


TPR200F

Tutorial Letter 103/0/2018 Practical Teaching for the Senior Phase (Grades 7 - 9)

Assignment 50. Year module. PORTFOLIO TEMPLATE

THE PURPOSE OF THIS PAGE IS TO IDENTIFY THE ONE SENIOR PHASE SUBJECT DIDACTICS MODULE THAT IS ASSOCIATED WITH THIS PRACTICAL TEACHING PORTFOLIO

Mark the box next to the one senior phase subject (grade 7-9) for which you prepared this portfolio

Subject didactics senior phase (grades 7-9)	Tick box with an X	<p>PLEASE NOTE: IF YOU DO NOT COMPLETE THIS PAGE CORRECTLY WE WILL DEDUCT 10% FROM YOUR PORTFOLIO MARK.</p>
Teaching Technology		
Teaching languages		
Teaching Economic & management sciences		
Teaching Human & Social sciences		
Teaching Life orientation		
Teaching Natural sciences		
Teaching Arts		
Teaching Mathematics		

Bar code



PLEASE NOTE IMPORTANT INFORMATION:

PORTFOLIO:

Practical Teaching for the Senior Phase (grades 7 - 9)

Unique number: 775538

Final submission date: Directly after completing your practical but not later than 29 September 2018

Please remember to write your student number on assignments.

STUDENT NAME AND SURNAME.....

STUDENT NUMBER:.....

1 INTRODUCTION

Dear Student

This tutorial letter contains the portfolio template to be used to complete assignment 50 for TPR200F (Teaching practice for the **Senior Phase** (grades 7 - 9)).

Please read the instructions and guidelines carefully and thoroughly before attempting to complete the portfolio. This portfolio counts 80% of your final mark for TPR200F. Also read the attachment for information regarding lesson plans.

Your future and your career depend on the timely submission of the portfolio. You must submit the portfolio as soon as you finished your practical teaching period of 25 school days.

No portfolios received after 30 September 2018 will be marked! It will be returned to you and you will have to reregister and repeat your teaching practice during the following year. Make sure that you send it in on time and that it has been received by Unisa.

PLEASE NOTE: The school visit is a very important part of your training as you get advice and support that might be valuable for your preparation as a teacher. The mark you receive for the school visit **does however not count towards your marks for this course** as at this stage we cannot yet guarantee that every student can be visited. **If it happens that you are not visited your marks will not be affected in any way.**

If you have any queries regarding the portfolio you can contact me at:

012 542 3562 (Work)

082 462 8464 (Cell)

0866344003 (Fax)

dreyejm1@unisa.ac.za

Please do not contact me regarding placements or school visits. See tutorial letter 101 for contact details in this regard.

Please do not contact me regarding the receipt of assignments. Contact Assignments.

Prof JM Dreyer

PLEASE READ THIS BEFORE STARTING WITH YOUR TEACHING PRACTICE

This document is the teaching portfolio template and must please be completed and submitted **as one document** with comprehensive evidence of each aspect inserted at the appropriate sections. **PLEASE DO NOT ATTACH ALL EVIDENCE AT THE END OR AS A SEPARATE SECTION.**

It is best to complete your portfolio electronically and submit it online. The electronic template is available online. After submitting it please check that everything was downloaded and that it appears correctly on the system. **PLEASE DO NOT SUBMIT ANY OTHER DOCUMENTS IN THE PORTAL FOR THE PORTFOLIO SUBMISSION. MAKE SURE ALL YOUR INFORMATION IS IN THE PORTFOLIO BEFORE SUBMITTING IT.** No additional information can be added later. **DO NOT SUBMIT THE WRONG PORTFOLIO IN THE PORTAL MEANT FOR ANOTHER PORTFOLIO.**

Always keep a backup of your portfolio. I have heard all the hard luck stories (some true and some very innovative inventions) about laptops being stolen from cars, from homes, from schools and everywhere else you can think of and from crashed computers, viruses, etc. These things happen and you should **KEEP BACKUPS ALL THE TIME**. If you send a hard copy you must submit this whole document and evidence must be attached to the pages where it is relevant. Send the portfolio by courier or registered mail. Shops and the postal service are not reliable. **ALWAYS KEEP A COPY. PORTFOLIOS CANNOT BE REMARKED OR PURCHASED. IF YOU HAVE A COPY WE CAN HOWEVER CHECK IT IF THERE REALLY SEEM TO BE A PROBLEM WITH YOUR RESULT. THIS WILL ONLY BE DONE IN EXCEPTIONAL CASES WHERE IT IS MERITED.**

The following could be reasons why students fail their practical teaching: Non-submission, late submission or failure of assignments, late submission of portfolios, lack of credible evidence, poor quality of lesson plans, poor quality of answers, failure to complete all sections of the portfolio comprehensively (including meaningful reflections), cheating (with school stamps, signatures, copying of the work of other students, submitting the work of teachers instead of your own, not attending all practical teaching days).

If you do not receive an sms that your portfolio has been received please contact assignments immediately and make sure what the problem is. **PLEASE DO NOT CONTACT THE LECTURER IN THIS REGARD.** If your portfolio is submitted early you will have an opportunity to attend to problems.

All online assignments and online portfolios must be submitted as **pdf** documents. **NO WORD DOCUMENTS WILL BE ACCEPTED.**

If you are one of the outstanding exceptional students that adds substantial amounts of colourful, interesting and credible evidence you must please reduce the size of your artifacts to keep within the maximum size of documents that can be submitted online or rather make use of the e-portfolio option.

Negative marking will be used when sections of the portfolio are not completed. For instance, if we require you to keep a diary and you do not submit it, you will not only lose the 20 marks allocated to it, you will be given minus 20. That goes for **all** sections not completed fully and comprehensively in the portfolio.

