

## LEARNING UNIT 2: THE TEACHER AS A PROFESSIONAL

### 2.1 OVERVIEW

Copyrighted Material - subject to fair use exception

Have you ever wondered what it takes to become a professional person or rather asked yourself this question: What is a professional? Long ago, we not sure if that is still the case these days. However, what I am sure about, is that in this time and age you certainly must have met or at least lived different kinds of professionals as you can think of.

When we talk of professional jobs, surely teaching must be one of the professions appearing on your list. Did I guess right? Teaching has been de experience in a particular job will allow you to define your job the way you understand and probably feel it.

Niebrand, Horn and Homes (2000), for example, suggest that teaching is a public profession. I agree, do you? This means that the work of a tea Because you serve the larger community, you must always be aware of the impression you create and make. In this learning unit, you will explore the

I have already given you a background of where we are going with this topic. To learn more about professionalism and understand why teaching is re teachers as introduction to the unit.

<http://gsas.columbia.edu/office-academic-diversity>

<http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKewjCo5CF9LbUAhUDwBQKHbqiD14QjRwIBw africa/&psig=AFQjCNE3LHAmIjVZMEGID9F2eqbWrb62lg&ust=1497308755915485>

### THE STRUCTURE OF LEARNING UNIT 2

Copyrighted Material - subject to fair use exception



### 2.2 THE ATTRIBUTES OF A PROFESSIONAL TEACHER

Copyrighted Material - subject to fair use exception

The best people to provide you with insights into the qualities of a good teacher are learners themselves. They spend the better part of their lives w even tell you! It is not uncommon to hear a learner boasting that, "my teacher means the world to me". Parents also know good teachers. Unfortunat that teacher". This therefore tells us that it is important that we, as teachers, work together with the parents of the learners that we teach to get the will always be held in high esteem.




A professional teacher should possess a variety of skills to handle a variety of teaching and learning skills and competences during teacher training (Spear and Reinhard). However, some of the teaching skills and competences are listed below.

[http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiJpo3b\\_7bUAhUF7RQKHTHuA9QQjRwIBw](http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiJpo3b_7bUAhUF7RQKHTHuA9QQjRwIBw)

Teaching Skills

### ACTIVITY 2.3: PREPARATION FOR DISCUSSION FORUM 1

Copyrighted Material - subject to fair use exception

#### DISCUSSION FORUM 1

**Stage 1:** Spend at least five minutes brainstorming the competences needed by teachers in modern and diverse classrooms.

**Stage 2:** Search the internet and find videos where you will be able to observe a teacher in the classroom applying a variety of competences in their teaching.

[http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjXn\\_3jnvLTAhWLC8AKHRPBD2sQjRwIBw&ved=0ahUKEwjXn\\_3jnvLTAhWLC8AKHRPBD2sQjRwIBw](http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjXn_3jnvLTAhWLC8AKHRPBD2sQjRwIBw&ved=0ahUKEwjXn_3jnvLTAhWLC8AKHRPBD2sQjRwIBw)

Competences of

### 2.4 TEACHERS' ROLES AND RESPONSIBILITIES

Copyrighted Material - subject to fair use exception

Perhaps as you go through some of the material that you are reading right now, you are also thinking of the real classroom situation. You are now standing in the shoes of a teacher. Well, you are not alone! Remember that you were also once a learner at some stage and your teachers would always prepare and plan the lesson for your turn to learn well in advance, making sure that you keep learners engaged throughout the day. It is now your turn to understand your role and be responsible for the learning of your learners.

Teachers, whether teaching for the first time or having been teaching for a number of years, always worry about the type of learners they will have to deal with and from their learners. As the experts would always say, the success of classroom management depends entirely on the ability of a teacher to command the class in front of you. There is more to this topic.

