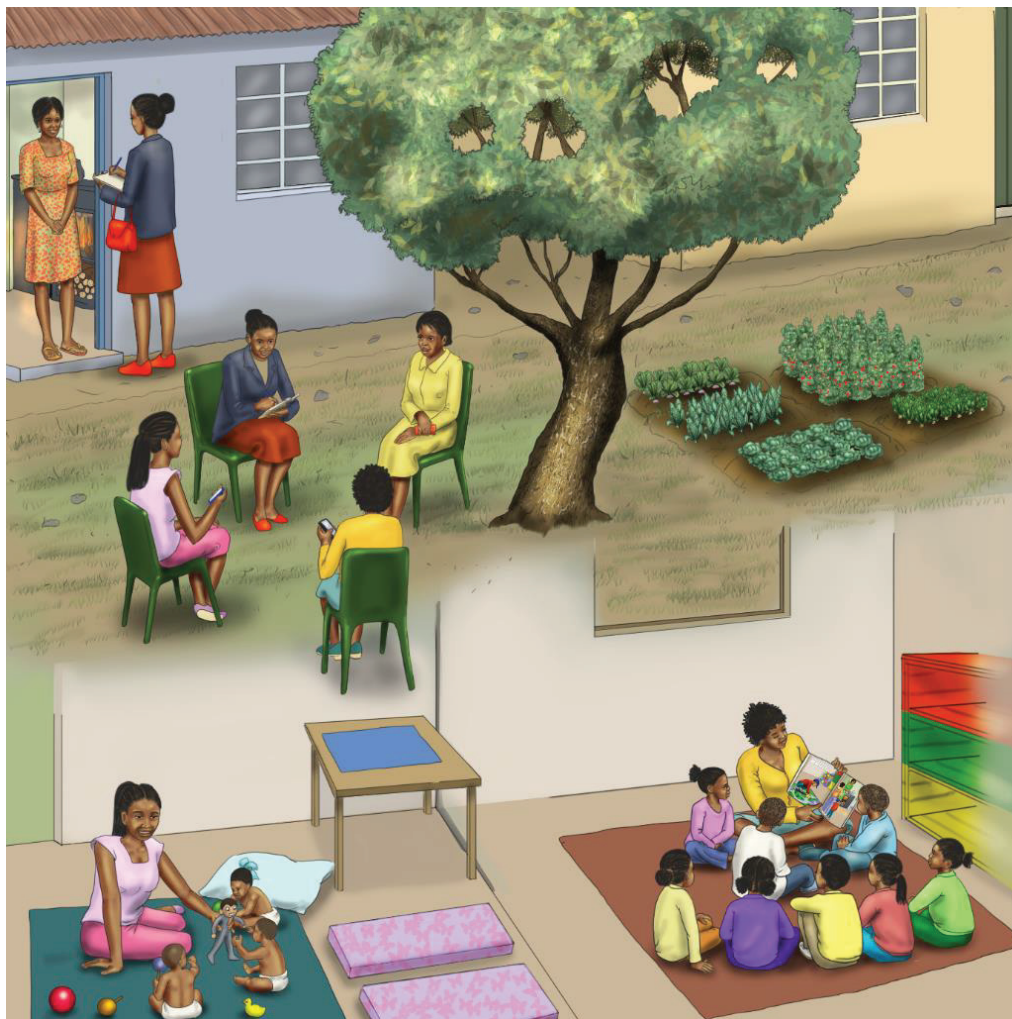




PROJECT FOR INCLUSIVE EARLY CHILDHOOD CARE & EDUCATION

Illustrative Pack for ECCE Diploma Birth to Four Work Integrated Learning: Guide to Effective Practice



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

unicef | for every child



Co-funded by the
European Union

This publication was produced with the financial support of the European Union. The contents are the sole responsibility of PIECCE and do not necessarily reflect the views of the European Union.

PIECCE was co-funded by UNICEF and the South African Department of Higher Education and Training (DHET).

Authors:

Naseema Shaik (CPUT), Hantie Theron (NWU), Benita Taylor (NWU), Anitha Janse van Vuuren (NWU), San Knoetze, Margaret Irvine (CSD, Rhodes), Mumsy Boikanyo (NWU) and Lise Westaway (CSD, Rhodes)

Illustrations:

Rob Owen

Learning Design:

Sheila Drew, Saide

Language editor:

Paula Krynauw

© PIECCE, 2019

PIECCE is a partnership of Universities, NGOs and TVET colleges. The partnership is led by UNISA and managed by Saide. The original consortium partners were UNISA, the Centre for Social Development (CSD) Rhodes, BRIDGE, Saide, TREE, Ntataise and False Bay College. A further nine universities subsequently became part of the collaboration: the University of Pretoria, Witwatersrand University, University of Fort Hare, University of Free State, University of KwaZulu-Nata, Walter Sisulu University, Cape Peninsula University of Technology, North West University, and University of the Western Cape (joined in 2019).

PIECCE was co-funded by the European Union, UNICEF and the South African Department of Higher Education (DHET).



This work is licensed under a Creative Commons Attribution 4.0 International License

Contents

ILLUSTRATIVE PACK FOR ECCE DIPLOMA BIRTH TO FOUR	1
WORK INTEGRATED LEARNING: GUIDE TO EFFECTIVE PRACTICE.....	1
ABBREVIATIONS/ACRONYMS.....	1
OUTCOMES	1
INTRODUCTION.....	2
SECTION 1: PREPARATION AND COLLABORATIVE PARTNERSHIPS.....	3
WHAT IS WIL?	3
BUILDING COLLABORATIVE PARTNERSHIPS.....	5
Activity 1: The partnership of WIL.....	5
Activity 2: Roles and responsibilities.....	7
Activity 3: The roles and responsibilities of the student teacher.....	9
Activity 4: Co-creators of knowledge and co-developers of the WIL programme	11
Activity 5: Self-reflection on collaborative relationships.....	12
SECTION 2: PROFESSIONALISM.....	13
RESOURCES	13
ECCE PROFESSIONALS.....	14
Activity 6: Student teachers thinking about their lives as future ECCE professionals	15
WHAT IS A PROFESSIONAL?	16
Activity 7: Is teaching a profession?	17
PROFESSIONALISM.....	19
Activity 8: A professional code of conduct for WIL	20
Activity 9: Case study of professional behaviour of students during WIL	20
Activity 10: Personality traits.....	22
SECTION 3: DEVELOPING CRITICALLY REFLECTIVE TEACHERS.....	25
RESOURCES	25
INTRODUCTION.....	25
Activity 11: Reflective practice.....	26
Activity 12: Reflective practice.....	27
Activity 13: A protocol for critical reflective practice in ECCE.....	28
OBSERVATION AS AN IMPORTANT COMPONENT OF REFLECTIVE TEACHING.....	29
Activity 14: Why observe?	29
Activity 15: What happens when	30
SECTION 4: ASSESSMENT FOR, IN AND OF WIL	32
ECCE WIL IN SOUTH AFRICA.....	32
WHAT IS A PORTFOLIO OF EVIDENCE AND WHY IS IT IMPORTANT?	33
PAPER-BASED PORTFOLIOS VERSUS E-PORTFOLIOS.....	34
Activity 16: Paper-based versus e-portfolios.....	35
EVIDENCE IN A PORTFOLIO.....	37
Activity 17: What kind of evidence?	37
USEFUL TOOLS FOR A POE.....	39
Activity 18: Useful tools and support.....	39
ASSESSMENT OF A WIL PORTFOLIO OF EVIDENCE.....	42
READINGS/REFERENCES	43
APPENDIX 1: SAMPLE DOCUMENTS FOR WORK INTEGRATED LEARNING	1
SECTION 1:	2
ADDENDUM A: LETTER OF INTRODUCTION TO THE ECCE CENTRE.....	3
ADDENDUM B: REGISTRATION FORM FOR WORK INTEGRATED LEARNING	4
ADDENDUM C: ECCE CENTRE INFORMATION	5
ADDENDUM D: ECCE CENTRE PRINCIPAL CONSENT FORM.....	6

ADDENDUM E: SCHOOL MENTOR INFORMATION.....	7
ADDENDUM F: OBSERVATION FORM FOR TEACHER ACTIVITIES	8
SECTION 2:	12
ADDENDUM G: EXAMPLE OF AN ACTIVITY PLAN.....	13
SECTION 3:	14
ADDENDUM H: MY PERSONAL REFLECTIVE JOURNAL	15
ADDENDUM I: DAILY OBSERVATION AND REFLECTION JOURNAL.....	17
ADDENDUM J: FORMATIVE ASSESSMENT RUBRIC	40

Abbreviations/Acronyms

CPUT	Cape Peninsula University of Technology
CSD	Centre for Social Development (CSD) Rhodes University
DHET	Department of Higher Education
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
HEI	Higher Education Institute
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NGO	Non-Governmental Organisation
NWU	North West University
PoE	Portfolio of Evidence
SACE	South African Council for Educators
TREE	Training and Resources in Early Education
TVET	Technical and Vocational Education and Training
UFH	University of Fort Hare
UFS	University of Free State
UKZN	University of KwaZulu-Natal
UNISA	University of South Africa
UP	University of Pretoria
UWC	University of the Western Cape
WIL	Work Integrated Learning
Wits	Witwatersrand University
WSU	Walter Sisulu University

Outcomes

From this pack we believe you will learn more about how to facilitate student teachers' exploration of the following:

1. Enhancing their understanding of Work Integrated Learning (WIL),
2. Their preparation for WIL by focusing on exposure to WIL during weekly teaching opportunities, their life vision and personality traits, as well as aspects that need special attention before, during and after WIL,
3. How to manage and develop their own preparation and management before, during and after WIL,
4. How to develop collaborative relationships in their dealings with the university, the early childhood care and education (ECCE) learning centres where they will be doing WIL, as well as their mentors, coaches and fellow student teachers,
5. What is meant by professionalism in teaching and how to develop an understanding of codes of conduct and ethical practice within the ECCE learning centre environment,
6. How to develop critically reflective skills and recognise the importance of how observation forms part of being a critically reflective teacher, and
7. The nature of and procedures regarding assessment for, in and of WIL.

Introduction

This illustrative pack will give you, the teacher educators or mentors or coaches, an opportunity to think carefully and critically about the preparation, practice and assessment of WIL.

We hope you will be able to explore solutions to potential challenges in applying these ideas in your own institutional context.

You might find that some of the activities you work through in this pack will be useful for engaging your students before, during or after their WIL experience as student teachers.

Notes to teacher educators, coaches, tutors and mentors

At different points along the way, you will find notes that look like this. This might be advice on how to implement an activity with student teachers, or guidance on how to make resources accessible to students. For example, if students do not have internet access you may need to download a reading from the url provided and print copies for students. If some resources are not openly licenced you may need to get permission through your library services, especially if you want to put the reading into a learning guide.

Or you may have to plan your time so that students watch a video during a face to face session where wifi is available.

We hope these will be helpful for you in implementing some of the ideas in this pack.

SECTION 1: Preparation and collaborative partnerships

In this first section, we will think about some of the things that we have to prepare for WIL, including how we prepare the students.

What is WIL?

Playroom practice in authentic ECCE learning environments is key in developing student teachers' insights into the nature of learning and teaching. Higher education institutions (HEIs) in South Africa require that pre-service and in-service student teachers, as part of their teacher education courses, gain experience through Work Integrated Learning (WIL) or Teaching Practice (TP). This involves intensive and extensive visits to schools and appropriate ECCE learning centres. The Minimum Requirements for Teacher Education Qualifications in Early Childhood Care and Education (MRTEQ ECCE) (DHET, 2015: 10) suggest that student teachers be given opportunities to learn *from practice* and learn *in practice*. Learning *from practice* includes observing the practice of others with opportunities to engage and reflect on these observations. Learning *in practice* refers to the process whereby student teachers are expected to prepare, teach and reflect on both their teaching and the children's learning.

WIL is a holistic approach focused on providing student teachers with the opportunity to apply course work (theories, principles, strategies and subject content) in an integrated, professional work-based environment that is relevant to their occupational training.

WIL differs from *work experience* or *work-based learning* because neither of these requires the steps to *learn, apply* and *integrate disciplinary knowledge*. Student teachers in a WIL-orientated programme are encouraged to learn and simultaneously apply disciplinary knowledge while being supervised by a mentor in an ECCE site. Student teachers are assessed and required to produce evidence of their learning and their practice.

Learning to teach can be an overwhelming and demanding process for students. During this process, student teachers are likely to need different kinds of support. As a teacher educator, you play an important role in supporting the student, together with tutors and coaches.

Stop and think

Preparation for WIL:

1. What kind of support do you think student teachers need to prepare for WIL?
2. What form should that support take?
3. What is your role as a teacher educator in providing that support?
4. What is the student teacher's role in preparing themselves for WIL?
5. Who else needs to do preparation work for WIL?

One way in which some institutions choose to prepare students for WIL is to organise a WIL orientation workshop week. A workshop week involves qualified teachers who facilitate a workshop showcasing activities/lessons for students to observe. During this time, student teachers can become familiar with the WIL processes, get to know which ECCE sites they will be visiting and even begin to engage with ECCE practice by making things and engaging in practical simulation activities. This orientation can play an important role in developing supportive and trusting relationships amongst the students.

Many student teachers will recognise the need to get some clarity and direction to feel ready and confident before a WIL experience. For example, they may feel that they need to:

- Understand something about the school or centre where they have been placed as well as about the staff and children,
- Understand the specific culture and identity of the centre, such as the Language of Learning and Teaching, the children's abilities and needs, and the site's expectations of student teachers, and
- Understand clearly what the university requires of them and of the support team that they can approach when questions or challenges arise.