The portfolio must be completed during the Teaching Practice period and **submitted on the last day of it**. In the interest of quality assessment we have to stagger the submissions so that they do not all come to us for marking at the end of the year. If you do not complete the portfolio during the Teaching Practice period and do not submit it on the last day of your teaching practice **you will be penalized** in the following way: If it reaches us two weeks late – minus 10%, three weeks late – minus 20%, four weeks late 30% and so on. **YOUR CAREER AND YOUR FUTURE DEPENDS ON THE RESULT OF THIS SUBMISSION. IT IS YOUR RESPONSIBILITY TO MAKE SURE YOUR PORTFOLIO IS RECEIVED IN GOOD ORDER AND ON TIME.**

You might think that these measures are harsh but we work with huge numbers of portfolios and expect you to take responsibility for your work and to make sure you follow the guidelines. It is in your own interest. It is virtually impossible to make any changes or additions after submission and we need enough time to do quality assessment. Last year 287 students submitted the wrong documents which were captured as their portfolios which resulted in failure. About 9000 students submitted their portfolios on 30 September 2016– only about 500 of those were students who completed their teaching practice on 30 September, the rest were all late. This will not be tolerated this year.

If you do your bit and follow the guidelines I promise you that I will do anything in my power to assist you with challenges regarding your teaching practice and your portfolios that might crop up.

MARKER MUST INDICATE HERE HOW MUCH MUST BE SUBTRACTED BECAUSE OF LATE SUBMISSION

Minus%

Last date of teaching practice:

ORIENTATION REGARDING YOUR TEACHING PRACTICE

Except for all the other modules you have already completed as preparation for teaching practice and information already contained in the tutorial letters and the portfolio It is recommended that you consult **chapter one** in the recommended book **Teaching practice perspectives and frameworks** which you can request from the library (see tutorial letter 101).

Chapter one is titled “A positive and enriching teaching practice experience” and its purpose is to make available additional information to orientate you regarding teaching practice. It covers topics like: why teaching practice is done, how to prepare for it, how to do your observations, what to expect and what will be expected from you such as student classroom behaviour and student school behaviour.

It is not essential to your teaching practice but might help to allay some doubts you have and to answer some questions on things you are not sure of.

One of the biggest challenges students seem to encounter when preparing and presenting their lessons is in regard to the assessments that have to be planned and implemented. Most students lose a lot of marks because of the poor assessments they include in their lesson plans and some just do not complete the assessment sections. This is despite the fact that they completed the “Teacher as assessor” module successfully.

To refresh your memory on what is required when planning assessments you could read chapter 10: *Assessment in practical teaching*. Practical advice is given regarding all the types of assessments you will encounter at school and you will also find a section on the assessments you yourself will undergo during teaching practice.

Quite a lot of reflection is built into your portfolio. To learn more about reflection you could consult chapters 11 and 12 while in chapter 7 there are useful sections on lesson presentation that you might benefit from. You are also encouraged to read other books and articles on teaching practice to equip you better for complete it to the best of your ability.

The success of your teaching practice is mostly in your hands and if you approach it with a energetic and positive attitude it can be a very satisfying and enriching experience. Go and show them out there that you are going to be an excellent teacher when you start teaching!

MENTOR LETTER

Please hand this letter to your mentor to read on your first day at the school:

Dear mentor

Thank you very much for agreeing to support and guide this student from Unisa. It is only possible for our students to get acquainted with the realities of teaching under the supervision of experienced top teachers. What you do for our students is irreplaceable en inestimable in their preparation to become teachers. Could we please request you to assist us with the following?:

Please dedicate some time each week to formally meet with the student to discuss her/his progress during the past week and schedule for the following week.

Please allow the student to observe all the lessons you present and write a short report on 25 of them (as in the report form included in this portfolio under section 4).

Please control that this is done regularly.

Please assist the student in working through the portfolio systematically to enable her/him to comprehensively complete it in the 25 days at the school.

Please control that the portfolio is comprehensively completed (including all attachments) at the end of the 25 days.

Please assist the student with lesson preparation for lessons she/he has to present.

Please assist the student to present as many lessons as possible under your supervision.

Please provide feedback to the student after every lesson.

Please assess five of the lessons that must be presented and included in this portfolio.

Please provide feedback and make suggestions for improvement of these five lessons.

Please write a short report on the behaviour and activities of the student during the Practical Teaching period on the following page.

Please include contact details with your report if we need to make contact with you regarding any aspect of the Practical Teaching (it may also be the school contact details).

Please contact me if there is any indistinctness regarding what is expected of you or regarding what the student must do.

Please contact me regarding any misbehaviour or unethical actions by the student (eg. if the student comes late or is absent without a good reason or if the student does not cooperate or if the student does not prepare properly for the lessons she/he must present).

My contact details are:

Prof JM Dreyer
012 542 3562 (Work)
082 462 8464 (Cell)
0866344003 (Fax)
dreyejm1@unisa.ac.za

I have a daughter in education and I know how busy teachers are, therefore I all the more appreciate everything you do for our student. Thank you very much for your help and the sacrifices you make.

Johann Dreyer

MENTOR REPORT REGARDING (name of student)

BY TITLE: **SURNAME:** **NAME:**

CONTACT DETAILS (those of the school if that is what you prefer):

Cell phone: **E- mail:**

Please provide fair and honest comments regarding the following:

Was the general conduct of the student irreproachable (on time, conduct according to school requirements for teachers)?

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.....

Was the level of subject knowledge of the student sufficient for the presentation of lessons?

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Did the student make use of your suggestions and recommendations to improve her/his work?

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.....

Did the student prepare properly when she/he had to present lessons?

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.....

Did the student work regularly/ continuously on her/his portfolio?

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.....

Did the student complete her/his portfolio during the Practical Teaching period? YES/NO

Strong points of the student/ good qualities and good work done:

.....
.....

Aspects on which student still have to improve to be ready to enter education as a beginner teacher:

.....
.....

SIGNATURE

SCHOOL STAMP

PLEASE NOTE:

All evidence of your activities must be included in your portfolio. ALWAYS KEEP A COPY OF YOUR PORTFOLIO.

The portfolio is an assignment and may be posted to Assignments, PO Box 392, UNISA, 0003 (but this is not recommended)

or rather

courier it to Assignments

Second floor, OR Tambo building

Unisa, Leyds Street Muckleneuk, 0003

Assignments may be couriered free of charge by handing them in at any branch of Skynet

or

send it by registered post to Assignments, PO Box 392, UNISA, 0003

or

hand it in personally at Assignments, Second floor, OR Tambo building Unisa, Leyds Street Muckleneuk, 0003

or

hand it in at a regional office and ask them to acknowledge receipt (if they do not want to accept it put it in their post-box but take a photo of yourself doing it and keep a copy)

or

post it at a Unisa post-box but keep a copy

or

Submit it online or as an e-portfolio.

