



GR R  
RWIL 321

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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:

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Cell phone number:

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Learner Support Centre: \_\_\_\_\_

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

SUBMISSION METHOD:

Hard copy		UODL access and submission page	
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**FINAL MARK AWARDED: /100**

**Formative portfolio follows on p 3**

STUDENTS PLEASE COMPLETE THIS SECTION:

## MY DECLARATION ON PLAGIARISM

RWIL 321

I, STUDENT NAME AND SURNAME

STUDENT NUMBER:

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hereby declare that this

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

<b>ASSIGNMENT</b>		
<b>PORTFOLIO</b>		
<b>OTHER</b> (Please explain)		

is **my own**, original work.

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

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

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

# RWIL321

## Instructions for alternative portfolio - 3<sup>rd</sup> years:

- Only students who have completed all five portfolios (RWIL111, RWIL121, RWIL211, RWIL221, RWIL311) qualify to submit this alternative version of the portfolio;
- You will be able to submit the portfolio electronically if you are able to submit evidence electronically e.g. photos of resources, etc. Students will however also be able to submit the portfolio in hard copy at the designated sites communicated;
- You cannot pass this module without completing all three sections. 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.
- Make sure the NWU has your latest address, email and phone number.

There are three sections:

### Section 1:

- Reflection on five practice scenarios
- Reflection on academic modules of the semester and year modules

### Section 2: WIL task

### Section 3:

- Design a lesson
- Critical reflection on the lesson

## STUDENT DETAILS

<b>PERSONAL DETAILS OF STUDENT</b>	
Last name	
Name	
ID number	
Age	
Gender	
Disability	
School information	Name of school:
	Address:
	Telephone:
Position in the school (Student/assistant/employed teacher)?	
<b>Years' experience:</b>	
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:			
<b>PERSONAL DETAILS OF MENTOR</b>			
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 321*

**Student:** .....

**School:** .....

**Town/District:** .....

**My previous work experience**

My previous experience in Grade R context:

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My previous work-related experience other than Grade R:

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**Personal information of my mentor**

Name and surname of mentor:

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Mentor qualifications:

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Mentor's previous experience in Grade R context

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**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.):

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The strengths and weaknesses of the school:

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Special needs identified in the community:

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

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## SECTION 1: Reflection tasks

### Reflection on practice scenarios

Professor Graham Gibbs' Reflective Cycle (1988) is particularly useful for helping people learn from situations that they experience regularly, especially when these don't go well. Using this cycle to learn from practice a teacher will ask the following questions when moving through the cycle:

#### Step 1: Description

- When and where did this happen?
- What happened?
- What did you do?
- What did other people do?
- What was the result of this situation?

#### Step 2: Feelings

- What did you feel before this situation took place?
- What did you feel while this situation took place?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?

#### Step 3: Evaluation (look objectively at what approaches worked, and which ones didn't.)

- What was positive about this situation? What was negative??
- What went well? What didn't go so well?
- What did you and other people do to contribute to the situation (either positively or negatively)?

#### Step 4 and 5: Analysis and Conclusion (think about the situation again, using the information that you've collected so far. Then ask questions like these)

- What sense can you make of the experience?
- How could this have been a more positive experience for everyone involved?
- What skills do you need to develop, so that you can handle this type of situation better?

#### Step 5 and Action:

- If you were faced with the same situation again, what would you do differently?

**Based on the reflective cycle of Gibbs, critically reflect on each of the following scenarios. Use the format provided for each scenario.**

**Scenario 1:**

You put a lot of effort into the planning and preparation of a music lesson and the learners are eager to play the music instruments. John, a disruptive learner, starts shouting at you because he wanted to play the drum. When you reprimand him the other learners start laughing at him which makes him lose all control. When he starts kicking the learners you remove him with force and puts him in the “cool-off chair” so that the lesson can continue. The principal enters your classroom and sees a crying John sitting on the cool-off chair. She calls you aside and explains that learners may not be deprived of any learning opportunities, irrespective of their behaviour. After school you use this incident as a reflective learning opportunity.

**Scenario 2:**

You started at a new school. Your new colleagues seem friendly and helpful and you do your best to prove your competency. The theme is “Transport” and you make special effort with the interest table by posting various pictures of different types of transport on the poster board and place a variety of objects related to transport on the table e.g. toy boats, cars, a train, a plastic horse, aeroplane, a bus, taxi, road signs etc. The principal brings an experienced teacher into your classroom and they start discussing your interest table. They both express concern about the number of objects and pictures that you placed on the table on the first day the new theme is introduced. After school you decide to use this incident as a reflective learning opportunity.