As a teacher educator, you could also involve students who have already had experience of WIL in the preparation. You could ask them to reflect on their own WIL experience, including aspects such as:

- Will I be good enough?
- Will I fit in?
- Will the staff and children like and respect me?
- Will I cope with the teaching day?
- Will I be able to discipline the children and will they listen to me?
- Will I have enough subject knowledge?

Your first-year students could have an opportunity to ask their own questions too. Simple and practical things, like student teachers knowing which ECCE sites they are visiting and who their coach or mentor teacher will be, will help to put them at ease.

Students who have never entered an ECCE playroom are often very anxious and nervous before going for WIL because they do not know what to expect. Many institutions find it works well to send first-year entry students to observe in an ECCE site as part of their orientation.

This observation can take place early in the year so that the students, teachers and children become accustomed to each other. It could form part of weekly WIL practice or it could take place over a period of a week or two, depending on how the ECCE programme is structured.

In Appendix 1, Section 1 look at some examples of information and documentation that student teachers might need as part of an orientation pack.

Stop and think

- Do you have forms like these?
- How could you adapt them to suit your own context?
- What other documentation would you include in a WIL orientation session?

Building collaborative partnerships

WIL involves collaborative relationships between the student teachers, the HEIs, the ECCE sites and tutors, coaches or mentors responsible for day-to-day guidance and support. Non-governmental organisations (NGOs) or Technical and Vocational Education and Training (TVET) colleges may also be involved in supporting teacher training. These collaborative relationships are dependent on a careful consideration of the role and responsibilities of each of the partners. We need to build relationships of trust and mutual respect that will benefit all role players.

These relationships don't happen by accident. We actively need to build them. An important part of preparing for WIL is setting up processes for developing these relationships.

Roles and responsibilities

It is important to be clear on the roles and responsibilities of the different partners ahead of time.

Notes to teacher educators, coaches, tutors and mentors

Remember you can use some of these activities with your students if you find them useful.

Activity 1: The partnership of WIL

1. Read the following reflections on the benefits of WIL by a student teacher, a WIL coordinator at a university and an ECCE teacher in charge of WIL coordination.
2. While you are reading think about these questions:
 - a. What are the student teacher's expectations of the ECCE teacher?
 - b. What role does the teacher educator see herself playing?
 - c. What is the value of WIL for the teacher educator?
 - d. How does the ECCE teacher expect students to behave?
 - e. What role does each of these partners play in sustaining a mutually beneficial and respectful relationship?
3. Discuss the questions with your peers.

Reflection by a student-teacher:

I have to admit that my marks are also important to me. I set high standards for myself. The WIL component counts a lot and I want good results. But I also want to be the best teacher possible for the children who need me. Where better to prepare myself than at a quality ECCE site with a quality mentor teacher? A place where I can feel welcome, valued and respected. And where I can learn and work with others, bring new ideas and make a real difference. I see my WIL as a marketing project and I would like to build up an excellent reputation. One never knows when someone might notice me and offer me that dream job. I am busy building my CV and during WIL I want to use every possible opportunity to learn new wisdom and skills.

Reflection by a WIL coordinator at a university:

Education is our business and WIL keeps us reminded of the real point of all the training and research that we do: providing quality education to prepare our children for life. We appreciate our contact with schools and learning centres because we learn from their experiences and feel inspired by the energy we feel when we watch them interact with the children. That is where our research should be focused and that is where we should be applying the knowledge that we gain from our research. We value our role in supporting committed and creative student teachers who show initiative and feel ready to share new ideas. And we are deeply aware of the importance of doing our jobs well so that everybody can be clear of what is expected of them and so that the WIL programme runs effectively and smoothly.

Reflection by an ECCE teacher in charge of WIL coordination:

We enjoy sharing our experience and take our role in training new teachers seriously. But with all the responsibilities that our teachers have in a day and all the challenges we face, we really need responsible and committed student teachers who can make our jobs easier and not more difficult. We enjoy engaging with the new ideas and the way in which students challenge our fixed ways of doing things. We just do not want to be their policemen. That is why we encourage close relationships with the tertiary institutions. We need avenues of communication and we need to be well-informed about what is expected of the centre and of mentor teachers. And when we feel acknowledged and appreciated it makes it all worthwhile.

Activity 2: Roles and responsibilities

1. Read the following case studies and discuss the questions that follow.

Case study 1:

Upon entering the school Toni experiences a problem with a senior member of staff. It seems to be affecting her emotionally, as well as her work. The member of staff does not see the value of mentoring and is irritated by the presence of student teachers in the school. The teacher is not prepared to get involved in solving the impasse.

Case study 2:

Thabisa seems extremely reluctant to try anything new. She relies on the teacher's worksheets and very seldom prepares any lessons on her own. In conversation with fellow students, she openly criticises what she calls the school 'insensitive handling of children'. When the mentor teacher contacts the university to complain about the student's attitude, a meeting is organised with the principal, teacher and student to discuss the matter.

Case study 3:

Alison is an ECCE teacher. She believes teacher training should result in a 'flawless end-product' of excellent students that can fit comfortably into the existing school system and ethos. She shows no regard for student teachers' learning and growth experience and possible unconventional contributions that the student teachers could make.

- a. What attitudes to WIL are displayed by the student-teachers, ECCE teacher, the teacher development institution and civil society organisations?
 - b. What effects do you think these attitudes have on relationships between these partners?
 - c. How would you resolve some of the issues?
2. Summarise the roles and responsibilities you have identified of WIL partners and ways you can promote these.

The teacher development institution's role and responsibilities

The WIL coordinator's role is to develop and maintain positive partnerships with ECD sites for WIL.

In preparation for WIL, the coordinators take responsibility for the planning, the setting up and maintenance of the WIL programme. They establish and uphold positive and respectful communication avenues with the student teachers and ECD centres to provide information. They regularly consult with the ECD sites about their own needs and expectations as well as the possibility of mutually beneficial projects.

The WIL coordinators, working collaboratively with the ECD sites, compile, discuss and distribute a handbook with background information, observation sheets, lesson plans and assessment tools to both student teachers and to ECD sites.

Further roles and responsibilities include:

- Providing orientation about the purpose, structures and support systems of WIL,
- Providing guidance regarding the responsibilities and expectations of the institution and the ECCD site about matters such as punctuality, dress code and general conduct,
- Using information about each students' individual background, strengths and interests to ensure appropriate school placements,
- Providing structure and pastoral care as well as fulfilling monitoring tasks during WIL,
- Providing information about the disciplinary measures that will be implemented to uphold the highest standards of professional behaviour during WIL,
- Encouraging feedback from student teachers about what is and what is not working and creating opportunities for joint problem solving, and
- Reviewing student progress in collaboration with ECD centres, sharing progress reports and recording formative and summative assessments as well as storing all relevant documentation.

The ECD site's roles and responsibilities

While many of the tasks listed above are shared between the university and ECD centre, it is important that the ECD centre staff feel part of the collaborative WIL team. You can ensure that by:

1. Building a collaborative partnership based on mutual respect and trust,
2. Hosting meetings to introduce lecturing staff and ECD centre staff to each other and to the campus,
3. Discussing and deciding together upon clear guidelines about what is required of each partner,
4. Ensuring clear lines of communication on both challenges and assets, and
5. Encouraging mentor teachers to set up an introductory interview with the student teacher to:
 - Learn more about each other and their specific interests, needs and concerns,
 - Provide student teachers with information about system requirements in the ECD site, class lists and other documentation as well as relevant background information about children,
 - Discuss teaching philosophies and provide pedagogical guidelines,
 - Work towards building a strong professional relationship of trust in which discussions can be frank but delivered in a safe space,

-
- Encourage student teachers to experiment and allow them the freedom to make mistakes and to reflect upon them with the mentor teacher, for example, by using the open questions set out above,
 - Discuss the purpose of observation, how it helps build professional knowledge and what mentor teachers need to look for, and
 - Set achievable aims and give regular constructive feedback.

Let's focus a little more closely on the roles and responsibilities of student teachers in WIL.

At the best of times, interaction with practice can be challenging. Learning to teach is often demanding and overwhelming as it requires sustained engagement with a variety of contextual variables. During WIL, student teachers are required to cope with the expectations and directives of their teacher development institution, the school or ECD centre where they have been placed, mentor teachers and the children they encounter in the ECCE site. Their learning is influenced by a complicated variety of personal and external dynamics that present themselves in unpredictable ways. They are expected to cope with having their own personal and professional identities deconstructed and reconstructed as they develop an increasingly independent and pro-active stance.

Activity 3: The roles and responsibilities of the student teacher

1. Discuss and write down what you think are the main roles and responsibilities of student teachers during WIL.
2. Compare your list with the list of responsibilities of the teacher development institution and the ECD site that you have already identified.
 - a. What is the same? What is different?
 - b. How do these roles complement each other?
 - c. What contradictions can you see? How could you resolve those?
3. Imagine that you are an ECCE teacher with a student teacher starting WIL in your class. Write a welcome note to the student teacher in which you highlight five main 'rules of engagement' to strengthen your collaborative relationship.

Comment

The following may provide some food for thought. It is a list of verbatim top tips from students who were asked to give advice to future student teachers:

- Know that all children can learn, want to learn and need positive support from adults.
- Be positive, patient and assertive in a friendly non-threatening way.
- Make it your business to find out more about the school's expectations and also their school culture, rules and code of conduct.
- Ask for help when you need it – don't struggle alone.
- Be flexible and ready to solve problems.

-
- Record everything for the sake of reflection and accountability.
 - Be a trusted and generous team player – share ideas and collaborate.
 - Honour your own and other people’s boundaries and keep a professional distance.
 - Find out how you can help – don’t stand back.
 - Respect your relationship with your mentor teacher.
 - Always focus on effective communication, respect and balance.
 - Be organised and remember you cannot be too prepared.
 - Always make sure you have a plan B... and C and D.
 - Make use of all available resources and also create your own.
 - Be specific in your reflections on the learning and teaching that happened.
 - Remember that it is all about the children.
 - Use every opportunity to get to know the children better, but do not become over-familiar – they need you to be the teacher.
 - All children are different – be careful of labelling them.
 - Be sensitive to cultural issues.
 - Be empathetic and confidential about children’s personal information.
 - Be ready and willing to learn.
 - Set high standards for yourself. Only your best is good enough! Keep a balance. Look after yourself. Be kind to yourself.

Stop and think

- Read that list again!
- Which of those tips do you think apply to student teachers going on WIL?

On closer inspection of this list, the following principles emerge to ensure a positive WIL experience: commitment, knowledge, communication and, above all, respect.

Student teachers want their WIL experiences to be positive. To achieve this they need to take a clear and careful look at themselves and believe in their ability to be successful. Their relationships with the teacher development institutions and ECD centres need to be based on mutual respect and explicit and supportive structures. Not only is building positive connections a vital part of a student teacher’s WIL experience, but it is the key to building professional relationships for the future.

Student teachers need to take responsibility to collaborate in solving problems and finding appropriate answers to impromptu questions regarding the WIL programme. They need to regard themselves as active co-creators of knowledge and co-developers of the WIL course. They need to use their voice to effect change and add value through positive and creative contributions.

Notes to teacher educators, coaches, tutors and mentors

One of the principles running through the Programme Frameworks for birth to four is inclusivity. This does not mean that we just find ways of being inclusive of all children in our ECCE work, it also means being inclusive of all student teachers.

Here is an opportunity for you to think about involving student teachers in determining what they learn from and contribute to the WIL programme. You can use this activity to reflect on your own WIL programme.

Ask your student teachers to do this activity too.

Activity 4: Co-creators of knowledge and co-developers of the WIL programme

1. Discuss how you, as a student teacher, can contribute to and/or improve the WIL programme in relation to the following issues:
 - a. Cultural and language diversity,
 - b. Power relations between staff and student teachers,
 - c. Practical matters such as the availability of learning material and resources, and
 - d. Potential challenges, for example, the use of cell phones during the school day, dress codes and different understandings about work and responsibilities.
2. Read and think about what Hudson says about the mentoring relationship:

The central relationship during WIL is undoubtedly the one between the student teacher and the mentor teacher. Hudson (2004) identified the following five factors that the mentor teacher should be mindful of in the mentoring relationship:

 - a. Personal attributes supporting and guiding a student-teacher,
 - b. Guidance regarding the system requirements of the school or learning centre, e.g. the planning and implementing of quality education practices as well as the policies and curriculum,
 - c. Levels of subject content knowledge and pedagogical knowledge and their ability to guide and support the student teachers' development of this knowledge,
 - d. Modelling of quality teaching practices, and
 - e. Provision of regular, constructive feedback to the student teacher.
3. During WIL, discuss with your mentor teacher ways in which your mentoring needs are being supported and document the strengths, assets and challenges you both experience and how you resolved the challenges.
4. After WIL, design a poster to show how Hudson's model has helped you to understand your mentoring needs and the ways in which you and your mentor teacher collaborated to meet your needs to the advantage of everybody.

Activity 5: Self-reflection on collaborative relationships

1. Think about the activities you have just done in Section 1.
2. What are the key points you have learned about building collaborative relationships?
3. What will you do to promote strong and collegial WIL relationships with:
 - a. Staff of the teacher development institution?
 - b. Mentor teachers at the ECD site?
 - c. Your peer group of student teachers?

SECTION 2: Professionalism

In this section, we will think about how teacher educators will be preparing the student teacher for professionalism and what it means for a student teacher during work integrated learning. We will be unpacking the following terminology:

- Profession,
- Professional,
- Professionalism,
- Code of conduct, and
- Ethical practice.