Like a gifted actor on stage, teachers must switch roles every day. A competent teacher must be able to fulfill different roles at the same time. This role is expected of you as a teacher when your learners are going through a divorce, you will, as a teacher, have to take a pastoral role to be able to comfort the child to help him/her deal with the situation expected to play at school.

In the Additional Resources Platform, you will find the following documents: The,

- Minimum Requirements for Teacher Education Qualifications (MRTEQ).
- National Policy Framework for Teacher Education and Development and
- South African Council for Educators, Code of Conduct.

From these documents you will learn more about the roles and responsibilities of a professional teacher.

Each of the roles you will have read about from the various documents are defined in terms of **foundational, practical and reflexive competences**. Do you know what these mean?

- **Foundational competence** means that the teacher can demonstrate his/her understanding of the knowledge and thinking which underpins the teaching process.
- **Practical competence** means that the teacher can demonstrate and consider a range of possibilities for action, make considered decisions and take action.
- **Reflexive competence** means that the teacher can integrate the above two competences in order to reflect more critically on both and to learn from the experience.

The simple explanation is that as teachers, we need to know the content that we teach, be able to teach and communicate the required knowledge in a way that is understandable to our learners.

The roles that you read about in the various documents are explicit and it is expected of you as a teacher to take up each of these roles seriously. They are not always easy to perform, although these roles are hidden, implicit and not written and you learn about these roles as you go along.

<http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjXqI2FhLfuAhVFyRQKHVIZDxQQjRwIBw&ved=0ahUKEwjXqI2FhLfuAhVFyRQKHVIZDxQQjRwIBw>

Teachers' variety of roles

ESL teachers have a variety of important roles in their schools and districts. Some may be assigned to a specific grade or students, while others travel to different schools to provide support.

<http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi194fLhbfUAhVcNcRQKHYYLDH0QjRwIBw&ved=0ahUKEwi194fLhbfUAhVcNcRQKHYYLDH0QjRwIBw>

Teachers' responsibilities in the classroom

### ACTIVITY 2.4: PREPARATION FOR DISCUSSION FORUM 1

Copyrighted Material - subject to fair use exception

**Stage 1:** Spend at least five minutes brainstorming the hidden roles the teachers perform in a diverse classroom.

**Stage 2:** Search the internet and find videos and readings about the implicit roles a teacher performs in the classroom. List the many roles and responses.

**Step 3:** Use the notes you compiled from watching the video and your readings. List the identified roles and explain the following:

- What is your understanding of hidden roles? Give examples.
- What are the benefits of taking the responsibility of becoming an effective teacher?
- How do teachers apply the identified roles in the classroom?

#### ASSIGNMENT 1: DISCUSSION FORUM

---

*Copyrighted Material - subject to fair use exception*

A picture usually appeals to the eye. However, when you look at it deeply, it tells a different story. Look at the pictures in the sections we dealt with and the readings you will find.

1.1 Examine the pictures and make notes on the different roles played by teachers.

1.2 Reflect on the readings you made and in your own words respond to the following questions:

- What is your understanding of what it means to be a “professional teacher”?
- What are the characteristics of a professional teacher?
- What do you need to do to become a professional teacher?

**NB: Respond to the above questions in 3 stages:**

1. Your understanding of a professional teacher: Your contribution and response to the discussion – 150 words

2. What are the characteristics of a professional teacher? Your contribution and response to the discussion – 150 words?

3. Your needs to become a professional teacher: Your contribution and response to the discussion – 150 words

#### 2.5 THE CHALLENGES THAT TEACHERS FACE

---

*Copyrighted Material - subject to fair use exception*

Teachers are faced with many challenges in their everyday life. Some challenges are not difficult to handle (e.g. correcting minor misbehaviour), but some have a significant impact on teacher effectiveness in certain roles. For example, the educational policy requires that teachers should always be promoted on the basis of seniority, but in some societies, men are still regarded as sole decision-makers and as a result, they take nothing coming from a woman disproportionately represented in principal positions. This therefore poses a dilemma for teachers. And the question: How, then do you, as a teacher, abandon its culture of male dominance?

