



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Education and Curriculum Studies
<u>CAMPUS</u>	: APK
<u>PROGRAMME</u>	: B.Ed.
<u>MODULE</u>	: Teaching Methodology and Practicum: FET and Senior Phase English (MFSPEY4)
<u>EXAM</u>	: November 2019
<u>ASSESSOR(S)</u>	: Dr D Robinson Dr Y Feltman
<u>MODERATOR</u>	: Dr M Prozesky
<u>MARKS</u>	: 100

NUMBER OF PAGES: 3 PAGES

1. This assessment will be submitted electronically via BlackBoard.
 2. Your portfolio should be submitted in Portable Document Format (pdf).
 3. Ensure that you populate all the sections of the portfolio with the required information.
 4. Adhere to the word count stipulated for each section.
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Electronic Portfolio

Teaching and learning in the discipline, reflection and professional development

Due date: 14 November 2019

Compile a reflective electronic portfolio using the insights and artefacts that you have gained from your practical teaching experience.

You are required to build up a reflective e-portfolio of evidence indicating your professional and personal development. This reflective e-portfolio is your final assessment task for the Methodology and Practicum: FET and Senior Phase English module (MFSPEY4). You may use tools such as Evernote to compile your electronic portfolio.

Your e-portfolio should be more than an organised collection of assessment activities and/or artefacts. It should also indicate areas of proposed future growth based upon assessments of past performance and current strengths, which should be presented as reflections.

The e-portfolio has to focus on three basic stages, namely the setting of the e-portfolio's context, the working portfolio (collection of assessment activities and/or artefacts), and the final reflective portfolio. Your portfolio should include the following three stages and the related content matter relevant to each stage.

1. The context of the e-portfolio (± 600 words) **[20]**

In this section of the portfolio, discuss the purpose and audience of the portfolio. Include a discussion on the context of the work integrated learning experience of all three WIL sessions.

Organisation of the e-portfolio

The portfolio should be complete and include all the required sections and materials. Furthermore, it should be well organised, easy to access and navigate. Include a title page and table of contents in your portfolio.

2. The working e-portfolio **[20]**

The working portfolio is a collection of artefacts that relate to the work integrated learning session in which you participated. You should include the sections of the curriculum that relevant to your teaching context. Artefacts, which were generated during your teaching practicum sessions, such as lesson plans, teaching material and assessment resources, should be included in this section.

- The curriculum of the discipline
- Instruction design in the discipline
 - Three lesson plans including teaching material from WIL 1
 - Three lesson plans including teaching material from WIL 2
 - Three lesson plans including teaching material from WIL 3
- Assessment in the discipline
 - Assessment strategies with evidence from WIL 1,2 and 3

3. The reflective e-portfolio: teaching philosophy, reflection & professional development

TEACHING PHILOSOPHY (± 600 words)

[20]

Clearly articulate your teaching philosophy, and indicate areas for future development of your teaching. Use the following points to guide your writing:

- Be brief, reflective and personal
- Conceptualise teaching and learning
- Reflect on how research is integrated into your teaching
- Clarify your ideas on the learner-teacher relationship
- Set personal and professional goals

REFLECTION (± 600 words)

[20]

Now reflect on your identity as a teacher and your experience so far in teaching. Consider the following aspects in your reflection:

- Why have you decided to become an English language teacher?
- What practices, habits and values do you think are essential for an English language teacher to adopt? Why?
- Which of these practices, habits and values are part of who you as a teacher?
- What have been your best and worst teaching experiences so far?
- To what do you attribute your success or failure in these experiences?
- How were you enriched personally and professionally by both of these experiences?
- What challenges are unique to English language teaching in your specific teaching context?
- How does your teaching philosophy address these challenges?
- Which challenges does your philosophy not address? Why not?

PROFESSIONAL DEVELOPMENT (± 600 words)

[20]

Read this list of 4 outcomes for the training of a competent English language teacher, and then complete the tasks that follow:

An English language teacher can:

1. Become encultured as a student-teacher into the practices of the English language teaching discipline;
2. Implement the CAPS curriculum in the classroom;
3. Design, analyse and critique assessment forms and tools in English language teaching; and
4. Administer and manage teaching in the English language classroom.

For each of these outcomes:

- Write a reflection on how far you have come towards achieving that outcome;
- Support your reflection by selecting an artefact that represents your achievement of this outcome, and briefly explaining why this artefact was selected and its meaning and value in the e-portfolio; and
- Drawing on your reflections, set learning goals for the future: write a statement about what you still need to learn in this area, setting some reasonable aims for yourself.

Total: 100