



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Early Childhood Education
<u>CAMPUS</u>	: SWC
<u>MODULE</u>	: Teaching Studies 1A TSD10A1
<u>SEMESTER</u>	: June 2019
<u>EXAM TYPE</u>	: June exam

<u>DATE</u>	:	<u>SESSION</u>	: NA
		MR K. NTHIMBANE	
<u>ASSESSOR(S)</u>	:	MS L. NDABEZITHA	
<u>MODERATOR</u>	:	MR D VAN DER MERWE	
<u>DURATION</u>	:	2 HOURS	<u>MARKS</u> : 100

NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS on the answer script provided.
 2. Hand in the answer script and question paper at the end of the session
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SECTION A: Ms L. Ndabezitha (Answer in a separate booklet)

QUESTION 1

1. The Faculty of Education at the University of Johannesburg has committed itself to the following statement which forms part of the mission of the Faculty, with regard to its teaching and learning programmes: We are committed to the preparation of caring, accountable and critically-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts.

- 1.1 Provide 2 examples of what it means to be a caring practitioner. (2)
- 1.2 In a $\frac{3}{4}$ page describe your personal teaching philosophy. Include in your discussion how the faculty conceptual framework informs your personal teaching philosophy. (12)

[14]

QUESTION 2

- 2.1 According to Waterman (1998), the benefits believed to be derived from student involvement in service-learning activities can be grouped into four broad categories. Write a short essay (1 $\frac{1}{2}$ pages) in which you discuss these four categories. (12)
- 2.2 The service-learning project that you were involved in was related to a sporting theme. For this event you engaged with other students to plan a group project linked to this theme for the children at the faculty teaching school.
- 2.2.1 Write down six of your most significant learning experiences while working in the group in preparation for this event/project. These can be either negative or positive experiences. (6)

- 2.2.2 Choose any two learning experiences (from your responses in Q 2.2.1) and explain how these experiences will be of value to you as a future foundation phase teacher. (2)
- [20]**

QUESTION 3

- 3.1 Explain briefly your understanding of teaching as a reflective practice:
- 3.1.1 Reflection in action (2)
- 3.1.2 Reflection for action (2)
- 3.1.3 Reflection on action (2)
- 3.2 Differentiate between service learning and volunteer service. (5)
- 3.3 A reflective journal will help you gain a better understanding of yourself as a teacher. Identify 5 questions that will guide you in making your journal entries. (5)
- [16]**

SECTION B: Mr K. Nthimbane (Answer in a separate booklet)

QUESTION 4

4. The current education system in South Africa (SA) has been subjected to much negative publicity. Choose four issues which you deem to be socially unjust and write an essay discussing how you would address these issues as an agent of change. In your essay, of between 2-2 ½ pages, provide four practical examples of how you could teach Grade 3 learners about social justice, social injustice and care. (25)
- [25]**

QUESTION 5

- 5.1 What do you understand by Service Learning (SL)? (1)
- 5.2 In Peterson and Osman's book "Service Learning in South Africa" (2013), the authors mention three abilities that are crucial for citizenship in a globalised world. Describe these three abilities as stated by the authors. (3)
- 5.3 Describe your understanding of "gate keepers". Then distinguish between the formal and informal "gate keepers" and provide suitable examples for each type (6)
- 5.4 In the case of the South African education system, transformation is aimed at fostering critical citizenship. In an essay of 1 page, explain how you would apply the following in your grade 1 classroom:
- 1) Community
 - 2) Agency
 - 3) Responsibility
 - 4) Education (15)
- [25]**

GRAND TOTAL: 100