2. PORTFOLIO FOR TEACHING PRACTICE FOR FSENIOR PHASE (GRADES 7 - 9)

TPR200F:	Assignment 50
Unique number:	775538
Final submission date:	Directly after completing your practical but not later than 29 September 2018 (25 full school days)

2.1 Introduction

This portfolio is a structured portfolio and you must use the portfolio template we provided. All aspects of the portfolio are compulsory except where it is indicated that something can be included for additional marks. You are expected to complete all activities for each aspect of the portfolio that is compulsory. You may write or type. You may use the electronic version on myUnisa.

Where applicable you have to include documentary evidence. Attach the evidence at the appropriate section in the portfolio. For instance if you want to include a copy of the school's disciplinary code you attach it where the disciplinary code is discussed.

The portfolio also includes lesson plans that you have to complete and present. You can present as many lessons as you are allowed to by the school but at least five of these lessons need to be assessed by your mentor. Mentors will give you a mark and feedback and will sign the assessments. You also need to get the assessed lesson plans stamped with the official school stamp.

After completing the portfolio you need to sign the declaration form at the end and you must also get it signed by the mentor and the school principal. This also needs to be stamped with the official school stamp.

Portfolios are examination equivalents and are not sent back to the students. Please do not include anything valuable or anything that you will need again. You can include photos of artefacts you used as you cannot include them in the portfolio.

If you do not send your portfolio by registered post or by courier where you have proof of submission, you have to keep a copy in case it gets lost in the postal system.

Do not send more than one portfolio in the same envelope. **Do not** send in other assignments in the same envelope as your portfolio.

Make sure you get a sms confirming that the portfolio has been received by Unisa and is registered on the assessment system. You can also check this on myUnisa on your student record.

Do not wait until the results come out before you check this.

You cannot claim later that you did submit it if you did not receive this confirmation. If no confirmation is received it means that your submission was not received by Unisa. You will then have to resend a copy.

2.2 Portfolio Focus

The purpose of this portfolio is to demonstrate and give evidence that you completed a successful teaching practice period of 25 full school days in the Senior Phase (grades 7-9).

Teacher education consists of different types of knowledge that **must be integrated**:

- Conceptual knowledge (foundations of education/ theories/disciplinary knowledge/content) with the aim of acquiring knowledge specialised proficiency.
- Contextual knowledge (all aspects that endeavours to contextualise knowledge for occupational purposes, such as subject didactics and practical teaching) with the aim of acquiring task-specific proficiency.

It is therefore important that you find links between school practices (including their associated activities) and your studies (including disciplinary knowledge and skills). You must do this in every section of the portfolio.

This portfolio will have a **classroom perspective** (understanding your role as classroom teacher). As a student you are expected to familiarise yourself with the full range of activities that are associated with a functional classroom. You not only have to observe these activities but are expected to take part in as many of them as is possible. You are also expected to look at these activities critically and to comment on their purpose, functionality, outstanding features and possible shortcomings where applicable.

You do Teaching Practice for BEd in only one Senior phase subject didactics although you might be registered for more than one.

PLEASE NOTE: THIS PORTFOLIO CAN BE COMPLETED AND HANDED IN IN THREE WAYS:

- **As a written/typed hard copy that is posted;**
- **As an electronic online submission;**
- **As an e-portfolio.**

For guidelines regarding preparation and submission as an e-portfolio please go to myUnisa and look under additional sources where the procedure is explained in full.

2.3 Description of classroom

Classroom - in which school? (Name school and choose type: urban well resourced, rural well resources, private well resourced, FET college, urban less well resourced, rural less well resourced, private less well resourced).

Explain your choice.

.....

Structure of classroom (permanent, temporary):

Type (ordinary, laboratory, workshop, etc):

Size (is there enough space to accommodate the learners?):

Number of learners (average):

Resources (store room, electricity, media such as smart board, computer, etc):

.....

Reflection: Is this classroom a learning space that is conducive to quality teaching and learning and does it represent a safe, attractive environment? Explain your answer and attach photo's or a sketch to demonstrate your answer.

.....

Evidence: Picture/photo of classroom

2.4 Mentor teacher

Name:

Qualifications:

Experience as teacher:

Experience as mentor (how many students mentored before?):

Training as mentor (by whom and how much/ formal/informal, accredited or not)

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What are your expectations of the mentor?

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What can the mentor expect from you?

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Reflection: How did the mentor(s) contribute to your practical teaching experience?

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2.5 Subject

Name:

National Curriculum (attach a copy of the first page of your subject curriculum to indicate that you have access to it – you can download it from <http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/419/Default.aspx>).

National Assessment (attach a copy of the first page of the assessment document for your subject – you can also download it from <http://www.education.gov.za/>).

2.6 School subjects and guidelines

Guidelines: Attach a few pages of the school guidelines for your subject. They can be from the COD or Subject Head.

Reflection: Do the guidelines provide enough information for a new teacher beginning at the school to know what is expected from her/him as subject teacher? Explain your answer and give examples.

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Improvements: Suggest improvements to the guidelines that you think can support beginner teachers in your subject.

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Integration with studies: Identify links between school practices for your subject and your disciplinary knowledge. Give examples.

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How compatible is the conceptual knowledge you gained about teaching and learning with the contextual knowledge you gained (e.g. in your subject didactics) and in practice? Give examples

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2.7 Classroom management

The purpose of this part of the portfolio is to familiarise yourself with classroom management practices of the teacher where you are placed for your teaching practices and to reflect on its functionality/ effectiveness.

Management style of teacher: Describe the classroom management style (from laissez-faire to authoritarian – see your module on management) of the teacher and reflect on it by answering the following questions:

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Does this style work well for the teacher? Explain your answer.

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What sort of classroom management style will you exhibit once you begin teaching? Explain your choice by amongst others explaining why you think it will be most effective.

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Culture of teaching and learning: Comment on the presence or absence of a culture of teaching and learning in the classroom. Explain how it is established or why it is absent.

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Learning environment: Is the classroom environment child-friendly and/or what is the atmosphere like in this classroom? Would you prefer it to be different? Explain your answer.

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Goals and expectations: Do the teacher set goals and communicate expectations to learners? Explain/give examples/attach document if available (eg is there a classroom pledge, etc).

