even though they rarely learn or teach.

### ACTIVITY 2.1: PREPARATION FOR DISCUSSION FORUM 1

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**NB:** This exercise is meant to help you structure your thoughts and prepare for your Discussion Assignment Later. You need not submit this activity.  

**Step 1:** Search for video/s on the internet and watch teachers delivering lessons in the classroom or giving instructions to learners. Observe how these teachers interact with their learners. How do they structure their lessons?  

**Step 2:** Do an internet search and look for any information and/or article about the following:
- Attributes of a professional teacher
- The characteristics of a good teacher
- Qualities of a good teacher

You can use any search engine (e.g. Google, Navigator, Firefox). Look for an icon in the form of a magnifying glass, usually near the top of the screen. Find and read one or more articles related to the above issues. While reading highlight important points and make notes for later use.

**Step 3:** Use the notes you compiled from watching the video and your readings. Design a mind map to help you structure your thoughts and in preparation for your Discussion Assignment Later. You need not submit this activity.

3.1 What kind of teaching qualities are required for a Foundation Phase Teacher?
3.2 What kind of teaching qualities are required for an Intermediate Phase Teacher?
3.3 What kind of teaching qualities are required for a Senior Phase Teacher?

### 2.3 TEACHING SKILLS AND COMPETENCES FOR CLASSROOM TEACHING

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Students training to become teachers do so to cultivate skills for teaching to enable them to engage with knowledge in such a way that it is effect uncomplicated way. Teaching skills should be perceived as a group of teaching acts or behavior that are used to facilitate learning directly or indirectly. Our case, acquires knowledge by actively engaging with the information made available.

Due to the diversity of learners and a variety of ways in which knowledge must be communicated in our current classrooms, teachers require a broad see, touch, feel and hear a cellphone from the age of 6 months or even earlier. Thus, modern teachers experience different kinds of learners who an our lives and that of today's learners. In other words, technology is increasingly transforming our classrooms, the lives of our learners and the lives of today's learners.

It is appropriate to use technology in our classrooms. However, you need to understand that technology is merely a tool that enhances learning and k plays a significant role in the classroom.

### SKILLS TO BE LEARNT

- Research
- Reading
- Writing
- Analysis
- Critical thinking
- Reflecting

**ACTIVITY 2.2: PREPARATION FOR DISCUSSION FORUM 1**

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From the definitions given, it is clear that different people define teaching skills differently. However, they agree that such skills are needed to facilitate learning. Do an internet search and list ten (10) essential teaching skills that a modern teacher needs to cultivate in order to facilitate learning effectively in the classroom.

<table>
<thead>
<tr>
<th>Essential Teaching Skill</th>
<th>Importance</th>
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A professional teacher should possess a variety of skills to be effective in teaching. Spear and Reinhard highlight the importance of teaching skills and competences during teacher training. However, some of the teaching skills and competences expected of professionals are not always covered in training. Teachers must possess and develop a range of skills to handle diverse classroom situations.

**ACTIVITY 2.3: PREPARATION FOR DISCUSSION FORUM 1**

**DISCUSSION FORUM 1**

**Stage 1:** Spend at least five minutes brainstorming the competences needed by teachers in modern and diverse classrooms.

**Stage 2:** Search the internet and find videos where you will be able to observe a teacher in the classroom applying a variety of competences in their teaching.

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**2.4 TEACHERS’ ROLES AND RESPONSIBILITIES**

Perhaps as you go through some of the material that you are reading right now, you are also thinking of the real classroom situation. You are now situated in that same environment. Well, you are not alone! Remember that you were also once a learner at some stage and your teachers would always prepare and plan the time you turn to learn well in advance, making sure that you keep learners engaged throughout the day. It is now your turn to understand your role and be expected to perform, although these roles are hidden, implicit and not written and you learn about these roles as you go along.

Teachers, whether teaching for the first time or having been teaching for a number of years, always worry about the type of learners they will have with and from their learners. As the experts would always say, the success of classroom management depends entirely on the ability of a teacher to command the class in front of you. There is more to this topic.

