

Tutorial letter 201/2/2015

THE EDUCATOR IN A PASTORAL ROLE

EDPHOD8

SEMESTER 2

Department of Curriculum and Instructional Studies

This tutorial letter contains important information
about the examination

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Dear prospective pastoral educator – Intermediate, Senior Phase and FET

This tutorial letter contains information regarding:

1. The examination
2. Assignments 01 and 02
3. A final word

1. INFORMATION REGARDING THE SECOND SEMESTER EXAMINATION

1.1 Structure of the examination paper

The duration of the examination paper is two hours

The total number of marks is **100**

The layout of the paper is as follows:

SECTION A: THE RELIGIOUS WORLD OF THE LEARNER

- 25 marks: 25 compulsory multiple-choice questions
- ½ hour

This section is compiled by the Department of Religious Studies and Arabic, and is marked by computer.

SECTION B: THE APPLIED COMPETENCE OF THE COMMUNITY, CITIZENSHIP AND PASTORAL ROLE

- Three questions
- All questions are compulsory
- Paragraph-type and essay-type questions
- 75 Marks (15+30+30 marks)
- 1½ hours

This section is compiled and marked by the Department of Curriculum and Instructional Studies.

1.2 Nature of the questions and mark allocation for Section B of the paper

- 1.2.1 The examination questions will be similar to those set in Tutorial Letter 102/2015 and Assignment 01.
- 1.2.2 You will be required to illustrate your answers, where possible, with practical examples taken from your school subject.
- 1.2.3 Marks for the 30 mark answers will be allocated as set out in Tutorial Letter 101/2015. The weight of the marks for each of the categories will be 6.

1.3 Content to be studied for the examination

- 1.3.1 Content to be studied for Section A: The religious world of the learner. Study Learning unit 12 in the study guide, entitled Understanding religious diversity in my school, pp. 186 to 228. Also see Tutorial Letter 102.
- 1.3.2 Content to be studied for Section B: The applied competence of the community, citizenship and the pastoral role.
 - 1.3.2.1 Content of the study guide (Sections 1 and 2) in conjunction with the questions as provided in Tutorial Letter 102.
 - 1.3.2.2 From Section 3 in the study guide, study only Learning Unit 8, pp. 122-135, entitled "Crisis: the theory". Leave out Learning units 9, 10 and 11.
 - 1.3.2.3 Assignment 01: This assignment is important for the examination.
- 1.3.3 Please note: This is a postgraduate module. The content of your study guide is the content that you have to know to pass the examination paper. Do not contact your lecturers and complain about the "many pages to be studied for this module."

You are only allowed to take your writing equipment into the examination hall. No books, study guide or any other information applicable to the content of the module will be permitted.

This information is applicable to the second semester examination.

2. COMMENTS ON ASSIGNMENTS

2.1 Assignment 01

- Consult Tutorial Letter 101/2015, pp. 14 to 17 for the Assignment.
- See the memorandum of the Assignment below.
- Refer to your study guide where applicable.

MEMORANDUM: ASSIGNMENT 01

Semester 2 for 2015

SECTION 1: BACKGROUND

SOME INTRODUCTORY REMARKS

Mary's behaviour in terms of the possible effects of a traumatic experience resulting from her mother's new boyfriend moving in with them:

- During trauma, normal functioning disintegrates
- Intermediate/senior phase/FET learner has a vulnerable psyche
- Affected by her mother's new boyfriend moving in with them
- She feels that people who should have protected her, betrayed her
- She is unable to behave in a rational way
- Signs of numbness: crisis, numbness, unable to cope, personal resources normally be used, overwhelmed, accompanying feelings of helplessness lead to bewilderment, distress, despair and even panic, no acceptable way out, perhaps even no point in going on, etc.

