



GR R
RWIL 311

Mrs A Jansen van Vuuren
12575410@nwu.ac.za

Dear Faculty of Education Student

The NWU Management decided - due to the COVID-19 pandemic – that concessions can be made for portfolio assessments to replace the initial portfolios for **2020**.

Please use the alternative instructions on page 2 to compile your portfolio

STUDENT INFORMATION

Mr/Ms, Surname & Initials: _____

Student number:

--	--	--	--	--	--	--	--	--	--

Cell phone number:

0									
---	--	--	--	--	--	--	--	--	--

Learner Support Centre: _____

SUBMISSION DATE: PLEASE RETURN ON Click or tap to enter a date.

SUBMISSION METHOD:

Hard copy		UODL access and submission page	
-----------	--	---------------------------------	--

FINAL MARK AWARDED: /100

Formative portfolio follows on p 3

STUDENTS PLEASE COMPLETE THIS SECTION:

MY DECLARATION ON PLAGIARISM

RWIL 311

I, STUDENT NAME AND SURNAME

STUDENT NUMBER:

--	--	--	--	--	--	--	--

hereby declare that this

(Please mark with an **X** only **ONE** applicable item in the tick box)

ASSIGNMENT	<input type="checkbox"/>	
PORTFOLIO	<input type="checkbox"/>	
OTHER (Please explain)	<input type="checkbox"/>	

is **my own**, original work.

I further declare that (*mark applicable block*):

		YES	NO
1.	No part of it has been copied from another person.	<input type="checkbox"/>	<input type="checkbox"/>
2.	I did not work with another person on the assignment.	<input type="checkbox"/>	<input type="checkbox"/>
3.	I referenced all consulted literature sources in the text.	<input type="checkbox"/>	<input type="checkbox"/>
4.	I added a List of References (NWU Referencing Guide).	<input type="checkbox"/>	<input type="checkbox"/>
5.	Sections without references are my own ideas, arguments and conclusions	<input type="checkbox"/>	<input type="checkbox"/>

I understand that I may be reported for academic misconduct and/or plagiarism and that a disciplinary hearing may be brought against me if this declaration is false.

SIGNED: Choose date

RWIL311

Instructions for alternative portfolio - 3rd years:

- **Only students who have completed all four previous portfolios (RWIL111, RWIL121, RWIL211, RWIL221) qualify to submit this alternative version of the portfolio;**
- **You will be able to submit the portfolio in hard copy by either post or courier at the designated sites communicated;**
- You cannot pass this module without completing all three sections. Evidence must be available of the submission and completion of sections 1-3 of each respective student in order to pass the module. A subminimum of 50% is required for each section;
- Students should present an authentic (own work) portfolio. Although you may use the computer for the development or resources, no photocopies of other students' work will be allowed; copying from other students will result in a zero mark and be brought to officials' attention;
- The marking scheme for the portfolio should serve as guideline with regards to the order of all components to be evident in the portfolio. Keep the portfolio in the consecutive manner it is structured as example in this document upon submission;
- Write legibly when writing in your own handwriting;
- Make sure the NWU has your latest address, email and phone number.

This portfolio consists of three sections:

Section 1:

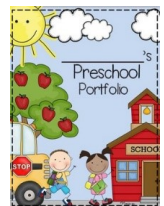
- Teaching philosophy;
- Highlights in my grade R-career;
- Comfortable and uncomfortable incidents using Atkins & Murphy's reflection model (1994);
- Reflection on academic modules.

Section 2:

- WIL Task 1.1;
- WIL Task 1.2.