Harley (2000) believes that circumstances at school determine the possibility of teachers fulfilling particular roles. In under-resourced schools, for example, some have stationery, some have bare concrete floors, others have old chalkboards, and all these conditions force the teacher to resort to some survival tactics as this is the profession that we have chosen. This is our calling.

Look at the pictures below examine each picture and write your own story of what you see happening in each different context.

<http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http%3A%2F%2Fwww.timesar7m0FtJBXFFAS4Ke6tw&ust=1430759993514881>

The alarming levels of

Overcrowding in KwaZulu-Natal schools has reached alarming proportions

<http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwj7rK3viLfUAhWMBhQKHRvPDTcQjRwIBw&url=http://www.itsafrica.com>

Two grades taught in a

They have to teach the Grade 6 and 7 pupils crammed into the same makeshift classroom – all at once.

[http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwii1dWvirUAhXMXhQKHXYTB\\_IQjRwIBw&fastest&psig=AFQjCNE6bCXgHKic1pzSRzL3d2zL4MFP7Q&ust=1497314277695205](http://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwii1dWvirUAhXMXhQKHXYTB_IQjRwIBw&fastest&psig=AFQjCNE6bCXgHKic1pzSRzL3d2zL4MFP7Q&ust=1497314277695205)

Lessons continue in

Congolese children in an unfinished classroom at a primary school in Goma, North Kivu Province.

#### 2.6 CLASSROOM MANAGEMENT

---

*Copyrighted Material - subject to fair use exception*

Management does not reside with school leadership only. It spreads across, in- and outside the classroom. Teachers are expected to manage learners who have mastered one at a time. Teaching and management is integrated and prospective teachers need to be aware of this complexity. They need to be able to manage the toughest challenges of teachers are a variety of technologies such as cell phones and video games in the classroom. This is a different challenge than managing for meaningful learning rather than superficial entertainment. This suggests that teachers are faced with a multiplicity of tasks that must be managed: work, schooling disruptions, the list is endless.

<https://www.google.co.za/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=https%3A%2F%2Fwww.itsafrica.com>

#### ACTIVITY 2.5: PREPARATION FOR ASSIGNMENT 2

---

**NB: This activity is divided into three stages and** is meant to help you structure your thoughts and prepare for your next assignment. It is not for sub

### STAGE 1: BRAINSTORMING

1. Spend at least five minutes brainstorming what you think are the key challenges teachers face in their classroom and/or their schools.
2. On the basis of your brainstorm, formulate some questions that you hope your pre-reading will help to answer.

### STAGE 2: READING

1. Highlight the links given below and find articles to read. As you are reading the article write down some notes you will need to use later.

Teachers' Challenges: <http://www.iccb.org/student/pdf/resource/challenges.pdf>

Classroom challenges: <http://www.iccb.state.il.us/student/pdf/resource/challenges.pdf> Teachers' challenges: <http://www.cepd.org.za/files/picture>

2. Find one article on the challenges teachers face and experience in your own context. BE it in South Africa; Zimbabwe; Ethiopia; Abu Dhabi or in y assignment.

### STAGE 3: POST READING

3. Use the notes you compiled from your readings. Design a mind map in preparation for the assignment you will be writing and submitting.

#### 2.7 ASSIGNMENT 2: CASE STUDY

---

2. Find an example of a problem reported in a teacher magazine or any newspaper. Cut and paste it in your assignment. It is important to indicate the article: for example:

A book: Author. (Date). *Title*. Place: Publisher.

Kahn, S. (2012). *The One World School House: Education Reimagined*. London: Hoffer and Stoughton.

An article: Author. (Date). Title. *Journal name and volume number*, pages cited.

Laurillard, D. (2002). Rethinking teaching for the knowledge society. *EDUCAUSE Review*, 37(1), 15-16.