Word power

Profession: an occupation requiring specialised training and high levels of education.

Professional: a registered member of a profession who upholds a code of professional ethics and standards and accepts accountability for professional actions.

Teacher professionalism: refers to the knowledge, training, skills and moral values that define the role of the teacher.

Code of conduct: a set of rules outlining the norms, rules, responsibilities of and proper practices for an individual.

Ethical practice: the standards of moral conduct, integrity and accountability that govern professional employees' behaviour in the workplace.

Resources

Notes to teacher educators, coaches, tutors and mentors

Some of the following resources are videos that are found online. If students do not have internet access you will need to plan your session so students can watch it during a face to face session, or students are able to get to a venue where there is wifi. The first video in the list is open source, so you could download it from the url and give students access.

You may have to download the readings from the url provided and print copies for students. Some resources are not openly licenced. You will need to get permission through your library services, especially if you want to put the reading into a learning guide or onto a learning platform.

Videos:

1. *Being a professional teacher*. Available at: <https://www.youtube.com/watch?v=U58EFAwnKpw&t=48s>
2. *The Big Five personality traits*. Available at: <https://www.youtube.com/watch?v=2Zj8K5zKXhM>
3. *The Big Five personalities: agreeableness*. Available at: <https://www.youtube.com/watch?v=4Z52psGinKA>
4. *Critical reflection – improving outcomes for children*. Available at: <https://www.youtube.com/watch?v=2WrratEuPC0>

Readings:

1. Beijaard, D., Meijer, P.C. & Verloop, N. 2004. Reconsidering research on teachers' professional development. *Teaching and Teacher Education*, 20(2): 107–128. [Online] Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.2571&rep=rep1&type=pdf> .
2. Hoyle, E. & John, P.D. 1995. *Professional knowledge and professional practice*. London: Cassell.
3. Lester, S. 2015. On professions and being professional. [Online] Available at: https://pdfs.semanticscholar.org/0c01/c931220b7d598a071f0e88ce17e24f5e7fdf.pdf?_ga=2.42797027.770937940.1572522368-198780310.1572522368 .
4. Sfard, A. & Prusak, A. 2005. Telling identities: in search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4): 14–22.
5. South African Council for Educators. 2016. *The Code of Professional Ethics (as amended)*. [Online] Available at: <https://www.sace.org.za/pages/the-code-of-professional-ethics> .

ECCE professionals

Early childhood care and education (ECCE) is an important profession that contributes significantly to the development of young children from birth to four. This profession is however often viewed as having a *babysitting* or *mothering* role both here in South Africa and internationally. As such, ECCE professionals do not receive the professional dignity and status they deserve. ECCE has become a national imperative. The European Union has provided funding for the Department of Higher Education, HEIs and non-profit organisations to develop accredited ECCE programmes to raise the status of the ECCE profession and to ensure all ECCE teachers are suitably qualified. Two programmes that are currently being developed are the ECCE diploma and ECCE degree. All the accredited programmes that students complete include a work integrated learning (WIL) component that student

teachers need to complete during their course of study in order to receive the accredited qualification.

ECCE professionals need to ensure that they understand how young children learn and develop and are able to provide ample stimulating opportunities for young children to thrive and develop. Taking this into consideration, the way in which student teachers are trained during WIL is highly imperative to their development as professionals. In the following section, we will unpack what it means to be a professional, have professionalism, a code of conduct and ethical practice during WIL, and why these terms are important to understand for the student teacher being prepared for WIL.

Being and becoming a teacher is, in part, about becoming a professional and developing a professional identity. Drawing on Sfard and Prusak's research (2005), we regard identity, and professional identity, as operationalised in and through the stories we tell. In being and becoming a professional, student teachers should have opportunities to tell personal stories about the self and others. Stories about the self are first-person narratives/identities and stories told about others are third-person narratives/identities.

In this section, we make suggestions about how one can assist in developing students' professional identities. It all begins with telling stories. Below are examples of stories you can encourage your students to tell about themselves and others. It might be useful for the students to write their stories as this will give you an opportunity to learn more about them.

As student teachers start preparing to be professionals as part of the WIL experience, they should take some time to explore their own lives and their life vision, their strengths and areas for growth. They can write about, and also draw pictures, of how they visualise the aspects highlighted below.

Activity 6: Student teachers thinking about their lives as future ECCE professionals

1. Write a short reflection on your best qualities and areas that need to grow in relation to:
 - a. How I see myself as a person,
 - b. The things I value most,
 - c. What motivates me,
 - d. Things that break my spirit,
 - e. My relationship with the world and other people, and
 - f. My ambitions for my life.
2. Describe the past experiences that led you to choose to become an ECCE teacher.
3. Write a story about your **best** teacher. In your story, ensure that you:
 - a. Explain the context (when this experience took place and where),

-
- b. Give one or two examples of what this teacher said or did that show why they were your best teacher, and
 - c. Describe the characteristics of your best teacher.

Comment

The significance of the stories (Beijaard et al., 2004) is that they highlight:

- Becoming a professional is an ongoing process that is based on our experiences. The narratives speak to questions about 'Who I am at the moment?' and also, 'Who I want to become?'
- Professional identity incorporates both the person and the context. Teachers differ in the manner in which they approach and deal with situations depending on their values and the contexts that they find themselves in. In this sense, teachers don't adopt a fixed set of characteristics deemed appropriate for a professional.
- Professional identity foregrounds the importance of agency. This means that teachers should be responsible for their own continuous professional development. It involves co-learning with colleagues in order to continually improve one's practices.

According to Beijaard et al. (2004), professional identity is not fixed. It is ever-changing and dependent on context. This means we are always in the process of becoming a professional. Read the article if you can download a copy (<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.2571&rep=rep1&type=pdf>).

Let's explore the differences between *professional*, *professionalism* and *ethics*.

What is a professional?

An early childhood professional is an individual who has acquired relevant and appropriate training to work with young children from birth to four. A professional teacher embodies certain characteristics. A professional teacher:

- Is passionate about their work,
- Is accountable to the caregivers and children they work with,
- Maintains confidentiality with regards to the caregivers and the children in their care,
- Looks, acts and behaves respectfully,
- Is friendly and approachable,
- Knows the children in their care and is able to modify learning according to their needs,
- Has excellent knowledge of how children learn,
- Builds good relationships with caregivers and their children,

-
- Appreciates diversity,
 - Is a leader, and
 - Is a life-long learner.

Notes to teacher educators, coaches, tutors and mentors

Activity 7 will help your students to think about what professionalism means and what a code of conduct for professional behaviour during WIL might look like. The questions you ask them about what classifies a student as a professional are important to support their thinking.

In the following activity students need to watch a video. If students do not have access to the internet you need to make the video available to them offline, or show it to them during a face to face session.

Activity 7: Is teaching a profession?

1. Watch the video: *Being a professional teacher* at <https://www.youtube.com/watch?v=U58EFAwnKpw&t=48s>. While you are watching think about:
 - a. The responsibilities and job satisfaction experienced by the doctors,
 - b. The similarities in the responsibilities and job satisfaction of the teachers featured in the video,
 - c. The views about the qualities displayed by exceptional teachers,
 - d. Professionalism is...,
 - e. Professionalism is not..., and
 - f. The views and actions of the two teachers featured in the second half of the video.
2. Read this summary of professional characteristics identified by Hoyle and John (1995):

Hoyle and John (1995) summarise the following general views on the subject of teaching as a profession:

- A crucial social function: a profession is an occupation with an important social function that requires a high degree of skill.
- Specialised knowledge: professionals draw on specialised knowledge that requires a lengthy period of education.
- Professional competence: professionals exercise their competence in situations with complex variables requiring high levels of problem-solving.
- Professional responsibility: professional values focus on the client's interests and these professional values are set down in an ethical code of conduct.
- Professional autonomy: professionals require considerable freedom or autonomy to make judgements drawing on knowledge-based skills

-
- and values-based decision making in non-routine situations that are often complex and risky.
- Professional accountability: the controlling body of the profession requires a high degree of accountability through published codes of conduct and regular audits.
3. Use Hoyle and John's summary to compare the occupations of a doctor and a teacher in a general South African context.
 - a. Which of Hoyle and John's descriptions do you think fit or do not fit each occupation?
 - b. Discuss your findings in groups and then as a whole class.
 4. Think about why it is important that you as student teachers behave professionally during WIL.
 - a. What does the term *being professional* mean?
 - b. What are some of the characteristics of a professional?
 - c. What does it mean to be a professional during your WIL? (The students can develop a mindmap.)
 5. Read the following message written by a past student teacher to student teachers who will be starting their WIL experience sometime in the future:

Message to student teachers

Dear Fellow-student

I want to share a few words of advice about being professional during WIL. Advice that I wish someone had given me before I started. Looking back I will say that my keywords have become: respect, communication, commitment, values. When you walk into the ECCE centre, you are not a student anymore. Your choice of outfit and your conduct should say that you respect yourself, the staff and children and that you are ready to work hard. It doesn't matter if you think some staff dress inappropriately. That's no excuse for you. It doesn't matter if some staff discuss the children or each other or parents or other people in an unethical way. That's no excuse for you. Be humble and honest with yourself. Be wide awake to all the opportunities to learn and share. Prepare well and regularly reflect on your daily practice and growth. Document everything. And don't allow yourself to be drawn into situations that may compromise your professional position and result in disciplinary measures against you. Make sure that when you complete your WIL, the ECCE centre staff and university will commend you and remember you as someone who conducts themselves as a true professional.

6. Now, with your peers, create a summary of the qualities required to be a professional during WIL.

Comment

A professional is an individual who has acquired or is acquiring the relevant training in a field. Professionals conduct themselves in a professional manner. Student teachers are considered to be professionals during WIL – they are expected to reflect the characteristics of a professional. For example, a student teacher should be a role model and they need to dress appropriately and be polite and respectful to all. In addition, student teachers need to arrive at school on time and report to the necessary administrator during WIL.

Professionalism

The term professionalism relates to an individual who has received accredited training in a particular field with specific exposure to languages, skills and practices conducive to that particular field. In this case, early childhood student teachers are being prepared for a level of professionalism. One might assume that a professional has already acquired the accredited training and this professional might be the ECCE practitioner. However, whilst student teachers are acquiring accredited training during their studies, they also need to conduct themselves in a professional way during WIL. It is also important to note that there is a difference between *professionalism* and a *professional*. Professionalism comes from the term professional. Whilst a professional is an individual who belongs to a profession, professionalism refers to the standards, methods, status and character of a professional.

As a teacher educator who will be supporting student teachers during their WIL, you need to think about:

- The university-ECCE centre partnership,
- The mentor teachers' support for the student teachers as well their recognition of student teachers as co-learners, and
- Other examples of co-learning.

There are a number of ways in which a co-learning environment can be established. Student teachers, their peers and mentor teachers can:

- Share their practices and challenges with each other in a community of practice,
- Plan together, observe each other teaching and then reflect on the planning in order to improve their lessons (lesson study), and
- Identify a challenge faced in the ECCE centre and work collaboratively to address the challenge (this could also take the form of a research project).

Code of conduct and ethical practice

The South African Council for Educators (SACE) is the national body for the teaching profession and all registered teachers in South Africa. The SACE Code of

Professional Ethics states 'that educators who are registered or provisionally registered ... acknowledge the noble calling of their profession to educate and train the learners of our country'. You can read it here <https://www.sace.org.za/pages/the-code-of-professional-ethics>.

Activity 8: A professional code of conduct for WIL

1. During weekly teaching or during WIL, observe a teacher over a period of a week. The observation will focus on the teacher's professionalism.
2. Find out if the ECCE site has its own code of conduct for teachers. If not, discuss with your mentor teacher how they think teachers should behave. In particular ask them how they think student teachers should behave during visits, observations and WIL.
3. Create your own code of conduct for WIL on the basis of your reading of SACE, your observation and your interview.

Activity 9: Case study of professional behaviour of students during WIL

Read the following case study and then discuss the questions that follow.

Case study

Zahra is a teacher educator at a large university. She has spent time with her students, mentors and evaluators getting feedback on their WIL. As a result of her observations and discussion, Zahra has picked up on some of the student teachers' behaviour during and after WIL:

- Sandra is a first-year student teacher. She is married. Sandra is going through some problems with her marriage. She appears to have low self-esteem and she is not confident. As a result, she is often withdrawn and appears to be disinterested in what is happening around her.
- Nomsa, a third-year ECCE preservice teacher, is very friendly with the children, staff and parents. She enjoys being around the children and staff and is eager to learn from her mentor teacher how to respond to any queries the parents may have.
- Tanya is a final-year preservice teacher and is working with the baby group. She is very patient with the babies she is working with and pays close attention to their cries, babbling, smiles and other body languages.
- Lumka is not open to any suggestions that her mentor teacher makes and is not curious or keen to learn from her mentor teacher. As a result, she does not write any observational notes nor is she eager to deepen her understanding of good practice with her mentor teacher.
- Thembi, a second-year student teacher, travels a great distance on a daily basis but she always arrives at the ECCE centre on time. She is the group leader at the

ECCE centre and other students need to report to her should they be experiencing any problems.

1. How do you think the different personalities and circumstances of these student teachers impact on their interaction with the children during WIL?
2. What impact will this have on their interaction with the staff during WIL?
3. What kind of support do you think each student teacher needs to be successful during WIL?

Comment

The fact that Sandra is always sad will negatively impact on the way in which she interacts with children. Children need to experience positive interactions with adults in order to develop and learn. Sandra will possibly find it challenging to engage with other staff as her emotional state will come in the way of her interactions with staff. This will impact on the way she will develop as a teacher. Sandra can be assisted through counselling that her HEI offers.