Section 3:

- Lesson evaluation



STUDENT DETAILS

PERSONAL DETAILS OF STUDENT	
Last name	
Name	
ID number	
Age	
Gender	
Disability	
School information	Name of school:
	Address:
	Telephone:
Position in the school (Student/assistant/employed teacher)?	
Years' experience: Experience in Grade R	
Experience in other grade	State which grades:
Experience in other field (outside education)	State which fields:
Work address	
Postal address	
Tel. Number	
Fax number	
Cell number	
Email address	
Your mentor for the programme	

MENTOR DETAILS

Student mentored:			
PERSONAL DETAILS OF MENTOR			
Name and Last name			
ID number			
Age			
Current occupation			
I have completed the NWU mentorship training	X	✓	Date: / / 20.....
I have completed other mentorship training	X	✓	Training provider: Date / / 20.....
Academic qualifications			
Years' experience:			
• Experience in Grade R			
• Experience in other grades	State which grades:		
Work address			
Postal address			
Tel. number			
Cell number			
Email address			

My Reflective Journal - RWIL 311

Student:

School:

Town/District:

My previous work experience

My previous experience in Grade R context:

.....
.....
.....
.....

My previous work-related experience other than Grade R:

.....
.....
.....
.....

Personal information of my mentor

Name and surname of mentor:

.....
.....
.....
.....

Mentor qualifications:

.....
.....
.....

Mentor's previous experience in Grade R context:

.....
.....
.....
.....
.....
.....

Reflection on the context of the school

The background of the school (number of learners, number of classes, teacher- learner ratio, type of school, etc.):

.....
.....
.....
.....
.....
.....
.....
.....

The strengths and weaknesses of the school:

.....
.....
.....
.....
.....
.....

Special needs identified in the community:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

My role/s as teacher/teacher-student in the school:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

1.2 Inform the reader with a couple of highlights during the past few years that occurred while you were in practice. Write down some of these events which impacted on your grade R-career and positively influenced and shaped you as a grade R-specialist.