Like a gifted actor on stage, teachers must switch roles every day. A competent teacher must be able to fulfill different roles at the same time. This requires teachers to be very flexible and creative. Teachers that can adapt their teaching methods to fit the needs of their learners are more successful and appreciated by their students.

In the Additional Resources Platform, you will find the following documents: The Minimum Requirements for Teacher Education Qualifications (MRTEQ), National Policy Framework for Teacher Education and Development and South African Council for Educators, Code of Conduct. From these documents you will learn more about the roles and responsibilities of a professional teacher.

Each of the roles you will have read about from the various documents are defined in terms of foundational, practical and reflexive competences. These competences are crucial for effective teaching. Foundational competence means that the teacher can demonstrate his/her understanding of the knowledge and thinking which underpins the subject matter. Practical competence means that the teacher can demonstrate and consider a range of possibilities for action, make considered decisions and be able to perform in these roles. Reflexive competence means that the teacher can integrate the above two competences in order to reflect more critically on both and to learn from the process.

The simple explanation is that as teachers, we need to know the content that we teach, be able to teach and communicate the required knowledge in an effective manner.

Teachers’ variety of roles

ESL teachers have a variety of important roles in their schools and districts. Some may be assigned to a specific grade or students, while others travel to different classrooms.

Teachers’ responsibilities in the classroom

**ACTIVITY 2.4: PREPARATION FOR DISCUSSION FORUM 1**
Stage 1: Spend at least five minutes brainstorming the hidden roles the teachers perform in a diverse classroom.

Stage 2: Search the internet and find videos and readings about the implicit roles a teacher performs in the classroom. List the many roles and responsibilities.

Step 3: Use the notes you compiled from watching the video and your readings. List the identified roles and explain the following:

- What is your understanding of hidden roles? Give examples.
- What are the benefits of taking the responsibility of becoming an effective teacher?
- How do teachers apply the identified roles in the classroom?

ASSIGNMENT 1: DISCUSSION FORUM

A picture usually appeals to the eye. However, when you look at it deeply, it tells a different story. Look at the pictures in the sections we dealt with and the readings you will be provided.

1.1 Examine the pictures and make notes on the different roles played by teachers.

1.2 Reflect on the readings you made and in your own words respond to the following questions:

- What is your understanding of what it means to be a “professional teacher”?
- What are the characteristics of a professional teacher?
- What do you need to do to become a professional teacher?

NB: Respond to the above questions in 3 stages:

1. Your understanding of a professional teacher: Your contribution and response to the discussion – 150 words
2. What are the characteristics of a professional teacher? Your contribution and response to the discussion – 150 words?
3. Your needs to become a professional teacher: Your contribution and response to the discussion – 150 words

2.5 THE CHALLENGES THAT TEACHERS FACE

Teachers are faced with many challenges in their everyday life. Some challenges are not difficult to handle (e.g. correcting minor misbehaviour), but impact significantly on teacher effectiveness in certain roles. For example, the educational policy requires that teachers should always, promote gender equality. However, in some societies, men are still regarded as sole decision-makers and as a result, they take nothing coming from a woman seriously. This therefore poses a dilemma for teachers. And the question: How, then do you, as a teacher, abandon its culture of male dominance?

Harley (2000) believes that circumstances at school determine the possibility of teachers fulfilling particular roles. In under-resourced schools, for example, some have bare concrete floors, others have old chalkboards, and all these conditions force the teacher to resort to some survival tactics as this is the profession that we have chosen. This is our calling.

Look at the pictures below examine each picture and write your own story of what you see happening in each different context.

http://www.google.co.za/url?q=http%3A%2F%2Fwww.timesar7m0FtJBXFFAS4Ke6tw&sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj7rK3viLfUAhWMbhQKHRvPDTcQjRwIBw&ust=1430759993514881

Overcrowding in KwaZulu-Natal schools has reached alarming proportions:

http://www.google.co.za/url?q=http%3A%2F%2Fwww.timesar7m0FtJBXFFAS4Ke6tw&sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj7rK3viLfUAhWMbhQKHRvPDTcQjRwIBw&ust=1430759993514881

Two grades taught in a room:

http://www.google.co.za/url?q=http%3A%2F%2Fwww.timesar7m0FtJBXFFAS4Ke6tw&sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj7rK3viLfUAhWMbhQKHRvPDTcQjRwIBw&ust=1430759993514881

They have to teach the Grade 6 and 7 pupils crammed into the same makeshift classroom all at once.

http://www.google.co.za/url?q=http%3A%2F%2Fwww.timesar7m0FtJBXFFAS4Ke6tw&sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj7rK3viLfUAhWMbhQKHRvPDTcQjRwIBw&ust=1430759993514881

Congolese children in an unfinished classroom at a primary school in Goma, North Kivu Province.