Since Nomsa is sociable and assertive, she will be very confident. As a result, she will always be very eager to learn from her mentor teacher and to try out new ideas. The fact that she enjoys being around people means her interactions with both staff, parents and children will always be positive.

Even though Thembi is always on time, she may find her WIL experience very tiring. She may need some support to keep up with her leadership responsibilities.

Lumka needs a fair degree of support. She needs to be encouraged to take more interest. It would be good for Zahra to try and find out why Lumka is so demotivated.

Tanya's level of openness with the babies means she will be able to positively stimulate them to ensure they develop and grow. Zahra's trait of openness is important for enhancing her understanding and skills of working with babies.

Big Five personality traits

The model of the Big Five personality traits can help us understand our own personality characteristics and reflect on how they may support or hinder healthy behaviours and interactions. The personality characteristics of a preservice teacher are pivotal and they will influence the teacher's psychological behaviour (Kokkinos, 2007).

Let's look at how these traits impact on professional behaviour.

Activity 10: Personality traits

1. This diagram reflects the Kokkinos model of the Big Five personality traits. Look carefully at the diagram, read it and then look at it again.

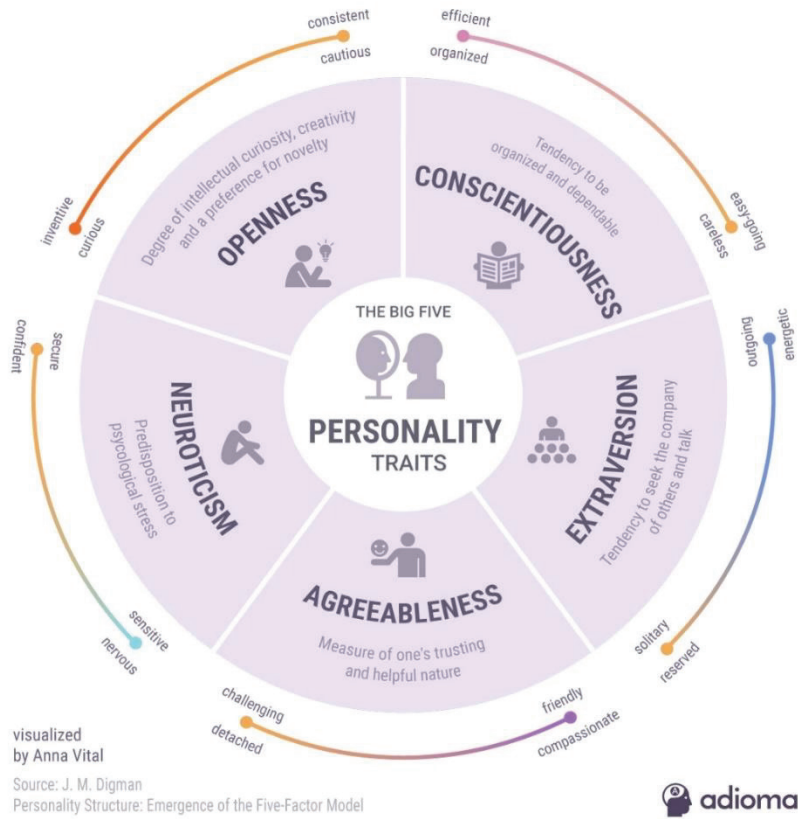


Figure 1 Big Five Personality Traits
Source: Vital, 2018

2. Now read the following summaries of each personality trait.

Neuroticism

Neuroticism is characterised by an individual's tendency to experience negative emotions such as anxiety and low self-esteem. There are student teachers who go on WIL with negative emotions, such as being unhappy and crying easily. These emotions may be related to personal or health-related matters. These student teachers may be experiencing challenges in their personal lives that affect their negative emotions. For example, a student teacher may be experiencing family challenges (e.g. going through a divorce or having an unstable relationship with parents) or they may have health problems (mental or physical health) that impact negatively on their self-esteem. The students' low self-esteem will be reflected in the way in which they interact with children, parents and staff.

Extraversion

Extraversion is characterised by an individual's sociable and assertive behaviour. Extraversion also referred to someone who enjoys being around other people – someone who prefers company to being alone.

Openness

Openness to experience is characterised by an individual being imaginative and curious. Openness also refers to someone who has aesthetic sensitivity, attentiveness to inner feelings and a high level of intellectual curiosity.

Conscientiousness

Conscientiousness is characterised by individuals who have a high degree of responsibility and are determined.

Agreeableness

Agreeableness is characterised by individuals who are sympathetic and easily moved. Individuals who are agreeable are also co-operative, warm, kind and considerate.

3. Reflect on the code of conduct you created in Activity 8. Decide whether you could improve your code of conduct now that you know the Big Five personality traits.
4. Improve your code of conduct and share it with a fellow student.
5. Which of the Big Five personality traits can you identify in the case study in Activity 9?
6. How does the personality trait of extraversion in a teacher impact on the children, staff and parents?
7. How do you think the personality trait of openness in a teacher will contribute to the development of the children in her care? Do you think that this is an important personality trait for Nomsa to have during WIL or is it only necessary when she becomes a qualified teacher?
8. In what way do you think openness is an important personality trait for ECCE student teachers to have and why?
9. Do you think that it is important for student teachers who work in ECCE to have a high degree of conscientiousness? Why do you think so?
10. Which of these five personality traits do you recognise in your own personality?
11. List the five traits as reflected in your personality – start with the most prominent and end with the least prominent. Justify and motivate your choice of range.

Comment

Openness is an important personality trait for ECCE student teachers to have. If ECCE student teachers do not have the personality trait of openness they will not be able to learn from their mentor teacher or other teachers during WIL. Student

teachers who do not possess the personality trait of openness will also not be willing to do research and their ability to learn will be stifled.

ECCE student teachers doing WIL should have a high level of conscientiousness as it is a great responsibility to work with young children.

Ethical practice

Lester (2015: 6–7) describes ‘ethical competence’ as principles that educators ‘live’ rather than just follow as rules in a code of conduct. He emphasises principles and abilities such as:

- Knowing what is right in any given situation,
- Being able to recognise ethical issues in practice situations,
- Being able to resolve ethical dilemmas,
- Reflective ethical practice, and
- The qualities of respect for others and their dignity and values, personal integrity and responsibility to others and to broader professional principles.

The ethical teacher is the one that places ethical conduct 'at the heart of their self-definition' (Lester, 2015). This is what every student teacher should be striving for during WIL. Their relationships with children in their care and the whole school community should be built on values of social justice, equity and integrity.

SECTION 3: Developing critically reflective teachers

In this section, we will explore what it means to be a critically reflective student teacher during WIL. To help us understand this, we will unpack what reflection, reflective practice and critically reflective student teachers are. We will also unpack why it is important to be a critically reflective student teacher.

Resources

Readings:

1. Collwell, J. 2015. *Reflective teaching in early education*. Bloomsbury. London.
2. Dewey, J. 1910. *How we think*. Chicago: Heath.
3. Schön, D.A. 1983. *The reflective practitioner: how professionals think in action*. Aldershot: Ashgate.
4. Shulman, L. S. 1987. Knowledge and teaching: foundations of the new reform. *Harvard Educational Review*, 57(1): 1–23. [Online] Available at: <https://people.ucsc.edu/~ktellez/shulman.pdf>.

Word power

Reflection: serious thought or consideration.

Reflective practice: practitioners' engagement in a continuous cycle of reflection to observe and refine their practice.

Critically reflective student teachers: student teachers who continuously explore their own thoughts, actions and experiences in order to improve their teaching skills and practice.

Introduction

The student teacher quoted in this paragraph, Sibongile, learned some very important principles about the value of reflective practice right at the beginning of her career: reflective practice is about how teachers think about their teaching experiences and about how they make sense of their experiences in order to improve or change existing practices.

Student teacher on reflective practice

When I started WIL I had so many ideas. I wanted to be a cool student teacher that all the children would love. Then within the first week, I started to feel lonely and confused. The children did not listen to me and the teachers were just busy with their own responsibilities. But when I started planning exciting lessons, I saw how much the children were learning. They were excited about every new theme table and all the new books I brought for us to read, they kept asking questions and started

making posters just like me. That is when I made a big discovery: it's not about me, it's about the children's learning. And when I started reflecting with my mentor teacher and fellow student teachers on the highs and lows of every day's lessons and activities, I knew why I wanted to be a teacher. I never want to stop working at getting better at what I do.

Activity 11: Reflective practice

1. Read Sibongile's reflection again.
2. What did Sibongile learn from self-reflection, reflection on her own practice?
3. What did Sibongile learn from her mentor teacher and other student teachers?
4. What did Sibongile learn from the children?

Comment

Sibongile was anxious about her own practice but she realised she needed to plan and she changed her practice. The children's response helped her to realise that it is all about learning. Her mentor and fellow student teachers helped her to reflect on every day's activities so that she could improve her practice. Please explore the idea of self-reflection, guided reflection and critical reflection outlined in the PIECCE Illustrative Pack *Being and Becoming a Professional in ECCE*.

Shulman (1987) indicates that reflective practice is about how teachers use their 'wisdom of practice' in the dynamic and complex world of teaching. Reflective practice is also about how teachers think critically about supporting the children's and their own learning. Dewey (1910) is considered to be the father of reflective practice and he saw it as a reflection on behaviours, thoughts and beliefs and as a way to problem-solve.

Reflective practice provides teachers with an opportunity to become aware of their practice and to think carefully about the beliefs they have about the children they teach. When teachers reflect, they become cognisant of their strengths and challenges and use this knowledge for decision making and to bring about changes to their practice to better support the children and themselves.

Schön (1983) further expanded on the work of Dewey and identified two types of reflection – *reflection-in-action* and *reflection-on-action*.

Reflection-in-action requires the teacher to problem solve as the situation occurs. The teacher has to understand the situation they are in and then adapt to meet the needs of the situation. A critically reflective teacher is flexible and open to change, and sometimes this change happens in a moment. A reflective teacher makes changes to their reality as they proceed with their lesson, thus constructing the situation in real-time.

Reflection-on-action involves reflecting before or after an event or a lesson has occurred. It can refer to the planning that a teacher does. According to Schön (1983), it can refer to the planning that a teacher does *for* a lesson or to the reflecting that is done *once it has finished*. Reflecting-on-action provides teachers with an opportunity to reflect on their practice with the use of theory or knowledge that they have (Schön, 1983: 56). Teachers often use the knowledge of past experience to gain insight and thus understand a situation better and bring about changes in order to improve their practice.

Activity 12: More reflective practice

1. Read Sibongile's reflection again.
 - a. Highlight an example of Sibongile's reflection-in-action.
 - b. Highlight an example of Sibongile's reflection-on-action.
2. Share your thoughts with a fellow student. Do you agree with each other's interpretations of Sibongile's reflection?

Comment

During WIL student teachers are required to reflect on their practice in detail. At times student teachers will need to reflect on teaching and learning activities or lessons they taught in terms of how successful their lessons or activities were. When planning new lessons and activities, student teachers need to reflect on how, for instance, to introduce the lesson or activity in a way that will get the children engaged. They need to reflect on whether the aims of the lesson or activity will be achieved, how that may happen, as well as whether the resources and activities used will be developmentally and culturally appropriate. Student teachers also need to reflect on past lessons and activities to establish how successful or unsuccessful they had been and to make changes to the new activities or lessons accordingly.

According to Collwell (2015), the characteristics of reflective practice are:

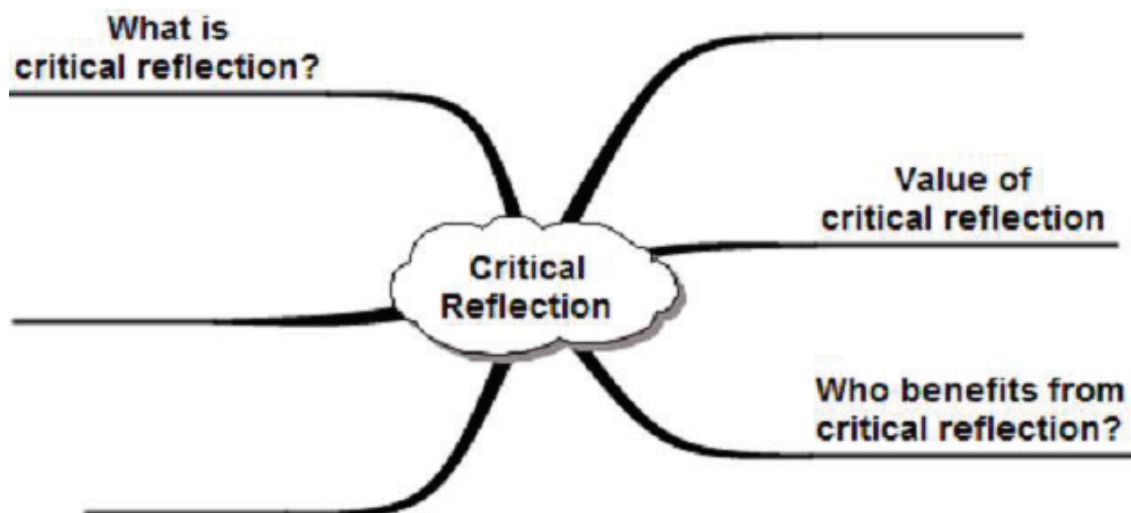
1. Reflective practice implies actively thinking about the aims and consequences of our actions.
2. Reflective practice is a cyclical and spiralling process in which practitioners monitor, evaluate and revise their own practice continuously.
3. Reflective practice requires evidence-informed enquiry to support improvement in standards of practice.
4. Reflective practice requires attitudes of open-mindedness, responsibility and wholeheartedness.
5. Reflective practice is based on practitioner judgement, informed by evidence and insights from research.
6. Reflective practice, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues.
7. Reflective practice enables practitioners to creatively develop the imposed frameworks for learning and teaching.