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Classroom organisation: How is the classroom organised/set-up (you can attach a sketch)? Do you find it effective? Explain your answer.

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Classroom discipline: Is there a code of behaviour/list of rules for the classroom? Highlight some useful aspects of it.

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Do you find it effective? Explain your answer.

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What can teachers do when learners disrupt teaching and learning? Elaborate on measures taken for repeat offenders or extreme behaviour.

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Is there a reward for good behaviour/ motivation for positive behaviour (eg credit system)? Describe what it entails.

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Reflection: Give your ideas for improvement of any aspect above.

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Responsibilities as registration class teacher: Explain the responsibilities in this regard.

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Absence management: Explain how the daily presence or absence of learners is managed.

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What is the average percentage for absence per week for the class of the teacher you were placed with? Is this good or bad and why?

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What is done to improve on it? Is there something you can suggest in this regard?

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Handling money: Explain how the teacher manages payments. Does the teacher accept money and pay it over or do children pay it directly in at the financial office? Which controls exist to make sure money is safe and paid in? Are they adequate in your opinion?

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Other responsibilities: Describe other classroom management responsibilities not mentioned above.

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Relection: Do you think you have learned enough regarding classroom management from this experience to manage a classroom on your own? Explain your answer

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2.9 Attendance of a training course (sport, culture, etc) or initiation of or participation in an environmental project (anti-littering, recycling, clean-up, food gardening, etc) or a social/community project

PLEASE NOTE: This section is not compulsory but you will get additional marks if you participated in any of the above and reported on it. You also have to **provide evidence** to qualify for the additional marks.

Describe the course or project

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Describe your involvement

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What did you learn from your involvement and did you find it valuable to your preparation to become a teacher?

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Reflection: Can this learning be linked to your studies? Explain and give examples.

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2.10 Assessment (planning and conducting)

Give examples of assessments the teacher did that you think worked well.

Explain why you think this was the case.

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Describe one assessment you planned for one of your lessons you presented that you think was very successful. Explain why it worked so well/better than others.

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Which aspects of assessment were you involved in during your time at the school, if at all? (eg, marking, invigilating, etc). Describe what you did and provide evidence.

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Reflection: Is the assessment practice of the subject in line with what you studied in the assessment module? Explain your answer and give examples.

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2.11 Teaching in the senior phase – grades 7-9 (observing, planning, presenting and linking with studies)

The purpose of this part of the portfolio is to demonstrate your ability to **plan and present your own lessons**. These must be **model lessons** and must include all aspects that are included in the template we provided.

PLEASE NOTE: THESE SHOULD BE SPECIAL, OUTSTANDING, MODEL LESSONS WHICH SHOULD PROVIDE EVIDENCE OF YOUR COMPETENCIES AS A BEGINNER TEACHER. USE DIFFERENT LESSON TYPES AND DIFFERENT PRESENTATIONS. USE LOTS OF RESOURCES AND MAKE SURE LEARNERS ARE ACTIVELY INVOLVED.

This part of your portfolio is the most important and counts 60% of your portfolio mark. You are urged to plan and present as many lesson plans as the school will allow you. For portfolio purposes you have to include at least five lesson plans that you developed yourself. Of course the mentor can guide and assist in the planning but the final product needs to be your own.

Please make sure that you do the following **for each of the five lessons**:

- Fill in the lesson plan template with your planning
- Present the lesson
- Request the mentor to assess your presentation and to give you a mark and some feedback
- Complete the reflection/own assessment template
- Get the lesson stamped with the official school stamp
- Attach all media, assessment tasks, etc that you used as evidence. If it is too big for the portfolio photograph it or photocopy it and reduce the size.

The five senior phase (grades 7 - 9) subject lesson plan templates that should be used in the planning, presentation and assessment of lessons follow on the next pages.

PLEASE NOTE: Only lessons for one senior phase subject (your specialisation/subject didactics) may be submitted for this portfolio. If you submit lesson plans from any other phase or subject you will fail this module and will have to redo it next year.

Make sure that all aspects are completed fully and that you attach learning aids, assessments, etc.

Do a thorough reflective self-assessment of each lesson.

3. FIVE LESSON PLANS

SENIOR PHASE SUBJECT LESSON PLAN

1 Localising details:

Subject: *Grade:*

Time: *Number of learners:*

2 Learning intentions of the lesson

Knowledge

Skills

Values

3 Curriculum content topic related to this lesson

.....

4 Lesson theme (a curriculum sub-topic or lesson content theme)

.....

5 Methods, teaching support aids and learning materials (Name and motivate the teaching methods you will be using in this lesson as well as the teaching aids like the chalkboard and also materials (eg. poster).

Methods or lesson types (eg. practical, experimental, fieldwork, direct instruction, question-and-answer, active learning, etc) – motivate your choice. See other lesson types in attachment to the portfolio.

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Aids and materials: (smart board, PowerPoint slides, overheads, black/green board, dvd, pictures, objects, maps, models, instruments, textbook, etc). Attach evidence.

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6 Place of the lesson in the curriculum (indicate where the theme fits into the curriculum). In other words what precedes it and what follows?

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Lesson content: Name five aspects of the lesson content that will be attended to.

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7 Lesson preparation

Explain what you have to prepare to be able to facilitate the lesson (eg. to prepare for an experiment you have to set up the instruments).

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8 Pattern of the lesson

8.1 Actualisation or recall of existing knowledge (eg. using recall questions)

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8.2 Introduction of the lesson topic (through questioning, interesting dvd/pictures/object/activity, setting the scene/preparing the context).

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8.3 Explanation of new subject matter.

Teacher contribution to lesson

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Active learning by learners during the lesson

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8.4 Monitoring the understanding of new subject matter during the lesson. How will you assess the understanding of new content? Use as informal assessment strategy. This is about the understanding of what was learned.

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8.5 Functionalisation/assessment (Indicate which assignment/task/activity is given to learners). The assessment task must be fully developed and must be attached here. This is about the application of what was learned.

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8.6 Extension tasks (alternative activities for learners with barriers to learning; additional activities for fast learners - compulsory).