**Scenario 3:**

Anisha, a shy girl, was placed in your class. After a week into the new school year the principal calls you into her office and explains that the girl’s parents asked that she be moved to another Grade R class since she is not happy in your class. You are annoyed since you made effort to make Anisha feel at ease in the group. The principal reminds you that her main priority is to see that all children are happy. After school you decide to use this incident as a reflective learning opportunity.

**Scenario 4:**

Lerato’s is an undisciplined learner in your class and does not abide to the classroom rules. Although you often have to remind her of the rules, you try to keep your voice down and to act professionally at all times. Lerato’s mother makes an appointment with you and during the meeting she accuses you of being prejudiced and that you are picking on her child. You explain that Lerato is challenging the classroom rules. The mother is not impressed with you and storms out of the interview room. You report the incident to the principal. After school you use this incident as a reflective learning opportunity.

**Scenario 5**

The learners enjoyed a creative art lesson but the class is in a mess. You ask them to start tidying up while you make a crown for a birthday boy. While you are busy with the crown the learners create chaos and start throwing paper snippets into to the air while shouting and climbing onto the tables. You are frustrated, lose your temper and shout: “I told you to tidy up!! You never listen to me!”. After school you use this incident as a reflective learning opportunity.

## Reflection on Scenario 1

Use the following steps based on the reflection cycle of Gibbs (1988) to reflect on Scenario 1.

<b>Description: What happened?</b> (Describe the incident in your own words)
<b>Feelings</b> (How do you think you would have felt? What do you think would go on in your mind?)
<b>Evaluation</b> (What was good about the experience? What was bad? Make value judgements)
<b>Analysis</b> (What sense can you make of the experience? Why did it happen?)
<b>Conclusion and Action plan</b> (What else could be done? How can you and learners benefit from your learning experience? If it happens again, what will you do? What will you do differently in future?)

## Reflection on Scenario 2

Use the following steps based on the reflection cycle of Gibbs (1988) to reflect on Scenario 2.

<b>Description: What happened?</b> (Describe the incident in your own words)
<b>Feelings</b> (How do you think you would have felt? What do you think would go on in your mind?)
<b>Evaluation</b> (What was good about the experience? What was bad? Make value judgements)
<b>Analysis</b> (What sense can you make of the experience? Why did it happen?)
<b>Conclusion and Action plan</b> (What else could be done? How can you and learners benefit from your learning experience? If it happens again, what will you do? What will you do differently in future?)

### Reflection on Scenario 3

Use the following steps based on the reflection cycle of Gibbs (1988) to reflect on Scenario 3.

<b>Description: What happened?</b> (Describe the incident in your own words)
<b>Feelings</b> (How do you think you would have felt? What do you think would go on in your mind?)
<b>Evaluation</b> (What was good about the experience? What was bad? Make value judgements)
<b>Analysis</b> (What sense can you make of the experience? Why did it happen?)
<b>Conclusion and Action plan</b> (What else could be done? How can you and learners benefit from your learning experience? If it happens again, what will you do? What will you do differently in future?)

## Reflection on Scenario 4

Use the following steps based on the reflection cycle of Gibbs (1988) to reflect on Scenario 4.

<b>Description: What happened?</b> (Describe the incident in your own words)
<b>Feelings</b> (How do you think you would have felt? What do you think would go on in your mind?)
<b>Evaluation</b> (What was good about the experience? What was bad? Make value judgements)
<b>Analysis</b> (What sense can you make of the experience? Why did it happen?)
<b>Conclusion and Action plan</b> (What else could be done? How can you and learners benefit from your learning experience? If it happens again, what will you do? What will you do differently in future?)

## Reflection on Scenario 5

Use the following steps based on the reflection cycle of Gibbs (1988) to reflect on Scenario 5.

<b>Description: What happened?</b> (Describe the incident in your own words)
<b>Feelings</b> (How do you think you would have felt? What do you think would go on in your mind?)
<b>Evaluation</b> (What was good about the experience? What was bad? Make value judgements)
<b>Analysis</b> (What sense can you make of the experience? Why did it happen?)
<b>Conclusion and Action plan</b> (What else could be done? How can you and learners benefit from your learning experience? If it happens again, what will you do? What will you do differently in future?)

**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: REDL321**  
(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: RLSE221**  
(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: RFAL221**  
(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: RLSM221**  
(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

### **RWIL 321 TASK 2.1: Designing a Physical Education lesson with consideration of inclusive education policy and educational law**

For the task you need to design a learning experience in Physical Education for Grade R learners while demonstrating the way you consider inclusive education policy, as well as legal implications for teachers in the lesson design.