Notes to teacher educators, coaches, tutors and mentors

In the next activity students watch a video. Remember, if students do not have internet access you will need to plan your session so students can watch it during a face to face session, or students are able to get to a venue where there is wifi.

Activity 13: A protocol for critical reflective practice in ECCE

1. Watch the YouTube video *Critical reflection – improving outcomes for children* at <https://www.youtube.com/watch?v=2WrratEuPC0>. In the video, Catherine Lee, the director of a preschool, shares her thoughts on the following questions:
 - a. What does critical reflection mean to you and how does it improve outcomes for children?
 - b. What is the value of critical reflection?
 - c. How does critical reflection assist in improving outcomes for children, families and educators?
2. While you are watching the video create a mind map of the answers Lee gives to the questions she is asked. You can use this as the basis for a mind map, or create your own.



3. Do you agree with her responses? How would you respond to those questions? Add any of your own thoughts to the mind map.
4. When, how often, with whom, and in what format do you think student teachers need to reflect?

Observation as an important component of reflective teaching

Observation allows the student teacher to observe, learn and reflect on real-life teachers in real-life teaching situations. This enables the student teacher to learn from a more experienced person and be able to engage in context-specific discussions about teaching. The reason for this is that much of what the student needs to know cannot be learned solely in a lecture room.

Observation gives student teachers an opportunity to observe practice, children's learning styles, interests, teacher-child interactions and engagements. Through observation student teachers are also able to observe how teachers prepare for planned and unplanned activities and lessons.

As an observer, a student's benefits include:

- Personal development and growth as a professional,
- Insight into teaching strategies and approaches, and
- Observation of atmosphere and student reactions from a neutral perspective.

According to the Early Years Foundation Stage Curriculum in the UK (DCSF, 2008), there are five generic observation skills:

1. **Looking:** being clear about which aspects of adult or child learning and development the observation is focusing on,
2. **Listening:** paying attention to the adult's or child's interactions and narratives as they engage with the world,
3. **Recording:** noting what is significant in an efficient and accurate way,
4. **Thinking:** reflecting on what has been seen and linking this into assessing and planning, and
5. **Questioning:** asking questions in dialogue with others, such as teachers, parents, to clarify, confirm or reject judgements about what has been observed.

Activity 14: Why observe?

Imagine you are observing children playing in the sandpit. One of the children, Ndumi, is very sad. Whilst she plays in the sandpit tears roll down her cheeks. You also observe that she is withdrawn during the course of the day.

1. Why is observing Ndumi's sad behaviour important for you as an ECCE teacher?
2. How can your observations assist Ndumi?
3. Create a list of the kinds of things you think are important to observe in an ECCE environment.
4. Look at *Daily Observation and Reflection Journal* (Appendix 1, Section 3, Addendum I of this pack). Go through each day and identify what you think needs to be part of observation during WIL.

-
5. Compare your observation list with Addendum I. What will you add to your list?

Comment

Any good ECCE teacher will take note of what she observes and act on it in an appropriate way. This would include noticing Ndumi's tears and deciding on a course of action. There are many things to observe in an ECCE site and the list could be almost endless. One way to manage observation, particularly for purposes of WIL, is to help students to focus. A good way to focus observations is by linking them to the different components of the ECCE diploma programme and observing them at the appropriate times.

Inclusivity means to include all learners no matter their background, race, barriers, disability and gender. It is important that students reflect on the inclusivity of the ECCE setting where they complete their WIL. Because inclusivity is a cross-cutting issue in ECCE, students need guidance to observe things like differences in the languages children use, differences in religion, food, gender and background. They need guidance to observe how special needs are managed – nutrition, medication and physical disabilities and differences (such as being deaf or blind) – and how children with these special needs are included. Students can use these same ideas to reflect on their own inclusive practice during WIL.

Some students might need emotional support if they have never been exposed to special needs before. They will need help in approaching the mentor teacher and talking about what they see and what to do if the ECCE site is unaware of any special needs.

Activity 15: What happens when ...

Neo has documented parts of her WIL journey by writing a reflection about her experiences.

Neo's reflection: It was not what I expected.

I'm in my first week of teaching practice. I have been observing lessons for a couple of days now. Looking back on these days, I realise that her teaching style is not the kind I would use. The way she teaches seems to be in direct relation to learning environment management issues. At some point, I thought she is just a worn-out teacher falling back on old methods. I later realised that her teacher-centred style is used to keep the class on track. Perhaps this is good to help control children's behaviour, but I'm not sure if it is efficient for learning and interaction with the children.

In her class, the desks are arranged in rows and there is little student interaction. The teacher mainly stands in front of the class and lectures most of the time. The only time the children are close is when they are sitting in front, on the carpet for

a lesson which is then followed by individual seatwork such as worksheets. I have not seen her give the children time to play and be creative in class. She normally gives material to the children without really giving them a chance to interact with it. I wasn't sure how to react to all of this. What I saw in this week of observation goes completely against everything I have learned in my course.

1. Read through Neo's reflection carefully.
2. Neo is convinced that what she is seeing in her observation goes against everything she has learned in her course. If you were to find yourself in Neo's position, would you talk to the teacher about this in your debriefing sessions or would you rather keep quiet about it? Why?
3. What are some of the challenges you think would arise if you were to talk to the teacher about all the things that you don't think she should be doing?

SECTION 4: Assessment for, in and of WIL

In this section, we will think about some of the things that we have to prepare for WIL, including how we prepare the students for practice-based learning. There will be a strong focus on conceptualising and strengthening assessment by compiling and submitting a paper-based portfolio and/or an e-portfolio.

Word power

PoE: Portfolio of Evidence.

WIL: Work Integrated Learning.

Paper-based portfolios: evidence in the form of printed and/or written documents containing evidence of artefacts students had to compile before, during and after practice-based learning.

e-Portfolio: electronic representation of your portfolio or a digital record of your work completed during a practice-based learning period.

Artefacts: objects made by human beings with a function intended to contribute towards a certain goal. (For the purpose of the WIL Illustrative Pack, artefacts will refer to evidence of supporting material created by the student during the workplace-based learning).

ECCE WIL in South Africa

In South Africa, it is the first time the ECCE qualifications are being offered by HEIs. Perhaps you are a new ECCE teacher educator designing a WIL portfolio for the first time for your institution. According to the Department of Higher Education and Training (2015), the following must be adhered to (see also *Section 1: Preparation and collaborative partnerships in WIL*):

Workplace-based learning and assessment must form an integral part of the WIL component. Workplace-based WIL must comply with the following requirements:

- In a full-time contact programme, students must spend a minimum of 20 weeks and a maximum of 32 weeks informally supervised and assessed workplace-based practice. The university must take full responsibility for the summative assessment.
- In any given year, a maximum of 12 such weeks could be spent in workplace-based settings and at least 3 of these should be consecutive.
- In part-time or distance programmes, students may be physically in workplace-based settings for longer periods. For example, if they are employed as educators/practitioners in centres offering ECCE programmes. However, the same amount of supervised and assessed ECCE programme-based practice is required.

- WIL must comply with the requirements described in section 8 of the *Revised Policy on the Minimum Requirements for Teacher Education Qualifications* (DHET, 2015).
- ECD educators must be knowledgeable about, and skilled in the early identification of, barriers to learning, as well as in curriculum differentiation and adaptation for multiple learning needs.
- ECD educators must be able to integrate ICTs into their practice.

What is a portfolio of evidence and why is it important?

A WIL portfolio of evidence (PoE) is an artefact to showcase what students have learned and how they have grown and developed during their time at an ECD site. A student can use a WIL portfolio to bring practice and theory together by reflecting on observations, their own practice and interactions with different stakeholders at the ECD site.

In this section, we want to think critically about how to use a PoE in the context of these new qualifications focussed on children from birth to four years. Perhaps you already have a WIL portfolio protocol that you use for your BEd Foundation Phase students. You can adapt and build on that for ECCE, but you need to make sure that it is properly contextualised for the birth to four years of age group. We will draw on work that has been done in the NGO sector and in the Grade R and Foundation Phase qualifications.

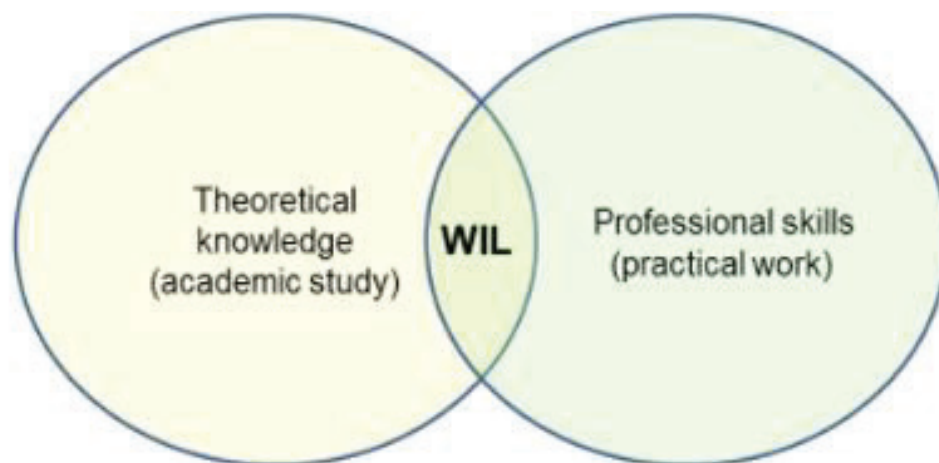


Figure 2 Theoretical knowledge and professional skills in WIL

Source: Jansen van Vuuren, A, Taylor, B., Theron, H. 2019 as adapted from, Formosinho & Formosinho, 2016.

A PoE is a collection of student’s work, including evidence of theoretical knowledge, gathered over a period of time which will enable students to reflect on what they have learned and gained *before, during* and *after* practice-based learning in order to

develop professional skills and evaluate their teaching competency (Schonell and Macklin, 2018).

For example, in Appendix 1, Section 3, Addendum I of this illustrative pack, there is an example of a tool to support students to reflect each day, for fifteen days, on what they see and practice in an ECCE site. By reflecting, students will showcase their ability to critically think about what they have observed, including positive and negative aspects, how they can improve the current situation and provide written and/or video and/or photographic evidence.

Many HEIs make use of paper-based and/or e-portfolios of evidence to showcase the professional development of ECCE students and to provide evidence demonstrating competence in respect of defined programme outcomes.

A PoE includes information about the student, the environment in which they do their WIL and the activities undertaken by them. This information is important so that the assessor can understand the student's environment better. A teaching philosophy and professional goal statements could also be included. The student's reflections on different events within the ECCE setting are important evidence to add to the portfolio.

A portfolio needs to be well organised. A suggested outline or layout for the PoE should form part of the orientation pack that students receive at the beginning of the programme. You can go to this link to see an example of a well-organised portfolio from the North West University in South Africa:

<https://www.youtube.com/watch?v=jsNtDkdEImg>.

Student teachers may also need support in compiling an e-portfolio. This support can form part of the developmental education component of the programme or you can include it in the WIL orientation. There are many videos on the internet that can support you and your students to create, organise and compile e-portfolios.

Additional readings

- Schonell, S. & Macklin, R. 2019. Work integrated learning initiatives: live case studies as a mainstream WIL assessment. *Studies in Higher Education*, 44(7): 1197–1208. [Online] Available at: <https://doi.org/10.1080/03075079.2018.1425986>.

Paper-based portfolios versus e-portfolios

Paper-based portfolios consist of evidence in the form of printed and/or written documents containing evidence of artefacts that the students had to compile before, during and after practice-based learning. On submission, paper-based portfolios can be presented in a ring binder containing all the relevant documentation.

E-portfolios

An e-portfolio is an electronic representation of your portfolio or a digital record of your work completed during the practice-based learning period. E-portfolios are an efficient way of creating a variety of presentations for different audiences. They are also more accessible as they are available to any person, at any given time, from any location, as long as internet access is available. An e-portfolio uses electronic technology as the container, allowing student teachers to collect and organise portfolio artefacts in many media formats (audio, video, graphics and text) and using hypertext links to organise the material, connecting evidence to appropriate outcomes, goals or standards.

Activity 16: Paper-based versus e-portfolios

- Which type of portfolio do you think is most suitable for ECCE students to compile?
- Use these questions to help you think about your decision:
 - a. Who are your students?
 - b. How technologically literate are they?
 - c. Do they have access to the internet?
 - d. Can they come onto campus easily?
 - e. What support can you provide them with?
 - f. How can they support each other?

Advantages of paper-based portfolios

- The portfolio is a visual presentation.
- Assessors can, without clicking a mouse numerous times, navigate through the portfolio.
- It provides the opportunity to examine the work of the student at once and in one place.
- Large amounts of information can be included, for example, artefacts and material which is part of the story being told through the evidence of the portfolio.
- The procedure in traditional paper-based portfolios includes collecting, selecting, reflecting, projecting and celebrating.
- Some research found that it is easier to write your score on paper than to score the portfolio electronically (Pechione et al., 2010).

Disadvantages of paper-based portfolios

- Paper-based portfolios can be bulky as there is often a large amount of information included.
- If paper-based portfolios are lost due to a fire, theft or being misplaced, there is no evidence. As such there can be no electronic trail of the portfolio.