MARY'S STAGE OF PSYCHOLOGICAL DEVELOPMENT ACCORDING TO ERICKSON'S STAGES OF PSYCHOLOGICAL DEVELOPMENT

Stage 5: Identity versus role confusion. Mary's approximate age according to Erickson is adolescence. From the scenario it is clear that she is older than 13 years of age. "One day when I was 13,"

POSSIBLE EFFECTS OF ABUSE

The pastoral educator can only base his/her assumptions on signs, without certainty

- Mary's circumstances changed

- She is disappointed with her mother's new boyfriend moving in with them
- She has been forced into a new family situation
- She has a new father figure who is sexually and emotionally abusing her
- She has to accept the new family, her mother is doing nothing to improve the situation
- Mary is a victim of child abuse, sexual abuse, emotional abuse, emotional neglect and physical neglect

Define the concepts

Child abuse: physical, emotional, sexual abuse by parents or any responsible adult who care for the wellbeing of the child; depriving child of proper diet; medical attention; education; or any other definition

Sexual abuse: contacts or interactions between a child and an adult when the child is being used for the sexual stimulation of the adult

Emotional abuse: injury to intellectual/psychological capacity of the child, evidenced by an observable substantial impairment of his/her ability to function within his/her normal range of performance and behaviour with regard to his/her culture

Emotional neglect: a result of subtle or blatant omission or commission experienced by the child, which causes the child to experience handicapping stress; meaningful adults' inability to provide the child with the necessary nurturance, stimulation, encouragement and protection at various stages of development, inhibits optimal functioning, indifference towards child

Physical neglect: failure to protect child from exposure to danger, such as cold, starvation, carry out important aspects of care, resulting in significant impairment of child's health or development; examples such as absence of safe environment, malnutrition, inappropriate diet, inadequate clothing, medical care, poor hygiene, constant lack of supervision, exposes child to hazardous situations

Then apply the above definitions to Mary's scenario

POSSIBLE EFFECTS OF MASLOW'S HIERARCHY OF NEEDS ON MARY'S BEHAVIOUR

- Refer to Maslow's hierarchy of needs
- Primary needs should be met before Mary can function effectively on a cognitive level

Hierarchy of needs:

Deficiency needs

Physiological needs (food, etc.)

Safety needs

Belongingness and love needs

Esteem needs

Growth needs

Need to understand

Self-actualisation

- Mary's behaviour bore the consequences of her mother's remarriage
- Her circumstances ("family") changed
- Her love relationships and the availability of her mother changed
- This effected her relations and esteem needs
- She became insecure
- She had certain deficiencies, namely needs which were not met
- She could not develop growth needs such as understanding and self-actualisation

SECTION 2: GUIDANCE FOR MARY**2.1 Concepts**

- Definition of guidance: any scientifically sound definition
- Definition of the concept counselling: facilitative process during which teacher working within framework of special relationship, uses specific skills to help young people to help themselves more effectively; common-sense advice; extension of teacher-learner/parent-child relationship; determine nature of problem; suggest solution based on his/her own life experience
- Difference between counselling and support for learning problems:

See above for counselling, and for the definition of support for learning problems, see below:

- a) Problems experienced by particular group of children; evidence of shortcomings in development and use of listening, speaking, reading, writing, comprehension and mathematical abilities; show discrepancy between given potential and actual level of functioning. Deficiencies intrinsic to child, related to functioning of central nervous system
- b) May also be as a result of other forms of disability such as deafness and mental barriers
- c) Unfavourable environmental factors may also be direct cause of learning disability such as child abuse, emotional neglect, ineffective education, general deprivation, etc.