2.6 CLASSROOM MANAGEMENT

Management does not reside with school leadership only. It spreads across, in- and outside the classroom. Teachers are expected to manage learning to be mastered one at a time. Teaching and management is integrated and prospective teachers need to be aware of this complexity. They need to be toughest challenges of teachers are a variety of technologies such as cell phones and video games in the classroom. This is a different challenge than meaningful learning rather than superficial entertainment. This suggests that teachers are faced with a multiplicity of tasks that must be managed, school disruptions, the list is endless.

http://www.google.co.za/url?q=https%3A%2F%2Fwww.timesar7m0FtJBXFFAS4Ke6tw&sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj7rK3viLfUAhWMbhQKHRvPDTcQjRwIBw&ust=1430759993514881

Lessons continue in

ACTIVITY 2.5: PREPARATION FOR ASSIGNMENT 2
STAGE 1: BRAINSTORMING

1. Spend at least five minutes brainstorming what you think are the key challenges teachers face in their classroom and/or their schools.
2. On the basis of your brainstorm, formulate some questions that you hope your pre-reading will help to answer.

STAGE 2: READING

1. Highlight the links given below and find articles to read. As you are reading the article write down some notes you will need to use later.

2. Find one article on the challenges teachers face and experience in your own context. BE it in South Africa; Zimbabwe; Ethiopia; Abu Dhabi or in y assignment.

STAGE 3: POST READING

3. Use the notes you compiled from your readings. Design a mind map in preparation for the assignment you will be writing and submitting.

2.7 ASSIGNMENT 2: CASE STUDY

2. Find an example of a problem reported in a teacher magazine or any newspaper. Cut and paste it in your assignment. It is important to indicate the article: for example:
   - A book: Author. (Date). Title. Place: Publisher.
   - An article: Author. (Date). Title. Journal name and volume number, pages cited.
   - An online source: Author. (Date). Title. URL. Date of access.

2. Summarise the issue simply in your own words.
3. Explain the steps you will take to deal with the problem

NB: This assignment requires the following:
- A mind map
- An example of reported issue experienced by teacher/s in the classroom (Cut and Paste and Reference as well)
- Steps to be taken to the solution to the problem.

YOUR COMPLETE ASSIGNMENT SHOULD NOT BE MORE THAN 3 PAGES

2.7.1 REFLECTION: PREPARATION FOR A PORTFOLIO

This is a reflective activity for your Portfolio to be submitted towards the end of the year. Please keep your response to this activity safe for later use.

You are required to place your photo in the middle of the page and make a list of hidden or additional roles you will be expected to perform as a performing as a teacher.

**Question 1:** Thinking of your own context, what other sub-roles do you expect to play as a teacher in your classroom? Indicate the hidden or additional.

**Question 2:** Write two (2) paragraphs explaining the significance of the additional roles you have identified.

2.7.2 REFLECTION ON LEARNING UNIT 2

The purpose of this section is to help us understand how well the online delivery of this learning unit enabled you to learn.

There are no “right” or “wrong” answers. We are only interested in your opinion. Please be assured that your contribution will make a difference.

- Write 5 statements about your experience in this learning unit and keep this information for later use in the year.
- Suggest ways in which we can improve the module.

2.8 REFERENCES
Adendorf, M; Mason, M; Modiba, M; Faragher, L and Kunene, Z. (2002). Being a Teacher: Professional Challenges and Choices. SAIDE, Oxford University
Criticos, C; Long, L; Moletsane, R and Mthiyane, N (2005). Getting Practical: About Outcomes Based Education
Mason, M.B. (March, 2006). The Importance of Teaching Skills. GradPsych Magazine