-
- Paper-based portfolios take up a lot of physical space in WIL coordinators offices.
 - Paper-based portfolios consume large amounts of paper. It is environmentally friendly to avoid using paper as much as possible and not be responsible for cutting down trees for the manufacture of paper.

Advantages of e-portfolios

Barrett (2007: pp 436-449) explains that e-portfolios were found to enhance student's motivation and were more user-friendly for mentors as they delivered the same content quality compared with paper-based portfolios. Some of the benefits that an e-portfolio may have are:

- Supporting of online qualifications,
- Quick feedback can be given on the work submitted as the student-teacher can see the feedback as soon as it is submitted,
- Sections do not all have to be submitted at the same time,
- The electronic submission of sections within the portfolio could be managed so that certain sections cannot be submitted if others are still outstanding, Some students find presenting their reflections electronically easier,
- They are more user-friendly for mentors and students if correctly used,
- It is easier to add, delete and change information electronically,
- It is more convenient and flexible to use and store,
- In the case of distance learning, plenty of time is saved and delivery is easier,
- You can incorporate new technology into the e-portfolio. For example, using blogs, wiki's and podcasts, and
- Archiving, linking/thinking, storytelling and collaborating are enhancements made possible through including technology in the portfolio procedure.

Disadvantages of e-portfolios

- Some say there is a lack of depth in the portfolio compared to a paper-based portfolio.
- The e-portfolio can be intimidating for students and lecturers/mentors who are novice users of technologies.
- Some students lack the technological skills to use relevant links and apps to support their learning.
- Lecturers could be uncertain about time and input in a fast-moving technological environment (Driessen et al., 2007: 1067–1068).

Additional readings

Pechione, R.L., Pigg, M.J., Chung, R.R. & Souviney, R.J. 2010. Performance assessment and electronic portfolios: their effect on teacher learning and education. *The Clearing House*, 78(4): 164–176. [Online] Available at: https://www.researchgate.net/publication/254350821_Performance_Assessment_and_Electronic_Portfolios_Their_Effect_on_Teacher_Learning_and_Education.

Evidence in a portfolio

A PoE is a written document, but as with any other good assessment, it needs to provide a range of evidence. If a WIL portfolio is supposed to bring together theory and practice, how can we use a portfolio to demonstrate students' own practice?

Activity 17: What kind of evidence?

The first column of Table 1, is a list of some of the elements that ECCE diploma students will need to engage with, consider, understand, demonstrate and reflect on during their WIL.

1. Check the observation list that you created in Activity 14 of this pack. Is there anything from your observation list that you want to add to Table 1?
2. Does the list in the first column in Table 1 bring theory and practice together? What would you add to this list?
3. Look at the row across the top of Table 1. These are different kinds of evidence that students could possibly include in their portfolio. What kinds of evidence could you add to these?
4. Make a mark next to each element to indicate the appropriate evidence for that element. You can mark more than one.

Table 1 Types of evidence in a PoE

	Reflective journal	Demo	Copied document	Photograph	Drawing	Signed documents	Checklist
The profile of ECCE site							
The background of the school							
The outlay of your playground							
The positive/negative aspects of playground							
Management of the centre							
Function of different entities							
Different policies available at ECCE centre							
The strengths/weaknesses of ECCE site							
Special needs identified							
The outdoor play area							
The positive/negative aspects of the outdoor play area							
A maths activity presented by teacher							
The nutrition/feeding scheme of centre							
Use of educational media and technology in the playground/centre							
How student added value during WIL							

Useful tools for a PoE

In Appendix 1 of this illustrative pack you will find examples of tools that you and your students might find useful when compiling a PoE. In this appendix you will find the following:

Table 2 Useful PoE tools

	Preparation for WIL	Student support	Observation during WIL	Teaching practice during WIL	Link to other parts of programme
Section 1					
Addendum A: Introduction letter to principle of ECCE site					
Addendum B: WIL student registration form					
Addendum C: ECCE centre information					
Addendum D: ECCE centre consent form					
Addendum E: School mentor information					
Addendum F: Observation form for teacher activities					
Section 2					
Addendum G: Example of an activity plan					
Section 3					
Addendum H: Personal reflective journal					
Addendum I: Daily observation and reflective journal					
Addendum J: Rubric for formative assessment					

Activity 18: Useful tools and support

1. Look at each tool in the Addendum. In Table 2, mark what each tool can be used for during WIL. You can mark more than one.
2. How can you adapt these tools to suit the context in which you are offering the ECCE diploma?
3. What tools will you add to your PoE?
4. How will you support students to complete their PoE?

Comment

You can present students with a ready-prepared PoE or you can guide them to compile their own by providing them with the necessary tools. This applies to whether students are compiling paper-based portfolios or e-portfolios.

If you feel that students need additional support in compiling their portfolios, there are a number of resources that can help you and the students.

Videos:

- *NWU WIL Portfolio*. Available at: <https://www.youtube.com/watch?v=jsNtDkdEImq>
- *E-portfolios: introduction for Early Childhood Education*. Available at: <https://www.youtube.com/watch?v=Th-5I-QKJK4>

Readings:

- Stefani, L., Mason, R. & Pegler, C. *The educational potential of e-portfolios: supporting personal development and reflective learning*. London: Routledge Taylor & Francis Group.
- Zeichner, K. & Wray, S. 2001. The teaching portfolio in US teacher education programs: what we know and what we need to know. *Teaching and Teacher Education*, 17: 613–621.

Some of the examples of tools may seem more like administrative tools, such as the personal information form, but they are important documents. You need to give them to your students as part of the preparation for WIL and building relationships. You will need to adapt these tools to suit your institution and your local context.

You might want to add other tools to support mentor teachers, such as feedback forms on the students, an outline of the marking schedule and other assessment information to support students.

Table 3 is an example of a summative marking scheme. This is just a guideline. You will need to adapt it for your own purposes and context.

Table 3 Summative marking scheme

MARKING SCHEME			
Student number:	Surname:	Initials:	
Forms to be included in AWIL 221	Mark	Student Mark	Comments
Student details	1		
Mentor/Support teacher details	1		
Total	2		
SECTION 1: Reflective portfolio			
Reflection on Practice Day 1-15	15		
Reflection on 4 academic 2 nd semester modules (4x2)	8		
Total Section 1	23		
SECTION 2: Administration and formative assessment			
Mentor rubrics (marks incorporated as part of Section 3)			
Student general impression	1		
Acknowledgement of lesson presentation	1		
Attendance register	1		
Assessment of lesson presentation (X5)	5		
Community service consent	1		
Total Section 2	9		
SECTION 3: Evidence of WIL tasks			
Implementation and evidence of WIL tasks	M 20	N 80	Mentor mark + HEI mark = 100% Mark out of 100
Task 1: Incorporate relevant academic modules in practice as part of task			
Task 2: Incorporate relevant academic modules in			

practice as part of task			
Total out of 200			
Mark out of 50 (Total out of 200 ÷ 4)			
Total Section 3	50		
SECTION 4: Evidence of professional development through WIL (pictures e.a)			
Total Section 4	16		
FINAL MARK	100		%
Comments:			
.....			
.....			
.....			
.....			
Institution marker signature: Date:			

Assessment of a WIL portfolio of evidence

Within a reasonable time after each WIL session, students will submit a portfolio as proof of WIL completed.

The person responsible for assessing the portfolio will assess it and give feedback, taking into account the evidence presented. The feedback students receive on their portfolios plays an important role in motivating them and helping them to reflect on and improve their practice. Make sure you have structured enough time into the programme for students to improve any of their work and resubmit their portfolios if necessary.

Each time they go on a WIL session, they will build on their portfolios, until they submit it for a summative assessment.

Readings/References

These readings will be useful for both teacher educators and student teachers.

1. Barrett, Helen C. 2007. Researching Electronic Portfolios and Learner Engagement: The Reflect Initiative, *Journal of Adolescent & Adult Literacy*, Vol. 50, No. 6, Electronic Portfolios (Mar.,2007), pp. 436-449, International Literacy Association and Wiley Stable URL: <https://www.jstor.org/stable/40015496> Accessed: 22-01-2020 13:21 UTC
2. Beijaard, D., Meijer, P.C. & Verloop, N. 2004. Reconsidering research on teachers' professional development. *Teaching and Teacher Education*, 20(2): 107–128. [Online] Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.2571&rep=rep1&type=pdf>.
3. Collwell, J. 2015. *Reflective teaching in early education*. London: Bloomsbury.
4. Darling-Hammond, L. 2006. Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3): 300–314.
5. Department for Children, Schools and Families (DCSF) (2008) Early Years Foundation Stage. Nottingham : DfES Publications.
6. Department of Higher Education. 2015. *National Qualifications Framework Act 67 of 2008: Revised Policy on the Minimum Requirements for Teacher Education Qualifications*. Pretoria: DHET. [Online] Available at: <http://www.dhet.gov.za/Teacher%20Education/National%20Qualifications%20Framework%20Act%2067%202008%20Revised%20Policy%20for%20Teacher%20Education%20Qualifications.pdf>.
7. Dewey, J. 1910. *How we think*. Chicago: Heath.
8. Driessen, Erik W., Muijtjens, Arno M. M., van Tartwijk, Jan & van der Vleuten, Cees P. M. Blackwell Publishing Ltd 2007. *MEDICAL EDUCATION* 2007; 41: 1067–1073
9. Furlong, J. & Maynard, G. 1995. *Mentoring student teachers*. London: Routledge.
10. Hoyle, E. & John, P.D. 1995. *Professional knowledge and professional practice*. London: Cassell.
11. Hudson, P. 2004. Specific mentoring: a theory and model for developing primary science teaching practices. *European Journal of Teacher Education*, 27(2):139–146.
12. Kochhar-Bryant, C. & Heishman, A. 2010. *Effective collaboration for educating the whole child*. California: Corwin.
13. Kokkinos, C.M. 2007. Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77: 229–243. [Online] Available at: <https://pdfs.semanticscholar.org/5da9/1ea70e4aeaa4c6cb6d34707681df55eab8a4.pdf>.
14. Lester, S. 2015. On professions and being professional. [Online] Available at: https://pdfs.semanticscholar.org/0c01/c931220b7d598a071f0e88ce17e24f5e7fdf.pdf?_ga=2.42797027.770937940.1572522368-198780310.1572522368.
15. Rusznyak, L. & Moosa, M. 2014. Supporting student teachers through their first attempts at teaching: possibilities and limitations afforded by school-based and campus-based models of support. *Education as Change*, 18(S1): S91–S105.

-
16. Rusznyak, L. & Walton, E. 2014. Using metaphors to gain insight into South African student teachers' initial and developing conceptions of 'Being a teacher'. *Education as Change*, 18(2): 1–21.
 17. Niemann, R. 2006. Managing workforce diversity in South African schools. *South African Journal of Education*. 1(97): 97–112.
 18. Omatsu, G. 2004. *The power of mentoring: student resource booklet for interacting with mentors*. Northridge, CA: California State University. [Online] Available at: https://www.csun.edu/sites/default/files/Student_Resource_Booklet.pdf.
 19. Pecheone, R.L., Pigg, M.J., Chung, R.R. & Souviney, R.J. 2010. Performance assessment and electronic portfolios: their effect on teacher learning and education. *The Clearing House*, 78(4): 164–176. [Online] Available at: https://www.researchgate.net/publication/254350821_Performance_Assessment_and_Electronic_Portfolios_Their_Effect_on_Teacher_Learning_and_Education.
 20. Schön, D.A. 1983. *The reflective practitioner: how professionals think in action*. Aldershot: Ashgate.
 21. Schonell, S. & Macklin, R. 2019. Work integrated learning initiatives: live case studies as a mainstream WIL assessment. *Studies in Higher Education*, 44(7): 1197–1208. [Online] Available at: <https://doi.org/10.1080/03075079.2018.1425986>.
 22. Sfard, A. & Prusak, A. 2005. Telling identities: in search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, 34(4): 14–22.
 23. Shulman, L. S. 1987. Knowledge and teaching: foundations of the new reform. *Harvard Educational Review*, 57(1): 1–23. [Online] Available at: <https://people.ucsc.edu/~ktellez/shulman.pdf>.
 24. Smith, C. 2012. Evaluating the quality of work-integrated learning curricula: a comprehensive framework. *Higher Education Research & Development*, 31(2): 247–262.
 25. South African Council for Educators. 2016. *The Code of Professional Ethics (as amended)*. [Online] Available at: <https://www.sace.org.za/pages/the-code-of-professional-ethics>.
 26. Stefani, L., Mason, R. & Pegler, C. *The educational potential of e-portfolios: supporting personal development and reflective learning*. London: Routledge Taylor & Francis Group.
 27. Trust, T., Krutka, D.G. & Carpenter, J.P. 2016. Together we are better: professional learning networks for teachers. *Computers & Education*, 102: 15–34.
 28. Van der Westhuizen, M., Greuel, T. & Beukes, J.W. 2017. Are we hearing the voices? Africanisation as part of community development. *HTS Theologiese Studies/Theological Studies*, 73(3): 1–9. [Online] Available at: <https://hts.org.za/index.php/hts/article/view/4512/9631>.
 29. Vital, A. 2018. Big Five personality traits: infographic. [Blog] Available at: <https://blog.adioma.com/5-personality-traits-infographic/>.
 30. Zeichner, K. & Wray, S. 2001. The teaching portfolio in US teacher education programs: what we know and what we need to know. *Teaching and Teacher Education*, 17: 613–621.