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TO SUMMARISE:

- You must know why you are going to present the lesson (objectives)
- You must know where the lesson fits into the curriculum
- You must know what content will be attended to in the lesson
- You must know how you will present the lesson (method or lesson type)
- You must know what you will use to present the lesson (aids and materials)
- You must know what must be prepared to be able to facilitate the lesson
- You must know what your contribution and that of learners will be during the lesson
- You must know if learners understand the new content, skills and values
- You must know how you are going to give learners the opportunity to apply or demonstrate the new content, skills and values

PLEASE NOTE: All learning materials and assessment instruments used must be attached to the lesson – it forms part of the lesson preparation and must be added. Without such evidence you could at most receive one third of the total marks for the lesson.

REFLECTIVE SELF-ASSESSMENT OF YOUR LESSON

Write brief critical notes regarding the following aspects of your lesson:

1 Learning intentions realised (could learners answer questions regarding new concepts correctly?)

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.....

2 Preparedness (well prepared?)

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.....

3 Time evaluation (lesson too long or too short?)

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.....

4 Learner activity (did learners participate?)

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.....

5 Problems that you experienced during the lesson (reflection after the lesson)?

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.....

6 What will you do to solve the problems in (6)?

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.....

7 What did you learn? (learning through experience).

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.....

1 Not acceptable 0%-29%	2 Needs improvement 30%-49%	3 Acceptable but can still improve 50%-69%	4 Above average 70%-89%	5 Excellent 90%-100%
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Your personal mark for this lesson

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%

ASSESSMENT OF LESSON PRESENTED BY STUDENT TEACHER
 (By Mentor/ Subject- experienced- senior educator/ SMT member)

Name of student: Student number:
 Subject didactics: Module code:
 School:..... Grade:

1 Not acceptable	2 Needs improvement	3 Acceptable but can still improve	4 Above average	5 Excellent				
				1	2	3	4	5

<i>Introduction/start (interesting/relevant)</i>					
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<i>Presentation/facilitation/preparation to ensure acquisition of new knowledge (logical unfolding of content/level/style)</i>					
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<i>Learner participation (how is active involvement ensured?)</i>					
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<i>Use of teaching and learning support material (relevant/interesting/supporting)</i>					
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<i>Classroom management (silence, controlled activity/grouping)</i>					
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<i>Time utilisation (pacing according to learner ability, lesson too long or too short)</i>					
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<i>Assessment/homework/reflection/summary</i>					
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<i>Additional competencies (alternative activities for learners with barriers to learning, additional activities for fast learners)</i>					
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<i>Student teacher's general performance (shy or tense and uncertain or calm and poised)</i>					
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<i>Language (fluency/proficiency/subject terminology/level)</i>					
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TOTAL:.....=.....%

Constructive feedback and suggested improvements if applicable/needed.

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ASSESSOR: DATE:

Contact number:

Official School Stamp

SENIOR PHASE SUBJECT LESSON PLAN

1 Localising details:

Subject: Grade:

Time: Number of learners:

2 Learning intentions of the lesson

Knowledge

Skills

Values

3 Curriculum content topic related to this lesson

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4 Lesson theme (a curriculum sub-topic or lesson content theme)

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5 Methods, teaching support aids and learning materials (Name and motivate the teaching methods you will be using in this lesson as well as the teaching aids like the chalkboard and also materials (eg. poster).

Methods or lesson types (eg. practical, experimental, fieldwork, direct instruction, question-and-answer, active learning, etc) – motivate your choice. See other lesson types in attachment to the portfolio.

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Aids and materials: (smart board, PowerPoint slides, overheads, black/green board, dvd, pictures, objects, maps, models, instruments, textbook, etc). Attach evidence.

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6 Place of the lesson in the curriculum (indicate where the theme fits into the curriculum). In other words what precedes it and what follows?

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Lesson content: Name five aspects of the lesson content that will be attended to.

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7 Lesson preparation

Explain what you have to prepare to be able to facilitate the lesson (eg. to prepare for an experiment you have to set up the instruments).

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8 Pattern of the lesson

8.1 Actualisation or recall of existing knowledge (eg. using recall questions)

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8.2 Introduction of the lesson topic (through questioning, interesting dvd/pictures/object/activity, setting the scene/preparing the context).

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8.3 Explanation of new subject matter.

Teacher contribution to lesson

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Active learning by learners during the lesson

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8.4 Monitoring the understanding of new subject matter during the lesson. How will you assess the understanding of new content? Use as informal assessment strategy. This is about the understanding of what was learned.

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8.5 Functionalisation/assessment (Indicate which assignment/task/activity is given to learners). The assessment task must be fully developed and must be attached here. This is about the application of what was learned.

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8.6 Extension tasks (alternative activities for learners with barriers to learning; additional activities for fast learners - compulsory).

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TO SUMMARISE:

- You must know why you are going to present the lesson (objectives)
- You must know where the lesson fits into the curriculum
- You must know what content will be attended to in the lesson
- You must know how you will present the lesson (method or lesson type)
- You must know what you will use to present the lesson (aids and materials)
- You must know what must be prepared to be able to facilitate the lesson
- You must know what your contribution and that of learners will be during the lesson
- You must know if learners understand the new content, skills and values
- You must know how you are going to give learners the opportunity to apply or demonstrate the new content, skills and values

PLEASE NOTE: All learning materials and assessment instruments used must be attached to the lesson – it forms part of the lesson preparation and must be added. Without such evidence you could at most receive one third of the total marks for the lesson.

REFLECTIVE SELF-ASSESSMENT OF YOUR LESSON

Write brief critical notes regarding the following aspects of your lesson:

1 Learning intentions realised (could learners answer questions regarding new concepts correctly?)

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2 Preparedness (well prepared?)

.....

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3 Time evaluation (lesson too long or too short?)

.....

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4 Learner activity (did learners participate?)

.....

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5 Problems that you experienced during the lesson (reflection after the lesson)?

.....

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6 What will you do to solve the problems in (6)?

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7 What did you learn? (learning through experience).

.....