LOOKING BACK 

Educator: _____ Student number: _____

Class: _____ Year: 2019/2020

Community involvement 

Sustainable fundraising events 

BEST BOOKS TO REMEMBER 

Successful classroom projects 

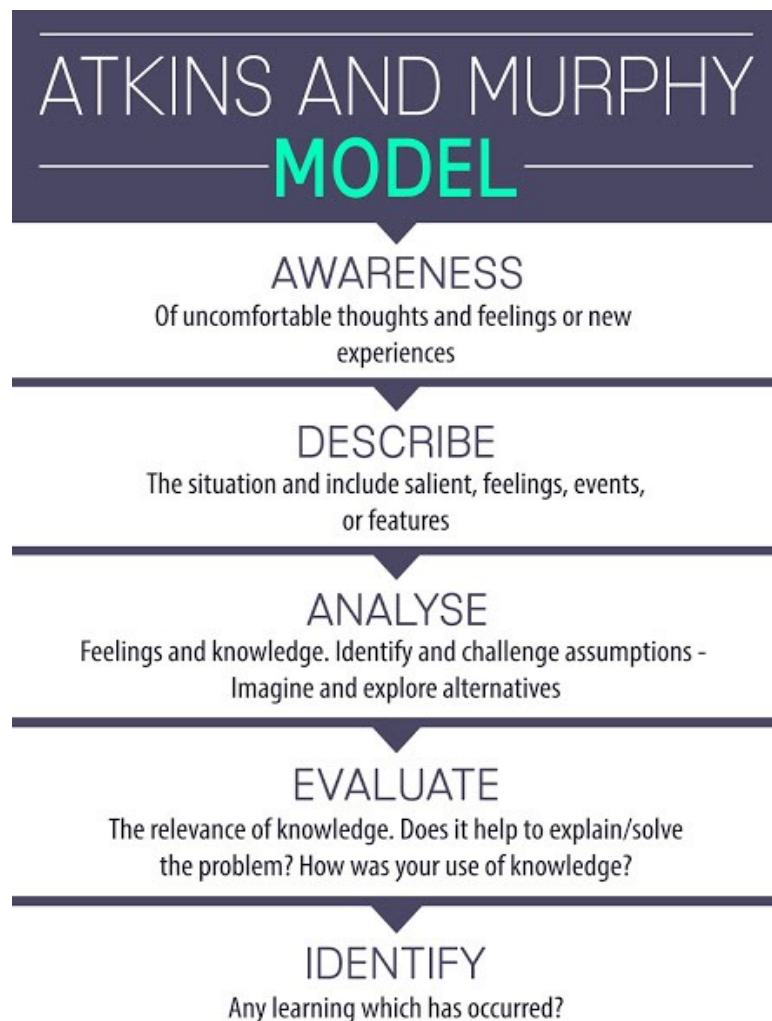
Best memories



Useful websites



1.3 Human beings learn from their mistakes. There is even a saying that reads: “mistakes are proof that you are trying”. Nonetheless, human beings also learn from positive experiences. Reflection can be an effective tool to think back on what happened, how you acted within the situation and if necessary, how will you approach the event in a more professional way the next time it occurs. Think back on a critical incident, at school, that created an awareness of uncomfortable feelings/thoughts within yourself. Additionally, also think back on an incident, at school, that created an awareness of comfortable feelings/thought within yourself. Reflect on these two incidents by referring respectively to the different stages of Atkins & Murphy’s (1994) reflection model.



Uncomfortable experience

1. Awareness of uncomfortable thoughts and feelings of a problem (What went through your mind and how did it make you feel)
2. Describe the situation (Include salient feelings, thoughts and key features)
3. Analyse feelings and knowledge (Identify the knowledge you had at that stage, what challenges did you experience, what did you contribute to the event and what alternatives was available at that stage)
4. Evaluate the relevance of knowledge (Does it help to explain/resolve problems? How successful was your use of knowledge)
5. Identify any learning (Which learning has occurred)

Comfortable experience 😊

1. Awareness of comfortable thoughts and feelings of a new experience (What went through your mind and how did it make you feel)
2. Describe the situation (Include salient feelings, thoughts and key features)
3. Analyse feelings and knowledge (Identify knowledge you had at that stage, what success did you experience, what did you contribute to the event and what alternatives was available at that stage)
4. Evaluate the relevance of knowledge (Is it helpful to explain the event? How successful was your use of knowledge)
5. Identify any learning (Which learning has occurred)

Academic Module Reflection for Module: RLSI371
(Complete for **each academic module** in the WIL cluster. File in **Section 1** of **WIL portfolio**)

The implications of the content of their module for my **professional knowledge:**
(consult the Study unit outcomes)

The implications of the content of their module for my **professional skills:**
[Module content is linked to practice and also guides you in the application of knowledge in practice - thereby also supporting the mastering of skills.]

The implications of the content of their module for my **professional attitude and values:**
[Describe *if* and *how* the module content may have changed your views about teaching, including values such as integrity, honesty, sincerity, inclusiveness etc.]

The implications of the content of their module for my **teaching practice:**

Academic Module Reflection for Module: RLSP371
(Complete for **each academic module** in the WIL cluster. File in **Section 1** of **WIL portfolio**)

The implications of the content of their module for my **professional knowledge:**
(consult the Study unit outcomes)

The implications of the content of their module for my **professional skills:**
[Module content is linked to practice and also guides you in the application of knowledge in practice - thereby also supporting the mastering of skills.]

The implications of the content of their module for my **professional attitude and values:**
[Describe *if* and *how* the module content may have changed your views about teaching, including values such as integrity, honesty, sincerity, inclusiveness etc.]

The implications of the content of their module for my **teaching practice:**

Academic Module Reflection for Module: REMS311
(Complete for **each academic module** in the WIL cluster. File in **Section 1** of **WIL portfolio**)

The implications of the content of their module for my **professional knowledge:**
(consult the Study unit outcomes)

The implications of the content of their module for my **professional skills:**
[Module content is linked to practice and also guides you in the application of knowledge in practice - thereby also supporting the mastering of skills.]

The implications of the content of their module for my **professional attitude and values:**
[Describe *if* and *how* the module content may have changed your views about teaching, including values such as integrity, honesty, sincerity, inclusiveness etc.]

