




EDT1602

ASSIGNMENT - 02

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Semester 2 – Assignment 02
Unique Number: 774981



DECLARATION REGARDING PLAGIARISM

DECLARATION

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I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the Internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to borrow or copy my work.

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Date: 29 August 2018

Question 1



Question 2

2.1)

- Intellectual quality
- Quality learning environment
- Significance

2.2 

1. Safety

Before any student can perform well academically they need to feel safe in the environments that they are learning at. School discipline policies do not always make the students themselves feel safe. For example if a student misbehaves and gets removed from school or expelled the other students around him/her might feel scared and threatened that it might happen to them as well. Building a positive school environment can ensure that the student and adult relationships can build up to a point that students will feel safe and actually makes them feel that they want to come to school.

2. Engagement

Over the years students have become lesser and lesser engaged in the classroom. The individuals learning needs are not being met and they are not receiving the knowledge they require to function successfully in the adult world. A approach that could reverse this trend is a personalised learning experience. In main stream schools this is not always possible but with every issue there is usually a solution. Giving extra individual attention to learners and offering extra lessons after school hours might encourage the learners to be more engaged as they will feel that they are not left behind compared to students whom perform better.

3. Connectedness

Students needs to feel connected to teachers, staff and other learners. This can be done by focussing on the students emotional and social language. Teachers are responsible to focus on the emotional and social well-being of their students in the classroom. Teachers can engage

with the students on various social levels that are still educationally related. Another way of increasing connectedness to your students can be through after school activities such as sports or social events that will ensure that students and teachers get more connected on a social and emotional level.

4. Support

Students must at all times feel that they are being supported by the people that surround them in their learning environment. This includes support from their teachers, staff and other students in the school. All these parties should understand what a positive school climate looks like and strive to keep the positive attitude in and around the school. This is why leadership groups in schools are created to be there and provide support when they can identify a learner that needs support. Teachers must also always have a positive attitude towards all learners for there might be a case where a learner can feel that he or she does indeed need the support and they can feel confident to go to a teacher they trust and seek the support and help that they need.

Question 3

3.1.1) **Morality of constraint** - This is the morality of young children roughly up to the age of 10 years old. This consists of an unquestioning, unchallenging obedience to the rules laid down by parents. **For example** : When a parent tells a child it is time for bed they will go ahead to their rooms without any trouble as a result of fear for punishment.


3.1.2) **Morality of cooperation** - This is the morality of children of the ages 10 and 11 years old. This is characterized by the idea that rules are social conventions that can be challenged and modified when both parties agree. **For example** : A child will willingly adhere to rules on the basis of reason and not that of fear.


3.1.3) **Identity diffusion** - This refers to the lack of stability and focus in the view of his or her self and all the other elements of the person's identity. **For example** : This is when a person is trying to figure out who they are.

3.2 

1. **Preconventional stage** - The goal is individual survival
2. **Conventional stage** - Self sacrifice is goodness
3. **Postconventional stage** - Principle of non-violence : not to hurt self or others

Question 4

4.  Direct instruction is the use of straight-forward and explicit teaching techniques. This is what people mean by saying they do not beat around the bush, they get straight to the point. This is when a teacher is standing in front of a classroom presenting the lesson as it was presented to him/her. This includes the teacher standing in front of a class speaking all day while the students are required to listen and make notes where they can. In the past this used to work but as time has progressed, modern learners require an more interactive way of teaching by using tools and fun activities to make learning more interesting.

4.2  In a classroom situation, discussion often means interacting and engaging with the learners through activities and interactive exchanging of ideas that can give the learners a more in-depth understanding of the lesson that is being handled. This can be done by dividing the students into groups to have them solve problems by discussing their ideas with fellow students. One can also introduce yourself to the learners and having them do the same and encourage them to ask questions to get to know you and one another. Plan your discussion ahead to make sure when the discussion starts that you can provide factual answers when the students ask interesting but yet challenging questions.