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1 Not acceptable 0%-29%	2 Needs improvement 30%-49%	3 Acceptable but can still improve 50%-69%	4 Above average 70%-89%	5 Excellent 90%-100%
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Your personal mark for this lesson

%

ASSESSMENT OF LESSON PRESENTED BY STUDENT TEACHER

(By Mentor/ Subject- experienced- senior educator/ SMT member)

Name of student: Student number:
 Subject didactics: Module code:
 School:..... Grade:

1 Not acceptable	2 Needs improvement	3 Acceptable but can still improve	4 Above average	5 Excellent		
				1	2	3

<i>Introduction/start (interesting/relevant)</i>					
--	--	--	--	--	--

<i>Presentation/facilitation/preparation to ensure acquisition of new knowledge (logical unfolding of content/level/style)</i>					
--	--	--	--	--	--

<i>Learner participation (how is active involvement ensured?)</i>					
---	--	--	--	--	--

<i>Use of teaching and learning support material (relevant/interesting/supporting)</i>					
--	--	--	--	--	--

<i>Classroom management (silence, controlled activity/grouping)</i>					
---	--	--	--	--	--

<i>Time utilisation (pacing according to learner ability, lesson too long or too short)</i>					
---	--	--	--	--	--

<i>Assessment/homework/reflection/summary</i>					
---	--	--	--	--	--

<i>Additional competencies (alternative activities for learners with barriers to learning, additional activities for fast learners)</i>					
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<i>Student teacher's general performance (shy or tense and uncertain or calm and poised)</i>					
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<i>Language (fluency/proficiency/subject terminology/level)</i>					
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TOTAL:.....=.....%

Constructive feedback and suggested improvements if applicable/needed.

ASSESSOR: DATE:

Contact number:

Official School Stamp

SENIOR PHASE SUBJECT LESSON PLAN

1 Localising details:

Subject: *Grade:*

Time: *Number of learners:*

2 Learning intentions of the lesson

Knowledge

Skills

Values

3 Curriculum content topic related to this lesson

.....

4 Lesson theme (a curriculum sub-topic or lesson content theme)

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5 Methods, teaching support aids and learning materials (Name and motivate the teaching methods you will be using in this lesson as well as the teaching aids like the chalkboard and also materials (eg. poster).

Methods or lesson types (eg. practical, experimental, fieldwork, direct instruction, question-and-answer, active learning, etc) – motivate your choice. See other lesson types in attachment to the portfolio.

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Aids and materials: (smart board, PowerPoint slides, overheads, black/green board, dvd, pictures, objects, maps, models, instruments, textbook, etc). Attach evidence.

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6 Place of the lesson in the curriculum (indicate where the theme fits into the curriculum). In other words what precedes it and what follows?

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Lesson content: Name five aspects of the lesson content that will be attended to.

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7 Lesson preparation

Explain what you have to prepare to be able to facilitate the lesson (eg. to prepare for an experiment you have to set up the instruments).

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8 Pattern of the lesson

8.1 Actualisation or recall of existing knowledge (eg. using recall questions)

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8.3 Explanation of new subject matter.

Teacher contribution to lesson

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Active learning by learners during the lesson

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8.4 Monitoring the understanding of new subject matter during the lesson. How will you assess the understanding of new content? Use as informal assessment strategy. This is about the understanding of what was learned.

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TO SUMMARISE:

- You must know why you are going to present the lesson (objectives)
- You must know where the lesson fits into the curriculum
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PLEASE NOTE: All learning materials and assessment instruments used must be attached to the lesson – it forms part of the lesson preparation and must be added. Without such evidence you could at most receive one third of the total marks for the lesson.

REFLECTIVE SELF-ASSESSMENT OF YOUR LESSON

Write brief critical notes regarding the following aspects of your lesson:

1 Learning intentions realised (could learners answer questions regarding new concepts correctly?)

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2 Preparedness (well prepared?)

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Your personal mark for this lesson

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 (By Mentor/ Subject- experienced- senior educator/ SMT member)

Name of student: Student number:
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<i>Introduction/start (interesting/relevant)</i>					
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<i>Presentation/facilitation/preparation to ensure acquisition of new knowledge (logical unfolding of content/level/style)</i>					
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<i>Learner participation (how is active involvement ensured?)</i>					
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<i>Use of teaching and learning support material (relevant/interesting/supporting)</i>					
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<i>Classroom management (silence, controlled activity/grouping)</i>					
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<i>Time utilisation (pacing according to learner ability, lesson too long or too short)</i>					
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<i>Assessment/homework/reflection/summary</i>					
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<i>Additional competencies (alternative activities for learners with barriers to learning, additional activities for fast learners)</i>					
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<i>Language (fluency/proficiency/subject terminology/level)</i>					
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TOTAL:.....=.....%

Constructive feedback and suggested improvements if applicable/needed.

ASSESSOR: DATE:

Contact number:

Official School Stamp

SENIOR PHASE SUBJECT LESSON PLAN

1 Localising details:

Subject: Grade:

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Your personal mark for this lesson

	%
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ASSESSMENT OF LESSON PRESENTED BY STUDENT TEACHER

(By Mentor/ Subject- experienced- senior educator/ SMT member)

Name of student: Student number:

Subject didactics: Module code:

School:..... Grade:

1 Not acceptable	2 Needs improvement	3 Acceptable but can still improve	4 Above average	5 Excellent				
			1	2	3	4	5	

Introduction/start (interesting/relevant)

Presentation/facilitation/preparation to ensure acquisition of new knowledge (logical unfolding of content/level/style)

Learner participation (how is active involvement ensured?)

Use of teaching and learning support material (relevant/interesting/supporting)

Classroom management (silence, controlled activity/grouping)

Time utilisation (pacing according to learner ability, lesson too long or too short)

Assessment/homework/reflection/summary

Additional competencies (alternative activities for learners with barriers to learning, additional activities for fast learners)

Student teacher's general performance (shy or tense and uncertain or calm and poised)

Language (fluency/proficiency/subject terminology/level)

TOTAL:.....=.....%

Constructive feedback and suggested improvements if applicable/needed.