The implications of the content of their module for my **teaching practice:**

Academic Module Reflection for Module: RIRS311
(Complete for **each academic module** in the WIL cluster. File in **Section 1** of **WIL portfolio**)

The implications of the content of their module for my **professional knowledge:**
(consult the Study unit outcomes)

The implications of the content of their module for my **professional skills:**
[Module content is linked to practice and also guides you in the application of knowledge in practice - thereby also supporting the mastering of skills.]

The implications of the content of their module for my **professional attitude and values:**
[Describe *if* and *how* the module content may have changed your views about teaching, including values such as integrity, honesty, sincerity, inclusiveness etc.]

The implications of the content of their module for my **teaching practice:**

Academic Module Reflection for Module: RMA211
(Complete for **each academic module** in the WIL cluster. File in **Section 1** of **WIL portfolio**)

The implications of the content of their module for my **professional knowledge**:
(consult the Study unit outcomes)

The implications of the content of their module for my **professional skills**:
[Module content is linked to practice and also guides you in the application of knowledge in practice - thereby also supporting the mastering of skills.]

The implications of the content of their module for my **professional attitude and values**:
[Describe *if* and *how* the module content may have changed your views about teaching, including values such as integrity, honesty, sincerity, inclusiveness etc.]

The implications of the content of their module for my **teaching practice**:

Section 2: WIL Task

Tip to the student: Make a thorough study of REMS 311 and RIRS 311 **BEFORE** you start with the assignment. This WIL task consists of the two following subtasks:

RWIL 311 TASK 1.1: Research on school policy

Class sizes, as well as the ratio between learners and their teacher, influence the quality of teaching and learning in Grade R. To determine this influence, the you are expected to implement the following steps:

Step 1

Undertake an electronic search (www. education.gov.za) to obtain the applicable sections of the following policies:

- the policy regarding ratio of learners to teacher;
- age of learners in Grade R;
- staff provision for Grade R.

Write a report on your findings (no more than one A4 page). South African students need to consult South African policies. Namibian students may consult the relevant policies of their country.

Step 2

Reflect back on the policy of the school where you are currently teaching on each of the above issues and report on your findings in ± 100 words.

Step 3

List the sources you found in a bibliography (refer to the addendum of module RIRS 311 for guidance on scientific citing and listing of sources).

RWIL 311 TASK 1.2: Research on learner conduct and discipline in the Grade R classroom

Step 1

You have a fairly good idea of the type of learners in your class. Take a moment and think back on learners in your grade R-class and identify examples of challenging behaviour which could include aggression and disciplinary problems. Answer the questions below with regards to the causes of challenging behaviour. Structure your work by first writing the questions and then your answer:

- What disruptive behaviour commonly takes place in the Grade R class?
- How does the disruptive behaviour of learners influence the other learners, as well as teaching and learning, in the class?
- According to you, what may be the characteristics and causes of this behaviour? If this question is difficult to answer, you may consult additional reading work in order to understand what may be the characteristics and causes of the identified challenging behaviour within a learner/s.

- Why is this type of behaviour unacceptable according to the code of conduct of the school or your classroom rules? Motivate your answer by referring to specific codes or rules of your school where you teach.
- How do the teacher and principal address this issue?
- What kind of support strategy for the teacher, as well as for the learner, are put in place?

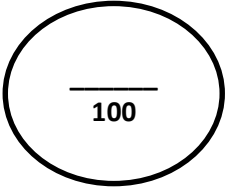
Step 2

Answer the above questions in the form of a report (not more than two A4 pages) on your reflection on classroom management as well as the support strategies implemented in the school.

Step 3

Based on your observations and using the school's code of conduct as reference, develop a set of classroom rules for your Grade R classroom. Design a **wall poster**, which you will put up in the classroom to remind learners of the classroom rules. Show this design on an **A4 page** as evidence in your portfolio. Keep to a maximum of five to six rules and rather formulate rules as positive statements. ***Don't hurt your friend*** is less likely to motivate learners to adhere. Rather portray a positive attitude of caring: **We respect and love each other**. Be creative with your rules.