An online source: Author. (Date). Title. URL. Date of access.

Millwood, R. (2017). Holistic Approach to Technology Enhanced Learning (HoTEL) learning theories map. Accessed from <http://hotel-project.e>

2. Summarise the issue simply in your own words.
3. Explain the steps you will take to deal with the problem

NB: This assignment requires the following:

- b. A mind map
- d. An example of reported issue experienced by teacher/s in the classroom (Cut and Paste and Reference as well)
- f. Steps to be taken to the solution to the problem.

### YOUR COMPLETE ASSIGNMENT SHOULD NOT BE MORE THAN 3 PAGES

#### 2.7.1 REFLECTION: PREPARATION FOR A PORTFOLIO

---

This is a reflective activity for your Portfolio to be submitted towards the end of the year. Please keep your response to this activity safe for later use

You are required to place your photo in the middle of the page and make a list of hidden or additional roles you will be expected to perform as a performing as a teacher.

**Question 1:** Thinking of your own context, what other sub-roles do you expect to play as a teacher in your classroom? Indicate the hidden or additional

**Question 2:** Write two (2) paragraphs explaining the significance of the additional roles you have identified.

#### 2.7.2 REFLECTION ON LEARNING UNIT 2

---

The purpose of this section is to help us understand how well the online delivery of this learning unit enabled you to learn.

There are no "right" or "wrong" answers. We are only interested in your opinion. Please be assured that your contribution will make a difference.

- Write 5 statements about your experience in this learning unit and keep this information for later use in the year.
- Suggest ways in which we can improve the module.

#### 2.8 REFERENCES

---

- Adendorf, M; Mason, M; Modiba, M; Faragher, L and Kunene, Z. (2002). Being a Teacher: Professional Challenges and Choices. SAIDE, Oxford University Press
- Beatty-O'Ferrall, M.E; Green, A and Hanna, F. (2010). Classroom Management Strategies for Difficult Students: Promoting Change through Relationships. SAIDE, Oxford University Press
- Criticos, C; Long, L; Moletsane, R and Mthiyane, N (2005). Getting Practical: About Outcomes Based Education. SAIDE, Oxford University Press
- Madson, M.B. (March, 2006). The Importance of Teaching Skills. GradPsych Magazine
- Mohan, R. (2011). Teacher Education. New Dehli, India. PHI Learning Private Limited
- National Policy Framework for Teacher Education and Development. Obtained from [http://www.education.gov.za/Portals/0/Documents/Publications/Technical\\_Report/2011/National\\_Policy\\_Framework\\_for\\_Teacher\\_Education\\_and\\_Development.pdf](http://www.education.gov.za/Portals/0/Documents/Publications/Technical_Report/2011/National_Policy_Framework_for_Teacher_Education_and_Development.pdf)
- Niebrand, C.A; Horn, E.L and Holmes, F.R (2000). The Pocket Mentor: A Handbook for Teachers. Allyn and Bacon, Boston
- Minimum Requirements on Teacher Education Requirements. (Feb 2015). Government Gazette. Retrieved August 2017 from [http://www.dhet.gov.za/Teacher%20Education/National%20Qualifications%20Framework%20Act%2067\\_2008%20Revised%20Policy%20for%20Teacher%20Education%20Requirements.pdf](http://www.dhet.gov.za/Teacher%20Education/National%20Qualifications%20Framework%20Act%2067_2008%20Revised%20Policy%20for%20Teacher%20Education%20Requirements.pdf)
- South African Council for Educators. Retrieved on 10 May 2016 from <http://www.sace.org.za>
- Spear, J and Reinhard, J. (2014). Transforming Classroom Instruction Through New Teacher Roles and Responsibilities. Generation School Networks
- UNISA (2007). Outcomes Based Education for Practicing Teachers Module (NPD048-L) Tutorial Letter 501, 2007. UNISA
-