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ASSESSOR: DATE:

Contact number:

Official School Stamp

SENIOR PHASE SUBJECT LESSON PLAN

1 Localising details:

Subject: *Grade:*

Time: *Number of learners:*

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1 Not acceptable 0%-29%	2 Needs improvement 30%-49%	3 Acceptable but can still improve 50%-69%	4 Above average 70%-89%	5 Excellent 90%-100%
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Your personal mark for this lesson

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ASSESSMENT OF LESSON PRESENTED BY STUDENT TEACHER
 (By Mentor/ Subject- experienced- senior educator/ SMT member)

Name of student: Student number:
 Subject didactics: Module code:
 School:..... Grade:

1 Not acceptable	2 Needs improvement	3 Acceptable but can still improve	4 Above average	5 Excellent				
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<i>Introduction/start (interesting/relevant)</i>					
--	--	--	--	--	--

<i>Presentation/facilitation/preparation to ensure acquisition of new knowledge (logical unfolding of content/level/style)</i>					
--	--	--	--	--	--

<i>Learner participation (how is active involvement ensured?)</i>					
---	--	--	--	--	--

<i>Use of teaching and learning support material (relevant/interesting/supporting)</i>					
--	--	--	--	--	--

<i>Classroom management (silence, controlled activity/grouping)</i>					
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<i>Time utilisation (pacing according to learner ability, lesson too long or too short)</i>					
---	--	--	--	--	--

<i>Assessment/homework/reflection/summary</i>					
---	--	--	--	--	--

<i>Additional competencies (alternative activities for learners with barriers to learning, additional activities for fast learners)</i>					
---	--	--	--	--	--

<i>Student teacher's general performance (shy or tense and uncertain or calm and poised)</i>					
--	--	--	--	--	--

<i>Language (fluency/proficiency/subject terminology/level)</i>					
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TOTAL:.....=.....%

Constructive feedback and suggested improvements if applicable/needed.

.....

ASSESSOR: DATE:

Contact number:

Official School Stamp

4. LESSON OBSERVATIONS AND DIARY/REFLECTIVE JOURNAL

Lesson observations of lesson presentations by experienced teachers

Complete at least one lesson observation sheet (on the following pages) for every day you are at the school.

- Ten observations of teachers in your subject area.
- The other 15 observations of experienced teachers in other subject areas.

Dairy/reflective journal

Write at least a paragraph per day regarding the activities you are involved in and what their importance (or not) are in your learning to become a teacher.

At the end of the 25 days of practical teaching you must reflect on your notes and write a report of 1000 words on the whole experience in terms of its contribution to your preparation as a teacher. You may also make suggestions on what can be done to improve on the practical teaching experience to make sure it is useful and meaningful.

Attach your reflective dairy **and** your report after this page as evidence.

Guideline for reflection

Describe meaningful activities, behaviours or documents you observed/noticed.

Ask yourself if they are useful, effective and/or represent good practice.

Describe how you can use them, adapt them or change them to improve your practice (or future practice).

PLEASE NOTE: students who do not complete this section or who leave out part of it will be marked negatively. Not only will you loose the allocated marks but you will be penalized and loose double that and will receive a negative mark.

OBSERVATION SHEET FOR LESSONS PRESENTED BY EXPERIENCED TEACHERS

Subject Grade Date

Curriculum topic/ sub-topic/ lesson theme

LEARNER MANAGEMENT/ DISCIPLINE

How are learners settled down/ silenced? (eg is there a sign or instruction?)

.....

How is discipline maintained during the lesson? (eg, put your hand up to ask a question)

.....

Established routines which facilitate good management? (eg no walking about)

.....

LESSON PRESENTATION

How is the lesson started? (eg announcement of topic/ questions)

.....

Teaching method(s) that were used and when they were used during the lesson? (see attachment to portfolio)

.....

Teaching/ learning aids and materials used during the lesson? (see lesson plans)

.....

Teacher activities before, during and after the lesson? (eg prepare for experiment)

.....

Learner activities during the lesson? (active learning)

.....

Aspects of assessment as part or after the lesson? (eg worksheet)

.....

REFLECTION

What did you learn from this observation?

.....

.....

OBSERVATION SHEET FOR LESSONS PRESENTED BY EXPERIENCED TEACHERS

Subject Grade Date

Curriculum topic/ sub-topic/ lesson theme

LEARNER MANAGEMENT/ DISCIPLINE

How are learners settled down/ silenced? (eg is there a sign or instruction?)

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How is the lesson started? (eg announcement of topic/ questions)

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Teaching method(s) that were used and when they were used during the lesson? (see attachment to portfolio)

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REFLECTION

What did you learn from this observation?

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OBSERVATION SHEET FOR LESSONS PRESENTED BY EXPERIENCED TEACHERS

Subject Grade Date

Curriculum topic/ sub-topic/ lesson theme

LEARNER MANAGEMENT/ DISCIPLINE

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Learner activities during the lesson? (active learning)

Aspects of assessment as part or after the lesson? (eg worksheet)

REFLECTION

What did you learn from this observation?

OBSERVATION SHEET FOR LESSONS PRESENTED BY EXPERIENCED TEACHERS

Subject Grade Date

Curriculum topic/ sub-topic/ lesson theme

LEARNER MANAGEMENT/ DISCIPLINE

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5. GOOD PRACTICES IN YOUR SUBJECT

Describe practices at the school that you consider to be good and helpful to the teachers (to support them, to make things easier, to make things run smooth) and to ensure quality teaching, assessment and learning, to support learners, to involve parents, etc.

Reflection: Describe good practices at the school related to the accommodation of student teachers for practical teaching that ensures a positive and meaningful experience for them.

6. SUGGESTIONS FOR IMPROVEMENT OF PRACTICES IN YOUR SUBJECT

Describe practices at the school that you think can be improved (you may complete this section after the mentor and school principal signed your portfolio so that you can be honest about it).

Reflection: Describe how the school might go about accommodating student teachers for practical teaching to ensure a meaningful and positive learning experience for them.

7. DECLARATION FORM

The purpose of this declaration form is to try to ensure the authenticity of this portfolio and the practical teaching it was based upon. Please complete and sign this declaration form. It must also be signed by the mentor teacher and the school principal. Persons making false statements may be prosecuted.

DECLARATION BY STUDENT:

I, (name), declare that all the work in this portfolio is my own.

Signature

DECLARATION BY MENTOR:

I, (name), declare that the above student completed her/his practical teaching under my supervision or that of my colleagues.

Signature

DECLARATION BY SCHOOL PRINCIPAL:

I, (name), declare that this student completed 25 full school days of supervised practical teaching at (name of institution).

Signature



THANK YOU VERY MUCH FOR GUIDING, ASSISTING AND SUPPORTING THIS STUDENT.