To get the attention of the Grade R learner, you need to use colour and illustrate rules with images. You should model the correct font (writing format) for the formulation of the rules. Although Grade R learners cannot yet read, this provides opportunity for incidental reading and if you illustrate each rule with a picture or symbol representing the rule (e.g. a heart), they will soon memorise them by heart. When going back to your school, place these rules where parents can see them so that they can support you in motivating their children to adhere to the code of conduct.

RUBRIC FOR SUMMATIVE ASSESSMENT BY NWU LECTURER				
RWIL 311 INTEGRATED TASK				
LEVEL	Research on school policy	Research on code of conduct	Classroom rules poster	Professional presentation
DEVELOPING 0-40%	No/little evidence of knowledge and skills to do research on school policy	No/little evidence of knowledge and skills to the code of conduct.	No/little evidence of knowledge and skills to do design a classroom rules poster.	No/little evidence of professional attitude required from a Gr R teacher; Attempt made but professional attitude needs improvement.
FUNCTIONAL 60%	Partially correct; Some evidence of knowledge.	Knowledge partially mastered; Some evidence of knowledge but some areas still need to improve.	Knowledge partially mastered; Some evidence of knowledge but some areas still need to improve.	Professional attitude is developing; Some aspects are presented in a professional way while other aspects need improvement.
PROFICIENT 80%	Complied with criteria for applied competence; Demonstrates basic knowledge of investigation of the school policy.	Basic skills mastered; Able to demonstrate basic skills and knowledge of research to investigate and report on issues related to the code of conduct of the school.	Evidence of basic skills and knowledge mastered to design a poster for classroom rules.	Professional attitude evident in most aspects of the presentation. Evidence of enthusiasm and passion for excellence.
ADVANCED 100%	Exceptionally competent. Demonstrated outstanding ability to collect data and report on issues related to school policy.	Outstandingly competent. Is able to report on the code of conduct upheld by the school.	Outstandingly competent. Classroom rules poster is developmentally appropriate and includes rules that will motivate learners to adhere to the code of conduct	Particularly professional presentation; Well-rounded task that displays the professional attitude expected from an expert.
Lecturer marks	Mark out of /100	Mark out of /100	Mark out of /100	Mark out of /100
RWIL311 task mark out of <div style="text-align: center; margin: 10px 0;">  </div>				
NWU Lecturer feedback:				
NWU Lecturer signature: Date: _____ / _____ / 2020				

SECTION 3


One of the collective roles of a teacher in a school is that they can interpret and be a designer of a learning programme and materials (Minimum requirements for teacher education qualifications, 2015: 60). Complete the following scenario with regards to development of a lesson plan for a grade R-class:

You are a qualified and experienced Gr R teacher. The principal asks you to evaluate the lesson plan of new teacher and to indicate where she can improve. An example of the novice teacher's lesson plan in Numeracy is provided below. Critically evaluate the lesson plan. After evaluating each aspect of the lesson, answer the questions according to the reflection lesson template.