Appendix 1: Sample Documents for Work Integrated Learning

SECTION 1

- ADDENDUM A: LETTER OF INTRODUCTION TO THE ECCE CENTRE**
- ADDENDUM B: REGISTRATION FORM FOR WORK INTEGRATED LEARNING**
- ADDENDUM C: ECCE CENTRE INFORMATION**
- ADDENDUM D: ECCE CENTRE PRINCIPAL CONSENT FORM**
- ADDENDUM E: SCHOOL MENTOR INFORMATION**
- ADDENDUM F: OBSERVATION FORM FOR TEACHER ACTIVITIES**

SECTION 2

- ADDENDUM G: EXAMPLE OF AN ACTIVITY PLAN**

SECTION 3

- ADDENDUM H: MY PERSONAL REFLECTIVE JOURNAL**
- ADDENDUM I: DAILY OBSERVATION AND REFLECTION JOURNAL**
- ADDENDUM J: FORMATIVE ASSESSMENT RUBRIC**

SECTION 1:

Addendum A: Letter of Introduction to the ECCE Centre

Dear Principal

Thank you for receiving(student) from the (university) for the WIL (Work Integrated Learning) period starting and ending(date).

We deem it a privilege to work in collaboration with centres so that we can expose our students to optimal introductory experiences while in an authentic, practical teaching environment.

We request that the students be able to participate in the learning processes at your centre as far as possible and we appreciate your willingness to involve them in the activities of the ECCE centre. In addition, we value the commitment of your personnel to the training of educators.

The ECCE centre has to be willing to take part in the WIL process by:

- Allowing the student to observe activities in the playroom, and
- Allowing the student to conduct a few activities (lessons) for babies/toddlers/the young child under the mentorship of the ECCE educator.

We want to confirm that the centre is a non-profit organisation (NPO) or has an EMIS number assigned by the Department of Education. NO student will be allowed to complete their WIL at a centre without an NPO or EMIS number.

Thank you.

Yours sincerely

Addendum B: Registration Form for Work Integrated Learning

STUDENT INFORMATION

NB: All fields are compulsory and must be completed.

Please complete in full and write clearly and neatly in block letters.

STUDENT NUMBER									
----------------	--	--	--	--	--	--	--	--	--

ID NUMBER													
CONTACT CENTRE NEAR YOU													
PRIVATE OR PROVIDE NAME OF BURSARY													
TITLE		INITIALS											
FULL NAME													
PREFERRED NAME													
SURNAME													
CELLPHONE NUMBER													
EMAIL ADDRESS													
PREFERRED LANGUAGE													
HOME TOWN													

CURRENT EMPLOYER				
Are you currently employed at an ECCE centre?	Yes		No	
If yes, what is the NPO/EMIS number of centre?				
If yes, please indicate the level (babies/toddlers/young children) you are responsible for.				
How long have you taught at an ECCE centre?	Years		Months	

Signature: Student

Date

<p>SCHOOL STAMP (Compulsory)</p>

Addendum C: ECCE Centre Information

CENTRE INFORMATION

NB: To be completed in full by the centre that will be hosting the student for WIL.

DATE	
NAME OF CENTRE	
PHONE NUMBER	
EMAIL ADDRESS	
FAX NUMBER	
NPO/EMIS NUMBER	
UNIVERSITY NUMBER	
LANGUAGE MEDIUM	
TOWN	
SCHOOL DISTRICT	
PROVINCE	
TITLE AND INITIALS OF CENTRE MANAGER	
SURNAME	
PHONE NUMBER	
EMAIL ADDRESS	
POSTAL ADDRESS	
PHYSICAL ADDRESS	
TITLE AND INITIALS OF PRACTICUM COORDINATOR	
SURNAME	
PHONE NUMBER	
EMAIL ADDRESS	

Signature: Principal

Date

SCHOOL STAMP
(Compulsory)

Addendum D: ECCE Centre Principal Consent Form

STUDENT INFORMATION												
STUDENT ID NUMBER												
TITLE			INITIALS									
FULL NAME												
SURNAME												
CELLPHONE NUMBER												
EMAIL ADDRESS												
CURRENT EMPLOYER												

PRINCIPAL INFORMATION			
SCHOOL NAME			
TITLE		INITIALS	
SURNAME			
CELLPHONE NUMBER			
EMAIL ADDRESS			
POSTAL ADDRESS		CODE:	
STREET ADDRESS		CODE:	

1. I have read the Letter of Introduction and understand that the above mentioned student must do their practicum at a centre with an NPO/EMIS number.	Yes	No
2. The above mentioned student is currently employed at the centre.	Yes	No
3. The above mentioned centre does have an NPO/EMIS number.	Yes	No

I certify and completely understand and comply with the above as stated.

Signature: Principal

Date

SCHOOL STAMP
(Compulsory)

Addendum E: School Mentor Information

Requirement for <u>appointment</u> as a mentor for a student <u>at an ECCE centre</u> : qualified educator with a minimum of two years Foundation Phase and/or ECCE experience.										
A mentor is a person that is appointed at the centre by the principal to help the students.										
TITLE						INITIALS				
SURNAME										
PREFERRED NAME										
POSITION HELD (e.g. Principal)										
QUALIFICATION										
NUMBER OF YEARS OF TEACHING EXPERIENCE	FOUNDATION PHASE						ECCE (Birth-four years)			
TELEPHONE NUMBER										
EMAIL ADDRESS										
Student will be able and allowed to complete WIL in ECCE as per the requirements for the WIL.						YES		NO		

Signature: Mentor

Date

SCHOOL STAMP
(Compulsory)

Signature: Principal

Date

Addendum F: Observation Form for Teacher Activities

Student full name:

ECCE Centre:

Observed by:

Level of performance:

Learning area:

Student Nr:

Date:

Nr. of learners:

Lesson theme:

How is the activity started?

Reflection on babies/toddlers/young children's reactions during activity.

Does the activity link-up with a previous situation or is it mainly independent?

It links up with a previous situation

The activity stands on its own

Describe as clearly as possible the purpose of this activity.

How does the teacher supplement the learning content?

Through narration/relation?	
Through instruction/explanation?	
Through demonstrations?	

In what way do the babies/toddlers/young children contribute to the learning content?

What teaching media are used by the teacher? (e.g. puppets, educational toys, pictures, posters, videos, feely bags, etc.)

How does the teacher involve the babies/toddlers/young children in the activities?

<i>Mark</i>	<i>Activities of teacher</i>	<i>Activities of learners</i>
	Sharing	
	Instructing	
	Questioning	
	Presenting problems	
	Eliciting responses from learners	
	Challenging learners	
	Making requests	
	Creating doubt/uncertainty	
	Recalling previous experiences	
	Making sounds	

How does the teacher make provision for learners with barriers in her playground?

How is time allocated for the activity?

<i>Activities</i>	<i>Minutes</i>
Introduction to the learning content	
Teaching of new learning content	
Application (examples)	
Evaluation/Assessment	

What did you learn from this activity?

SECTION 2:

Addendum G: Example of an Activity Plan

Baby activity plan

Baby Class	Senses	Week 2	Date: 10–13 April 2018	Monday
Arrival				ELDA#
Health check				
Morning ring				ELDA#
Theme discussion:				ELDA#
Senses				
Activity				ELDA#
Rhyme				ELDA#
Movement:				ELDA#
Listen to instructions				
Music				ELDA#
Teacher sings and the children follow with the actions				
Art /				ELDA#
Educational toys				

SECTION 3:

Addendum H: My Personal Reflective Journal

Student:

School/Centre:

Town/District:

My previous work experience

My previous experience in the ECCE context:

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

My previous work-related experience other than ECCE:

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

Personal information of my mentor teacher

Name and surname of mentor teacher:

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

Mentor teacher qualifications:

.....

.....

.....

.....

Mentor teacher's experience in the ECCE context:

.....

.....

.....

.....

.....

Addendum I: Daily Observation and Reflection Journal

Personal and professional development through practice

Day 1–15

DAY 1

Reflection on the profile of the ECCE CENTRE

1. Name of the centre

2. Physical address of centre

3. Contact details of centre

4. NPO/EMIS registration number

DAY 2

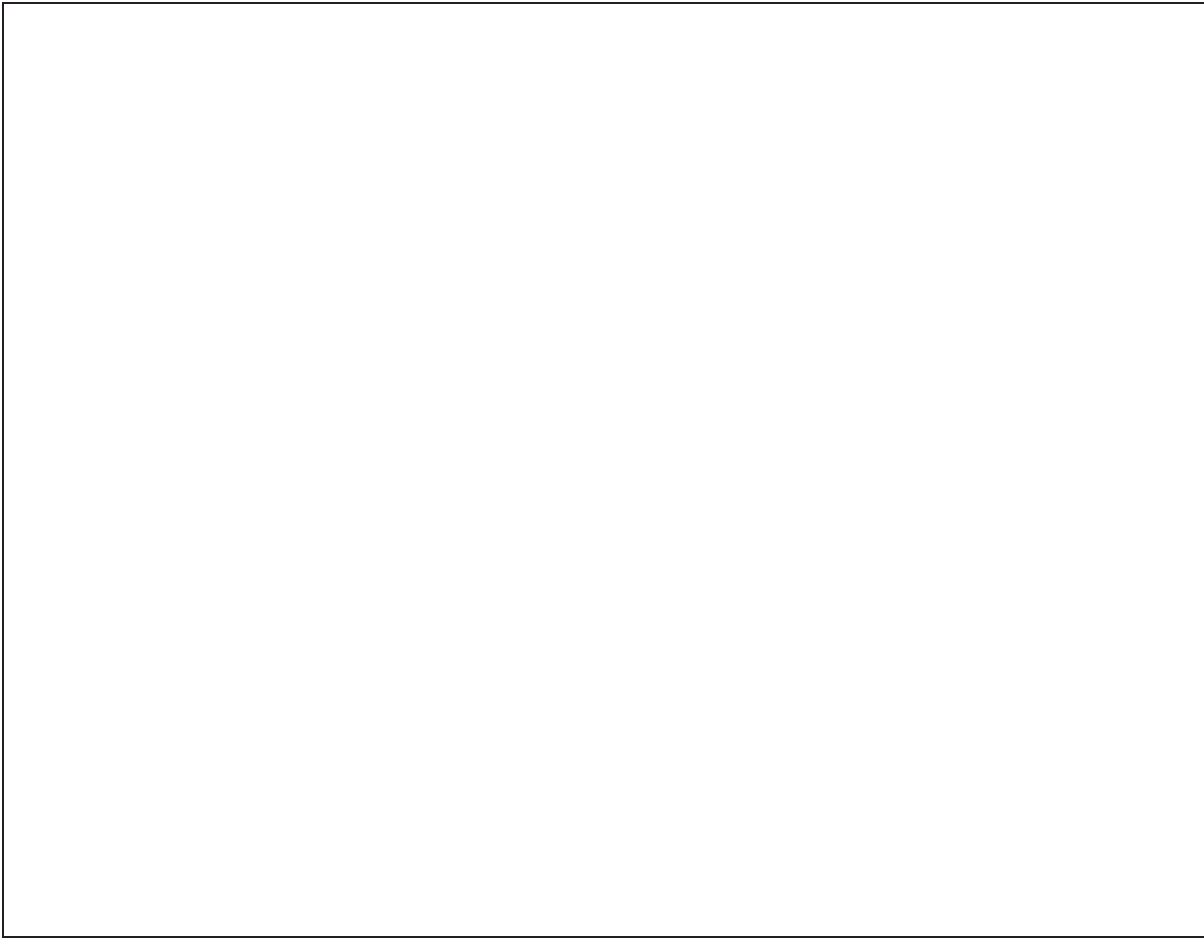
Background of the School/ECCE Centre

For example, history, number of babies, toddlers and young children, number of assistants, number of classes, teacher-learner ratio, type of ECCE center/school

DAY 3

Layout of the Playroom

Illustrate the layout of the playroom and indicate which items/resources are available in each area of the playroom



DAY 4

Positive and Negative Aspects of the Playroom

Reflect on the positive and negative aspects of the playroom. Think about the following:

1. Are there areas that address all aspects of the holistic development of the child?
2. Are there any areas missing? Why do you think these areas are missing?
3. Are the resources appropriate for the age, development and culture of the children?
4. You may add any other information related to the positive and negative aspects specific to this particular ECCE context.