PORTFOLIO ASSESSMENT GRID

CRITERIA		Lecturer mark
Description of classroom	Description = 5 Photos/pictures = 5	/10
Mentor teacher	Mentor page = 5 Mentor report = 5	/10
School subject guidelines	Description	/10
Classroom management	Style of teacher = 5 Learning culture = 5 Aims = 5 Organisation = 5 Discipline = 5, Responsibilities = 5 Reflection = 5	/40
Your participation in extra-mural activities/school activities	Description = 2 Evidence = 8	/10
Attendance of a training course (not compulsory)	Course = 2 Evidence = 3	/5 Bonus
Assessment	Teacher example = 10 Own example = 10 Participation = 5 Reflection = 5	/30
Five lesson plans	Each fully completed lesson plan = 80 Attached evidence = 40	/600
Diary/reflective journal and observations	Each observation = 4 (x25 = 100) Diary = 40 Report is 40	/180
Good practices in your subject		/5
Suggestions for improvement of practices in your subject		/5
Declaration form	Each signature = 20 Stamp = 20	/80
Neatness		/10
Language		/10
TOTAL		/1000

ADDENDUM: GUIDELINES FOR LESSON PLANNING

There are numerous types of lessons, each requiring unique planning, method of presentation, aids and so on. Each lesson must be carefully planned so that, as a teacher, you will be well prepared to present or facilitate the lesson. To assist you with this, we shall deal briefly with a few aspects of lesson planning.

Selecting the topic/theme/key idea

In the CAPS the subject matter that teachers have to teach is clearly indicated, and all they have to do is choose a section (a theme or topic) to be presented in a lesson or series of lessons.

Students have to plan their lessons for 2018 according to the CAPS.

Lesson introduction

What you do here will depend largely on the type of lesson presented, the subject matter to be covered, the learning activities planned for learners, and so on. Try to focus the learners' attention on the theme by recall of existing knowledge, surprising them or doing something unusual (or letting them do something unusual). Try to make them want to know more or want to master a skill. This will launch the learners on a voyage of discovery, to which they will look forward with anticipation.

The main part of the lesson / new knowledge/skills and values/learning opportunities

This should contain an indication of the type of lesson (or a combination of various types) that is planned, and the activities of both teacher and learners should be clearly set out. The following are a few of the types of lessons you could consider:

Question-and-answer lesson

This type of lesson features questions which the learners are required to answer. Avoid this where possible, unless you combine it with the screening of a video, slides/transparencies, photos or similar aids on which the learners are questioned (or can ask questions) about what they have seen or observed.

You could also make this type of lesson interesting by holding a quiz (preferably in teams to avoid hurting the slow learners' pride). It is also a good way of doing revision.

Practical lesson

This type of lesson requires the learners to undertake some or other kind of practical activity. Activities could take the form of

- an individual activity (facilitated by the teacher) such as telling a story or drawing a picture
- a group activity (facilitated by the teacher) in which a group discusses a topic and arrives at a group decision or makes a group presentation
- a class activity (facilitated by the teacher) in which, for instance, the whole class works on a project together and produces a final product

- an activity involving both class and teacher (teacher participates) such as drawing a map together or making a sand model

Of course, a combination of activities is also possible. This type of lesson demands thorough preparation and planning by the teacher.

Role-playing

During this type of lesson the teacher assumes the role or character of someone else and asks the learners to similarly play the parts of other characters. It could involve simply giving a visual representation of events or it could take the form of a dialogue, a debate, a narrative, et cetera. For example, someone (including the learners) could dress up in period costume and play the part (parts) of a historical character like Vasco de Gama - dialogue may be (prepared and) included.

Learner-centred presentation

In this type of lesson the focus is on learners who, as it were, provide the contents of the lesson. All the teacher does is complement, guide and correct where necessary. (This may naturally also be seen as a practical lesson.)

An example of this type of lesson is that in which learners prepare to "show and tell" by bringing along something which is related to the theme. They then recite/tell/explain something about the object.

Debate

This type of lesson features two groups debating the merits of an issue (which could be an issue that directly affects them). Of course, such a lesson requires thorough preparation and the maintenance of discipline or control. It is particularly appropriate to a discussion of values.

Outdoor lesson

The aim of an outdoor lesson is not simply to vary things for learners, but also to illustrate/do something which would be difficult to accomplish inside a classroom. In the grounds of a school there are always signs of erosion and climatological activity (such as wind, clouds and precipitation).

Excursions/field work

Facts taught during a lesson or series of lessons are applied or observed in practice. Examples would be visits to a natural phenomenon, a mine or an industry, or cleaning a polluted stream, recording data and soon.

Narrative lesson

In this type of lesson the subject matter is conveyed by means of a narrative. While this could be very boring (particularly to older learners), it could be made highly interesting with the use of attractive teaching aids. Finger or hand puppets increase the interest in a narrative (especially

for young learners), but slides, photos, pictures et cetera can be equally useful (particularly for older learners).

Discussion lesson

This type of lesson takes the form of a discussion of a theme/issue/problem by learners and teacher. It works especially well with older learners when the discussion is about a matter which affects their daily lives and about which they have something to say (the more controversial the better since this elicits a greater variety of views and opinions). This calls for very thorough preparation on the part of teachers if they are to guide the lesson successfully.

We are deliberately not discussing every type of lesson here, in order to give you the freedom to research and use other types on your own. For instance, you could consider group work, panel discussions, case studies, experimentation, guided discovery and numerous others.

Terminating/rounding off/ instilling the key idea, and assessment

At this point it is necessary to indicate how the teacher will determine whether successful learning has taken place and whether the objectives/outcomes have been achieved. There could be informal continuous assessment throughout the lesson: it need not wait until the end. The strategies used should, however, be indicated.

Assessment tasks must include the following:

- Say who will assess and if it will be individual or group assessment.
- Describe assessment task eg test on, worksheet about ..., research task on, experiment, etc
- What instrument will be used to assess eg memorandum, rubric, checklist, etc.
- Indicators as to whether there has been successful learning could take the form of demonstrations by learners, a final product such as the drawing of a map, a written report, learning behaviour and conduct, learner participation (in things like group activities), and so on.

Teaching aids and learning materials

Teachers should see to it that all teaching aids necessary for presenting the lesson or which learners will need to complete their activities, are available, and that the apparatus to be used is in working condition. Explain what the relevant teaching aid is and how it will be used.