Subject: Numeracy		Date: 25 August 2020			Parents' notice ----- ----- ----- -----				
Topic: Spring		Duration: 20 minutes							
Grade: R		Term: 3			Week: 35			Day: Tuesday	
CONTENT AREA/ COMPONENT	Numbers, operations and relationships	X	Patterns, functions and algebra		Space and shape		Measurement		Data handling
<p>Integration: Language integration – learners communicate, count, sing and interact with each other through verbal communication. Learners will be moving during the lesson while simultaneously practicing the number nine.</p> <p>Count every day during different situations. In class and on the playground. For example, count daily during snack time (children count plates, mugs, sandwiches and fruit for the rest of the group)</p>									
Looking backwards at: Counting numerically forwards and backwards from one to eight.					Looking forward to: Number concept development Displaying and explanation of the number nine (9). Counting numerically forwards and backwards from one to nine.				
Planning for learners with special educational needs (LSEN): Expanded opportunities: Not applicable					More challenging activities for stronger learners: Not applicable				
Teacher and learner activities:		Learning content / concepts / skills to be developed during each phase of the lesson (Planned according to the curriculum (CAPS):			Assessment: Who, how, when, what?		Resources:		Teacher reflection
Introductory phase: Educator plays the number rhyme/song on the CD. Learners participate with song and movement while learning		Oral: Count everyday objects up to 9 Count forwards and backwards to 9 (Topic 1.16) Kinaesthetic: Make use of own ideas to let learners experience the meaning of number 9 with their bodies			Continuous assessment. Teacher should note who is participating in the social development activity and who is not. Who: Teacher		CD with number rhyme (Nine for Nile crocodile)		

<p>the new rhyme for the number 9.</p> <p>Educator gives instructions. Learners need to listen carefully and act out what is being told to do.</p> <p>Communicate to the learners that you will teach them the number 9 today.</p> <p>Use the number rhyme – Nine for Nile crocodile) - to count rhythmically up to number nine. Play the song on the CD while the learners enjoy the song and singalong. Through this activity, learners learn spontaneously correct counting from 1-9 (big motor development when they perform actions).</p> <p>Let learners make a nine with their bodies. Learners count and take a step every time they count.</p>	<p>Shape of number 9 (recognising the numeral)</p> <p>Language integration (listening and speaking):</p> <ul style="list-style-type: none"> • Listens to two or three part instructions, announcements and responds appropriately; Listens without interrupting, taking turns to speak • Sings songs, recites rhymes and performs actions with the whole class (Topic 1.2 in CAPS) • Say and use number names in familiar context (Topic 1.2 in CAPS) 	<p>How: Observation</p> <p>When: During activity</p> <p>What: Listening skills; fore knowledge</p> <p>Counting forward</p> <p>Knowledge of the shape of number 9 (numeral)</p> <p>One-to-one correspondence when stepping on each count</p>		
<p>Teaching and learning phase:</p> <p>Unfolding of content areas/knowledge/skills</p>	<p>Content (CAPS)</p>	<p>Assessment</p>	<p>Resources</p>	<p>Teacher reflection</p>
<p>Educator illustrates and explains ordinal counting. Learners learn and partake in activities.</p>	<ul style="list-style-type: none"> • Reinforce ordinal counting • Oral: Count everyday objects up to 9 • Kinaesthetic: form number 9 with clay (recognising numeral) 	<p>Who: The teacher</p> <p>How: Observation</p> <p>When: Continuous assessment during the activity</p>	<p>Poster with the Nile river & nine crocodiles</p> <p>Flashcards</p> <p>Blackboard</p>	

<p>Learners move to their respective seating's in the playroom.</p> <ul style="list-style-type: none"> Educator shows and explains ordinal counting of items: first, second, third, fourth, fifth, sixth, seventh, eighth and ninth. Show concrete (concrete) by packing out nine crocodiles. Learners count on their fingers and then unpack nine crayons until they reach number nine. Educator moves to semi-concrete and illustrates flashcards to visually show nine crocodiles. <p>Educator shows on black board how to draw the number 9 (abstract). Important: where to start and where to end. Learners form a number nine with clay.</p> <p>Educator manages the classroom situation and sees that everyone is partaking in the activity</p>	<ul style="list-style-type: none"> Semi-concrete: recognizes 9 objects Use ordinal numbers to show order, place or position. Develop an awareness of ordinal numbers e.g. first, second third (Topic 1.4 in CAPS) 	<p>What: Learners' ability to count up to nine</p> <p>Knowledge of ordinal counting and where number 9 fits into the counting order</p> <p>Matching numeral to 9 objects on semi-concrete level</p> <p>Learners knowledge of where to start the number (numeral) and where to end the number when forming the number 9; educator moves in between learners while learners try and mould the nine.</p> <p>Providing support and guiding them.</p>	<p>Chalk Clay</p>	
<p>Closure phase</p>	<p>Content (CAPS)</p>	<p>Assessment</p>	<p>Resources</p>	<p>Teacher reflection</p>
<p>Educator facilitates learning activity. Learners perform instructions set by educator.</p>	<ul style="list-style-type: none"> Kinaesthetic: experiencing the image of number 9 in different ways 	<p>Who: Teacher</p> <p>How: Observation</p> <p>When: During activity</p>	<p>Paper with number 9 printed on A4</p>	