Teachers may have no option but to help the learners themselves

- Your statement: As a pastoral carer I can only provide Mary with guidance because I am not a qualified educational psychologist

2.2 Phenomenon of child trauma, and the effects of trauma on Mary's life

2.2.1 Phenomenon of child trauma

Refer to the study guide, section 5.3.5.4: Teacher should distinguish between terms stress, crisis and trauma as these terms are on a continuum from less severe to extremely severe. The way learners experience stress does not only depend on the event but also on the learners' personality and ability to cope with the event. The learners' perception of a specific stressful situation is unique in the sense that the learner may experience a feeling of inability to cope with the demands of a particular situation. A crisis is often a turning point in the learner's life and does not have to be a negative experience and so forth

Length - a half a page: add more information

2.2.2 Effects of trauma on Mary's life

Please refer to the study guide, section 5.3.5.5. Refer to the stages of development in the victim's response to trauma and link to Mary's situation. Use one of the various examples

For example: Stage 1: Initial shock and denial; Stage 2: Fear and anxiety; Stage 3: Apathy and anger, often accompanied by feelings of depression or need to retaliate; Stage 4: Resolution

Link the above to Mary.

Length – a half a page.

2.3 Parent involvement and parent counselling

- Parent involvement: go beyond election of school governing body/parent-teacher meetings; make constructive contributions to schools such as life-skills education programmes; addressing diverse needs of learners; teaching of particular skills, topics; areas of information; fundraising; involvement in sport, cultural, extra-mural activities; constructive involvement of parents great benefits for learners, parents, mutual relationships
- Parent counselling: Parents of learners naturally concerned about children's ability to cope, this should be understood by teacher as pastoral carer, need to make time and space to "interview" such parents; if parents cannot come to school, should visit them, gain parent's cooperation

2.4 An individual and learning intervention program for Mary

Her marks have dropped. There is a clear discrepancy between what she is capable of and what she is presently achieving. A well-planned study programme may provide her with "structure"; something she may need at the moment where her family structure has collapsed and failed her

2.4.1 Important guidelines to take into account

Identification, remedial intervention, flexibility of method, relevance of content, flexibility rate, attention to basic skills, motivation, evaluation

2.4.2 Refer to the problems in terms of her subject(s)

Provide her with new study methods, and assist her with the content of your subject – Geography, Mathematics, English, Science, Accounting, for example. Include a practical demonstration

2.4.3 Report the abuse, involve support services, involve mother and step-father

Department of Welfare, SAPS, Child protection unit

Any suggestions to involve her mother and the new boyfriend, using the definitions included in this section. The sky is the limit!

Remember: You are not a qualified educational psychologist, you are going to hand this report over to your subject head, the deputy-principal and so on to take it further. Be the change agent!

Criteria applied in the marking

Symbol definition

You will notice that a number of symbols appear next to each question. Next to each symbol, marks are indicated. The mark obtained for each symbol will be calculated as follows:

C = Concept definition: 10 marks

In this category you will obtain marks for your ability to describe and define various concepts. Your ability to reduce the concepts to their essentials will be taken into account.

R = Relations: 10 marks

In this category marks will be given for the manner in which the mutual relationship between the concepts and aspects are described and explained.

I = Insight: 10 marks

In this category marks will be given for your ability to find the gist of the question. You should notice that the questions test primarily insight. You will not obtain credit for merely rewriting the content of the Study guide. The aim of this category is to establish whether you are able to interpret the content. At the same time credit will be given for logical exposition of ideas.

O = Originality: 10 marks

In this category you will be evaluated according to your ability to gain insight in an original and creative manner. Your ability to evaluate given opinions and pronouncements, and to perceive a new unified structure of the question, will be reflected in a high mark for this category. Credit will also be given for the illustration of the question by means of practical examples.

G = Global exposition: 10 marks

In this category credit will be given for planning and exposition. Aspects, such as systematic exposition, headings and sub-headings, language proficiency, numbering, use of resources, *et cetera*, will be taken into account.

ASSESSMENT GRID

Mark allocation as follows in the examination:

Concepts	6 marks
Relation	6 marks
Insight	6 marks
Originality	6 marks
Global exposition	6 marks

(6X5=30)

2.5 Assignment 02 - Feedback

Many of you have performed exceptionally well for this assignment. In order to complete this assignment you needed to read the section on the "Religious World of the Learner". This section is designed to provide you with basic information regarding the Religion Education Policy and the six major religions, namely Judaism, Christianity, Islam, African Religion, Hinduism and Buddhism. One of my main observations is that many students get confused with Judaism and Islam, and with Hinduism and Buddhism. I can understand your difficulty, especially with the Asian religions (Hinduism and Buddhism), which often seem very similar. In order to avoid these challenges in the examination, I suggest that you work on drafting a table in which you list the main characteristics of the different religion and gain an understanding to their similarities and differences.