- **Tip to the student:** *Make a thorough study of RLSI371: Policy Perspectives on Inclusive Education; RLSP371: Life Skills: Physical Education; REDL321: Life Skills: Education Law BEFORE you start with the task.*

#### **Step 1**

Refer to the module assignment for RLSP 371: Life Skills: Physical Education for which you had to plan a Physical Education lesson. Revise all aspects of the assignment.

#### **Step 2**

Refer to the module on RLSI 371: Policy Perspectives on Inclusive Education. **Reflect** on the implications of the policy on inclusive education for their specific Physical Education lesson, which you planned for RLSP 371. Keep in mind that the component Inclusive Education should be accommodated in your planning for learning, as well as for assessment.

#### **Step 3**

Refer to module REDL 321: Life Skills: Educational Law. **Reflect** on the legal implications for the teacher in ensuring the safety and well-being of all your Grade R learners when designing the Physical Education lesson. Integrate the ideas of pluralism and inclusiveness in terms of the learners' rights (from REDL 321) with what you have learnt about Inclusive Education in RLSI 371 and Physical Education in RLSP 371.

#### **Step 4**

Read the following case study and **design a physical education lesson** with consideration of inclusive- and education law policies. Include Pulani's and the rest of your grade R-learner's needs in your planning for learning as well as your assessment plan. Remember you will make use of a lesson plan when designing a physical education lesson.

### **RWIL321 Task:**

### **Case Study on Pulani**

Mariam is a 27-year old single parent and lives in the Free State province of South Africa. She has a five-year-old son, Pulani. Physically, Pulani was small for her age and looked very fragile. The mother indicated that she had been told that Pulani had muscular dystrophy but she knew nothing about it except that he got tired very quickly and could only walk for a short distance before she had to carry him. The doctors at the clinic and hospital had never given her a report but had warned her that Pulani must never fall or get hurt as her bones were very weak and would break easily. The mother produced Pulani's birth certificate and up to date Road to Health card but was unable to provide any other information on Pulani's condition. None of the school staff knew anything about muscular dystrophy. (Although there is no problem with the child's brain, muscular dystrophy is a degenerative physical disease and some people have a reduced life expectancy). You are Pulani's grade R-teacher. You read up on the disease and met with specialists in the field of individuals working with learners with barriers. You are cautious of Pulani's physical, social, and emotional wellbeing and takes good care of Pulani during school hours.

You make the necessary notes on Pulani's progress and experiences during grade R in her learner profile file. Pulani does not want to be left out during Physical Education lessons and you need to accommodate her so that she does not feel left out.

## Step 5

Write a report on the learning experiences and reflect on the following. **Write the question** before you start with an answer as the marker will know what answer is linked with which question.

### 5.1. Planning of the Physical Education lesson:


- ☞ What is my aim with the lesson according to the curriculum?
- ☞ How does the lesson provide opportunity for attaining the aim?
- ☞ What are the strengths and weaknesses of the lesson? (Refer to the three phases, namely the introduction, teaching and learning phase and closure phase, resources/apparatus, content, activities, level of difficulty, assessment strategies, managing discipline without taking away the fun of movement, and time allocations.)

### 5.2. Inclusive education:

- ☞ Which special needs or learning barrier did I have to accommodate in my lesson plan?
- ☞ How did I plan for inclusive education? Make use of the SIAS document.

### 5.3. Considering Education law:

- ☞ What are the legal implications for me as a teacher in the planning of this inclusive Physical Education lesson?
- ☞ How will I ensure the safety and well-being of all learners in the planning of this inclusive Physical Education lesson?