<p>Learners tear and paste small colourful pieces of papers and paste onto a large number 9 shape printed on an A4 sheet (number shaped collage). The nine is printed beforehand (every learner receives one paper).</p>	<p>Language integration: Emergent handwriting: Develops fine-motor control to strengthen fingers</p>	<p>What: learners' ability to recognise the shape of number nine Ability to tear and paste paper on the number 9 provided to them (fine motor development). Paper can be taken home to show parents the numeracy activity and to remind parents to strengthen the concept of number 9 at home.</p>	<p>Small colourful paper pieces</p> 	
--	---	---	---	--

<p>1. Critically evaluate the introduction of the lesson. Will it grasp the learners' attention? Will the introduction motivate the learners to want to learn more? Does the intro link onto previous learning (Compare with looking backwards at)? How can it be improved?</p>
(1)
<p>2. Critically evaluate the lesson aims Are the lesson aims in line with the CAPS? Are the aims clearly stated in the lesson plan? Will these be explained to the learners? How can it be improved?</p>
(1)
<p>3. Does the planning show a logical link with previous learning? (building onto previous knowledge, understanding and skills) Motivate your evaluation.</p>
(1)
<p>4. Describe as clearly as possible the purpose of this lesson.</p>
(1)
<p>5. Are the teaching and learning strategies appropriate? Motivate your answer by referring to the developmentally appropriateness of the strategies.</p>
(1)
<p>6. Evaluate the closure of the lesson – will it help learners to reflect on new knowledge and skills? In which way can this be improved?</p>

(1)
7. In what way will this lesson plan provide opportunity for the learners to contribute to the learning content? (Explain and suggest improvements if necessary)
(1)
8. Do you think the learning support materials are appropriate? Can you suggest additional materials that could be appropriate for teaching the number 9?
(1)
9. How did the teacher plan for the assessment of learning? Will it provide the necessary information of learners' progress? What assessment instrument would be appropriate to record learners' progress?
(1)
10. Did the teacher think about LSEN in the class upon designing this lesson? Motivate your answer. How could you improve on this aspect?
(1)
11. Did the teacher take into consideration the stronger learner/s in the class when the lesson was designed? Motivate your answer. How could you improve on this aspect?
(1)

GRADE R COVID19 THEORETICAL PORTFOLIO: MARKING SCHEME - RWIL 311

Student number: _____ Surname: _____ Initials _____

Please take note: The COVID19 theoretical portfolio must be in the consecutive order of this rubric.

Forms and evidence	Mark		Comments
Student Details	1		
Mentor/Teacher Details	1		
Detailed information and school context	1		
Total marks:	3		
SECTION 1: Reflection on portfolio			P / F
Teaching philosophy	10		
Highlights in grade R-career	6		
Comfortable and uncomfortable scenarios	5 x 2 = 10		
Reflection on Academic Modules RLSI371 & RLSP371 (Two year modules x 3) RMAT211, REMS311, RIRS311 (Three semester modules x 1)	5 x 2 = 10		
Total marks for section 1	39		
SECTION 2			P / F
WIL Task			
Lecturer mark	<u> </u> 100		
Total marks for section 2	50		
SECTION 3			P / F
Lesson evaluation	11		
Total marks for section 3	11		
Final Mark	/100		
Feedback:			
NWU Lecturer signature:			Date: ____ / ____ / 2020