For now, let's look at the answers for assignment 02 below.

1	5
2	2
3	5
4	4
5	3
6	5
7	3
8	3
9	1
10	3
11	4
12	5
13	5
14	4
15	3
16	3
17	1
18	4
19	5
20	5
21	3
22	4
23	1
24	2
25	3

2.5 Exam Revision – Section on Religious World of the Learner

This section comprises 25 MCQs (Multiple Choice Questions). Each MCQ is worth 1 mark and hence comprises 25/100 marks of your paper. This is a section in which you can score high marks to help increase the average mark of your paper. In order to prepare for these 25 MCQs, it is important that you go over past year exam papers, as well as your assignment 02. By preparing in this manner, you will gain experience in the types of possible questions for the exams as well as the level at which the questions are posed. In addition, this section in your exam paper will cover the Religion Education Policy, Judaism, Christianity, Islam, Hinduism, Buddhism, and African Religion. It is important that you can identify the basic characteristics of each religion, in terms of the core beliefs, rituals (practices), and festivals and holy days. So prepare along these lines and you will be much prepared for this section. All the best!

3. FINAL WORD

Keep these few comments in mind when you start teaching!

The teacher's role has been expanded, you are not just responsible for the academic development of your learners, you are also expected to play a role encompassing learners' psychosocial and community needs.

You have a caring as well as a teaching role that you should bring to every situation!

You and your community, citizenship and pastoral role

We want you to consider the following three questions:

- Do you really know what will be expected of you in your community, citizenship and pastoral role?
- Do you know what distinguish the community, citizenship and pastoral role from your other six roles?
- Do you know what to keep in mind to be the best community, citizenship and pastoral educator in your community, school and class?

With the above in mind, read the following few comments: According to *Norms and Standards for Educators* (2000) your duties as community, citizenship and pastoral educator one day will be to:

- Practice a critical, committed and ethical attitude in your community, school and classroom.
- Promote a critical, committed and ethical attitude in your community, school and classroom.
- Develop respect and responsibility towards others in your community, school and classroom.
- Uphold the Constitution and Bill of Rights.
- Promote democratic values and practices in your school as well as in your community.
- Develop a supportive and empowering environment for your learners.
- Respond to the educational and other needs (such as poverty, violence, discrimination, unsafe school environment, language and communication blocks) of your learners as well as your fellow educators.

- Develop supportive relations with parents, other key persons and organisations. These relations should be based on a critical understanding of community (drug abuse, child and women abuse, HIV/Aids, poverty, health, political democracy) issues and environmental (environmental degradation) issues.
- Provide HIV/Aids education. According to the authorities, Aids education is a critical dimension of your community, citizenship and pastoral role.

The above are rooted in critical transformative pedagogy.

According to scholars such as Cleave, Cary, Norris, Sloper, While and Charlton (1997:16-21) to manage the community, citizenship and pastoral role successful you will have to:

- Use the knowledge obtained during your ITE: the study guide.
- Use the experience obtained during the ten weeks of experiential learning.
- Be a lifelong scholar and researcher.
- Be a hands-on facilitator in your community, school and classroom.

References

Cleave, H, Cary, P, Norris, P, Sloper, P, While, D & Charlton, A. 1997. Pastoral Care in Initial Teacher Education. A Survey of Secondary Teacher Education Institutions. *Pastoral Care*, June: 16-21.

Education Labour Relations Council (ELRC). 2004. *Policy handbook for Educators*. sl:sn.

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We wish you many years of enjoyable and successful teaching.

Be the best pastoral educator that you can be!

Your EDPHOD8 lecturers

Prof S Schoeman
Mr D Chetty