<b>RUBRIC FOR SUMMATIVE ASSESSMENT BY NWU LECTURER FOR RWIL 321 INTEGRATED TASK</b>				
<b>LEVEL</b>	<b>PLANNING OF PHYSICAL EDUCATION LESSON</b>	<b>POLICY PERSPECTIVES ON INCLUSIVE EDUCATION</b>	<b>EDUCATIONAL LAW</b>	<b>PROFESSIONAL PRESENTATION</b>
<b>DEVELOPING</b> 0-40%	No/little evidence of knowledge and skills to plan a Life Skills Physical Education lesson in Grade R.	No/little evidence of the ability to apply Policy Perspectives on Inclusive Education in a Phys Ed lesson in Grade R.	No/little evidence of the ability to apply legislation, education policy and common law principles in an inclusive Physical Education lesson	No/little evidence of professional attitude required from a Gr R teacher; Attempt made but professional attitude needs improvement.
<b>FUNCTIONAL</b> 41% - 60%	Choice of resources chosen partially correct; [See RLSP 371 Assignment] Some evidence of knowledge regarding the Life Skills Physical Education curriculum.	Inclusive Education skills partially in the designing of Phys Ed resources; Some evidence of Policy Perspectives on Inclusive Education skills in Phys Ed, but some areas still need to improve.	Partially achieved the skill and knowledge to apply legislation, education policy and common law principles in an inclusive Physical Education lesson; Some evidence on how to apply legislation, education policy and common law principles in an inclusive Physical Education lesson, but some areas still need to improve.	Professional attitude is developing; Some aspects are presented in a professional way while other aspects need improvement.
<b>PROFICIENT</b> 61% - 80%	Knowledge regarding Life Skills Physical Education teaching and learning in Grade R evident; Complied with criteria for applied competence; Demonstrates knowledge of the Life Skills Physical Education curriculum.	Basic Inclusive Education skills in Phys Ed mastered; Applies Policy Perspectives on Inclusive Education in more than one way to support teaching and learning in Life Skills Physical Education;	Basic skills and knowledge to apply legislation, education policy and common law principles in an inclusive Physical Education lesson mastered; Applies legislation, education policy and common law principles in inclusive teaching and learning in Life Skills Physical Education.	Professional attitude evident in the design of the lesson. Evidence of enthusiasm and passion for excellence in education.
<b>ADVANCED</b> 81% - 100%	Exceptional planning regarding Life Skills Physical Education; Demonstrated outstanding applied competency; Demonstrates good knowledge of Life Skills Physical Education content and pedagogy for Gr R	Outstandingly competent in the use of Policy Perspectives on Inclusive Education to support teaching and learning in Life Skills Physical Education optimally.	Extremely competent in the planning of legislation, education policy and common law principles in an inclusive Physical Education lesson; Able to critically reflect on legal implications (legislation, education policy and common law principles) in an inclusive Physical Education lesson.	Particularly professional lesson design; Well-rounded task that displays the professional attitude expected from an expert.
<b>Lecturer marks</b>	<b>Mark out of /100</b>	<b>Mark out of /100</b>	<b>Mark out of /100</b>	<b>Mark out of /100</b>
<b>RWIL321 task mark out of 100</b> 				
Feedback:				
<b>NWU Lecturer signature:</b> ..... <b>Date:</b> _____ / _____ / 2020				



### **SECTION 3**

**Design** a lesson plan in either Numeracy, Literacy or Life Skills and **include** the lesson in your portfolio. After completing all sections of the lesson plan, **critically evaluate** your lesson according to the reflection template below.

#### **REFLECTION ON OWN LESSON PLAN**

**IMPORTANT!** This form must be completed for your lesson plan and replaces the implementation of the lesson. It therefore forms an important part of the portfolio. A professional teacher critically reflects on her/his practice continuously to identify areas that need improvement.

<b>School:</b>	<b>Number of learners:</b>
<b>Grade:</b>	<b>Classroom setup:</b>
<b>Content area</b>	<b>Topic:</b>

<b>1. Critically evaluate the introduction of your lesson</b> (will it grasp the learners' attention? Will the introduction motivate the learners to want to learn more? Does the intro link onto previous learning? How can it be improved?)

<b>2. Critically evaluate the lesson aims</b>
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?

**3. Does the lesson link up with previous knowledge, understanding and skills? How?**


**4. Describe as clearly as possible the purpose of this lesson.**


**5. Are the teaching and learning strategies appropriate? Motivate your answer by referring to the developmentally appropriateness of the strategies.**


**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?**


**7. In what way did you plan for the learners to contribute to the learning content? (Explain)**


**8. Which teaching and learning support materials will be used? (e.g. overhead projector, blackboard, posters, video, text books, pictures, technology)**


**9. Are LSMs appropriate? What alternatives could be used to promote learning?**


**10. How will learning be assessed? Will it provide you with the necessary information of learners' progress? Do you have an assessment instrument that you can use to record learners' progress?**


**GRADE R COVID19 THEORETICAL PORTFOLIO: MARKING SCHEME - RWIL 321**

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	
<b>Total marks:</b>	<b>3</b>	
<b>SECTION 1: Reflection on portfolio</b>		<b>P / F</b>
Reflection on Scenarios 5 x 4	20	
Reflection on Academic modules (RLSI371, RLSP371, REDL321, RLSE221, RFAL221 and RLSM221) 6 x 2 = 12	12	
<b>Total marks for section 1</b>	<b>32</b>	
<b>SECTION 2</b>		<b>P / F</b>
WIL Task Lecturer mark	_____ 100	
<b>Total marks for section 2</b>	<b>50</b>	
<b>SECTION 3</b>		<b>P / F</b>
<i>Additional evidence of professional development</i> Lesson plan Reflection (1-10)	5 10	
<b>Total marks for section 3</b>	<b>15</b>	
<b>Final Mark</b>	<b>/100</b>	
<b>Feedback:</b> ..... .....		
NWU Lecturer signature: .....		Date: ____ / ____ / 2020