



<u>FACULTY</u>	: Education
<u>DEPARTMENT</u>	: Educational Psychology
<u>CAMPUS</u>	: APK
<u>MODULE</u>	: Support Methodology and Practice: School Guidance and Support (MOFPSY4)
<u>SEMESTER</u>	: Second (Year-long module, e-Portfolio submission into BB)
<u>EXAM</u>	: Supplementary 2019/2020, e-Portfolio submission into BB

<u>ASSESSOR(S)</u>	: FIRST ASSESSOR	Ms. T D Soni
<u>MODERATOR</u>	: Nazarbayev University	Prof T M Makoelle
<u>DURATION</u>	: Take-home, submit in BB	<u>MARKS</u> : 100

INSTRUCTIONS: Submission on BB. Signed declaration as cover page.

1. Compile an e-portfolio (Submit into BB over the course of the year and upload the final take-home assessment per the date issued by the University. Name the word document with your name, surname and student number before uploading into BB.)
2. The e-portfolio should include the following:
 - 2.1 Assessment task one: 10/1 = 10
The brain and learning – Presentation slides.
The article you chose must be referenced using APA referencing.
 - 2.2 Assessment task two: 20/1 = 20
Take-home assessment: Being a critically reflective practitioner.
Discursive essay. Uploaded into BB.
 - 2.3 Assessment task three: 30/1 = 30 (30/3 = 10)
WIL assignment based on first WIL experience of 3 weeks in 2018
Two lesson plans included. Submission into BB.
 - 2.3.1 Assignment submission
 - 2.3.2 Lesson plan 1
 - 2.3.3 Lesson plan 2
 - 2.4 Assessment task four: 30/1 = 30 (30/3 = 10)
WIL assignment based on second WIL experience of 7 weeks in 2018
Six lesson plans included. Submission into BB.
 - 2.4.1 Assignment submission
 - 2.4.2 Lesson plan 1
 - 2.4.3 Lesson plan 2
 - 2.4.4 Lesson plan 3
 - 2.4.5 Lesson plan 4
 - 2.4.6 Lesson plan 5
 - 2.4.7 Lesson plan 6

2.5 Assessment task five: 10/1 = 10

Presentation in class. Submission of slide presentation into BB.

Teaching philosophy (Inclusive education)

Assessment activities 1-5 = 100 and has a weight of 60%

2.6 Assessment task six: Take home exam

100

Assessment activity 6 = 100 and has a weight of 40%

3. You must ensure that all documents can be opened in the BB and/or when downloaded from the BB for marking purposes, (that is, word documents, pictures, slides etc., that is, anything included in the portfolio).
4. You must ensure that all your assessment activities are loaded into the BB and that your Assessment task 6 (final take-home exam MUST be loaded into the BB and emailed to the lecturer, Ms T D Soni (tdsoni@uj.ac.za)).
5. Download the plagiarism declaration of the University of Johannesburg and sign it and use it as the cover page for the take-home submission that you load into BB and email to the lecturer. Ensure that you are following all the University guidelines regarding plagiarism. Carefully read all the University and faculty of Education rules and regulations regarding plagiarism and know the consequences of non-compliance. The declaration you make is also an undertaking by you that you have not received help from anyone to do the take-home; final assessment task and that you have not given help to anyone to do the assessment task. Your exam/take home assessment will NOT be marked if you do not sign the declaration and scan it and use it as the cover page of the assessment that you submit.
6. Folder 6: Take-home assessment task (100 marks)

Write a discursive essay, showing evidence of analysis, interpretation, explanation, argument and critical reflective thought based on the quotation below, from the article referenced and included in this instruction pack for your final, take-home assessment task 6. Discuss the validity of the above quote from the article; consider all the work you did over this year in the Module School Guidance and Support. Say why you think it is important to foster inclusion in your classroom in the age of the 4th Industrial Revolution.

If South Africa is truly to realize its constitutional values of equality, social justice, and freedom from discrimination, inclusive education ought to be seen as an urgent imperative by all schools, not as another program to be debated and delayed. A commitment to inclusive education would ensure that every South African child, irrespective of the challenges that he or she might face, would experience the education of which Nelson Mandela spoke when he said,

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine and that a child of farm workers can become the president of a great nation. (Mandela, 1994, p. 194)

What do you consider your role to be as a teacher in fostering inclusion? Include in your essay two examples or instances during your most recent WIL experience where your mentor teacher fostered inclusion or missed opportunities to foster inclusion and how those experiences helped you to think further about your professional practice as an inclusive education practitioner. What two firm recommendations can you make for a mentor teacher to consider regarding fostering inclusion in his/her classroom?

Read the rubric carefully and use the rubric attached to guide you in your planning and writing. Your assessment response will be evaluated using the rubric. The discursive essay should be in the following format:

- The text should be justified
- The font size is 12, the font type is Arial
- Length: 4 pages (excluding references)
- The line spacing should be 1.5 lines
- Referencing should be in the APA 6e format

Walton, E. (2011). Getting Inclusion Right in South Africa. *Intervention in School and Clinic*, 46(4), 240–245. <https://doi.org/10.1177/1053451210389033>