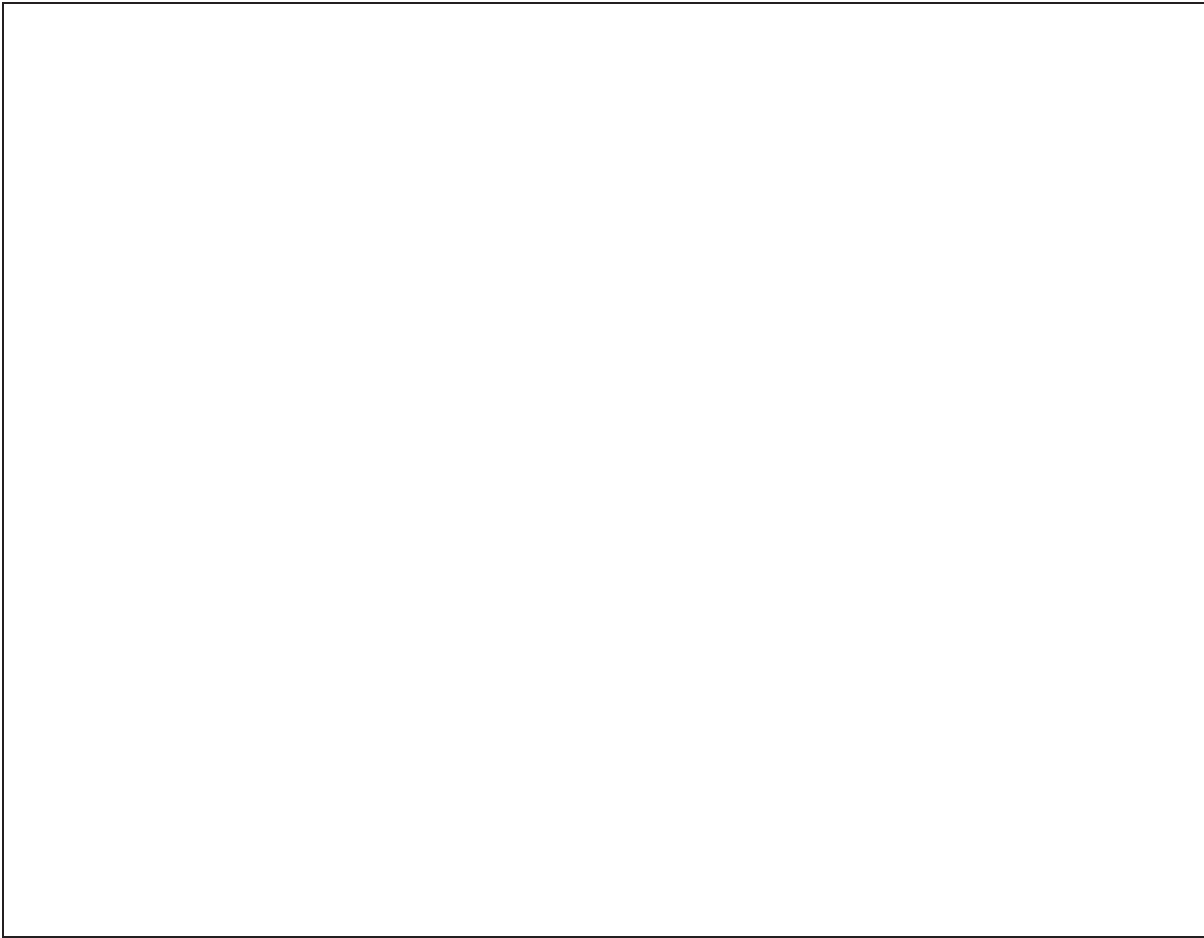
POSITIVE ASPECTS	NEGATIVE ASPECTS

--	--

DAY 5

Management of the Centre

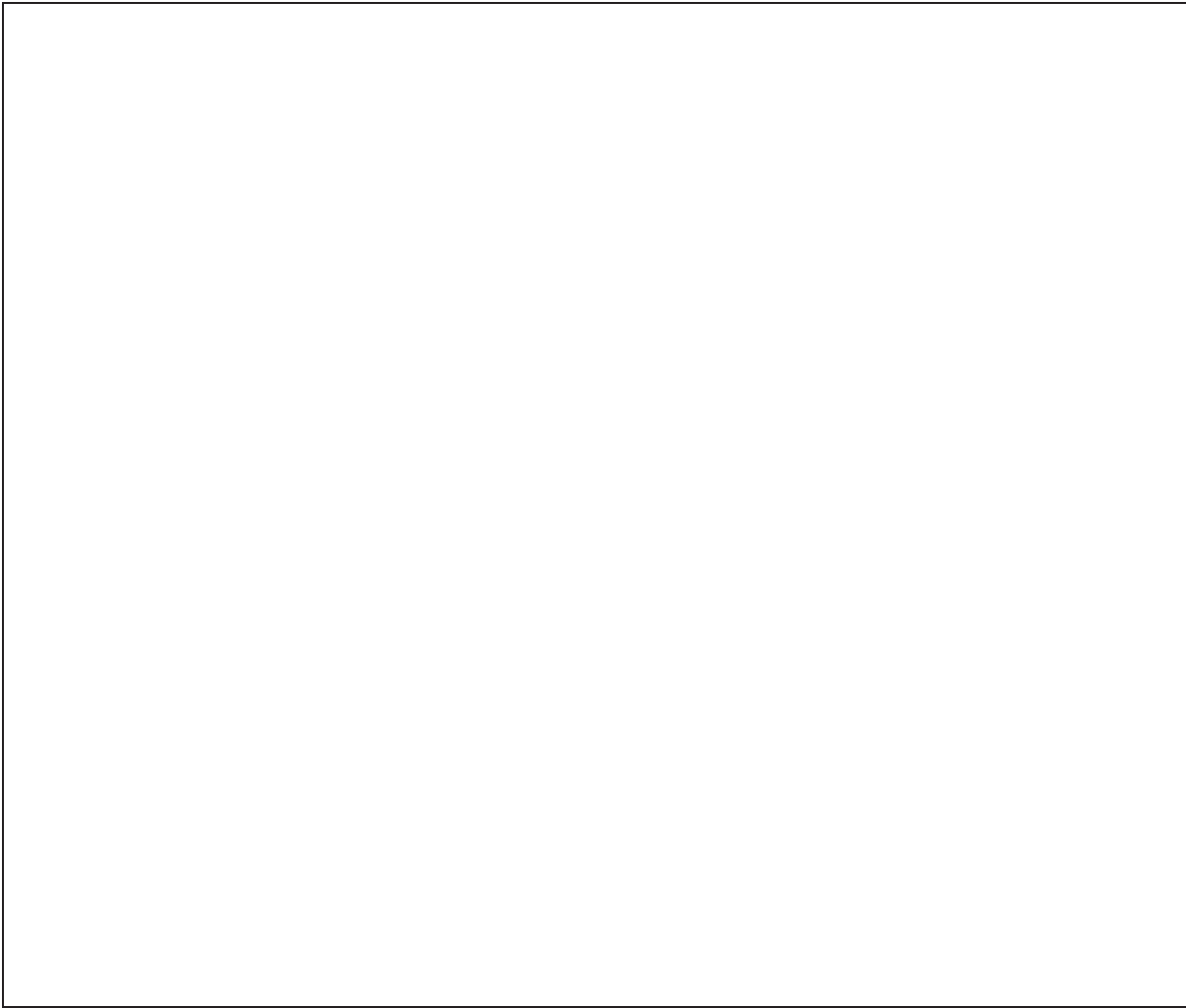
Draw an organogram of the ECCE centre



DAY 6

Function of Role Players

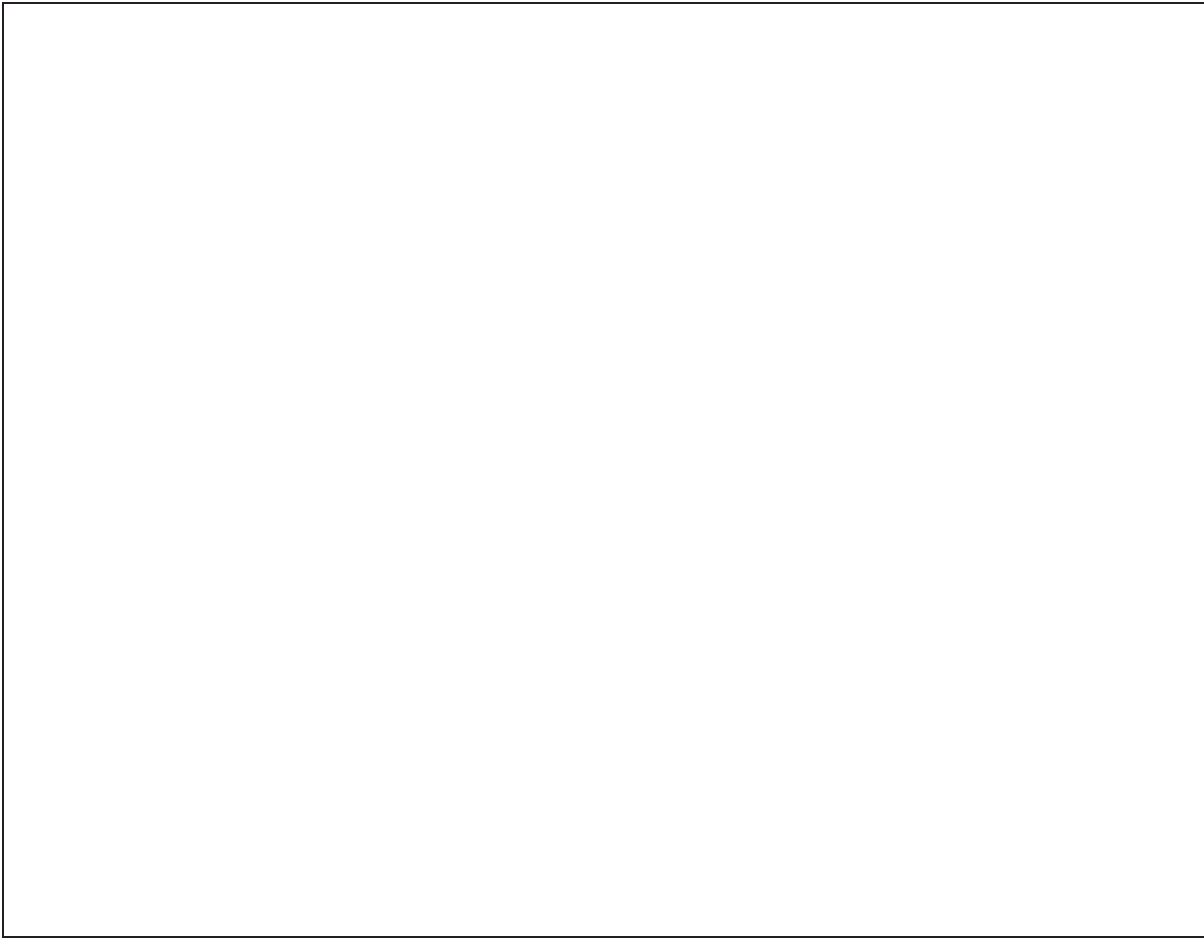
Explain the function of the different entities/role players in the organogram



DAY 7

Policies

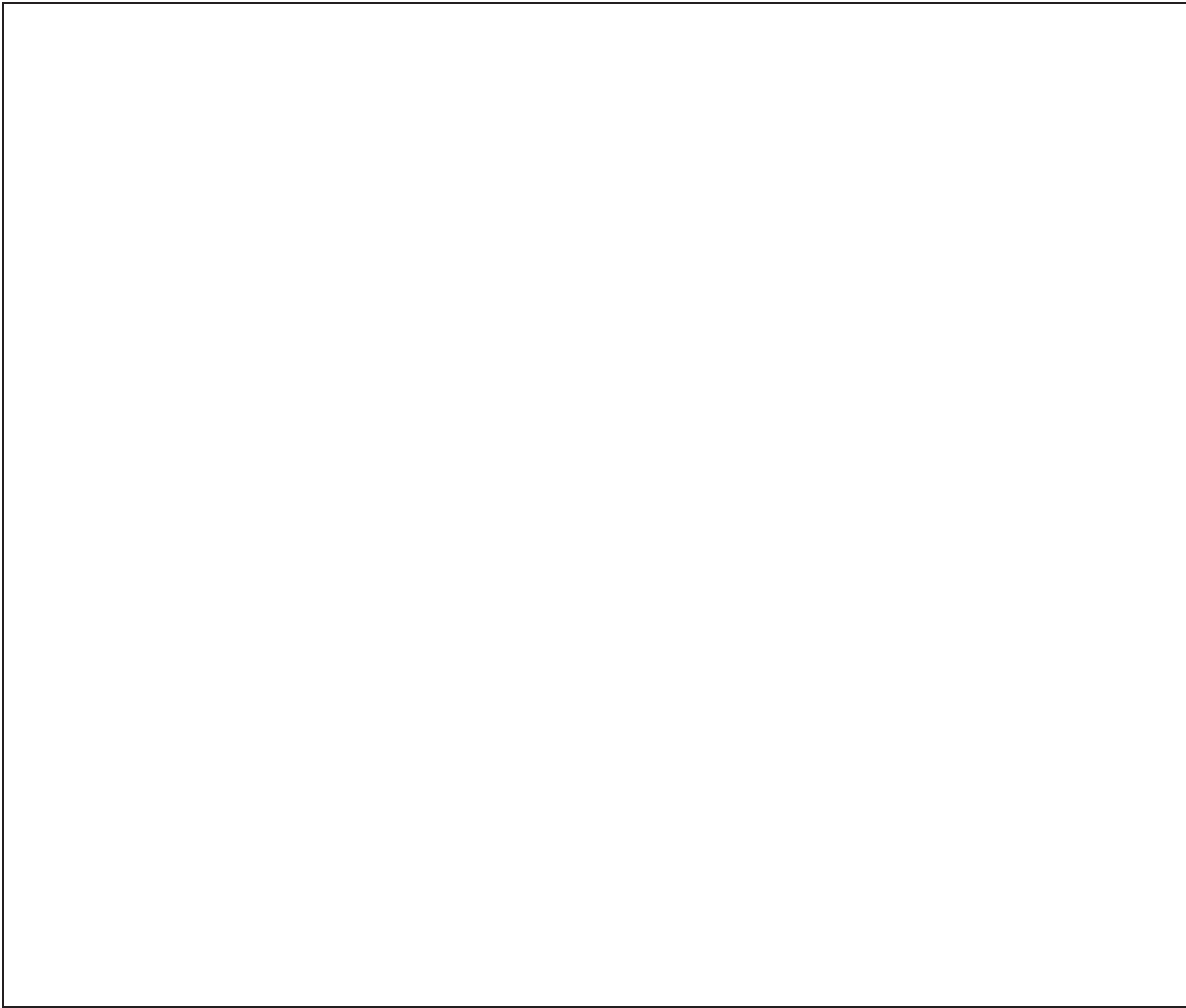
List the different policies available at the school/ECCE centre



DAY 8

Strengths and Weaknesses

List the strengths and weaknesses of the school/ECCE center

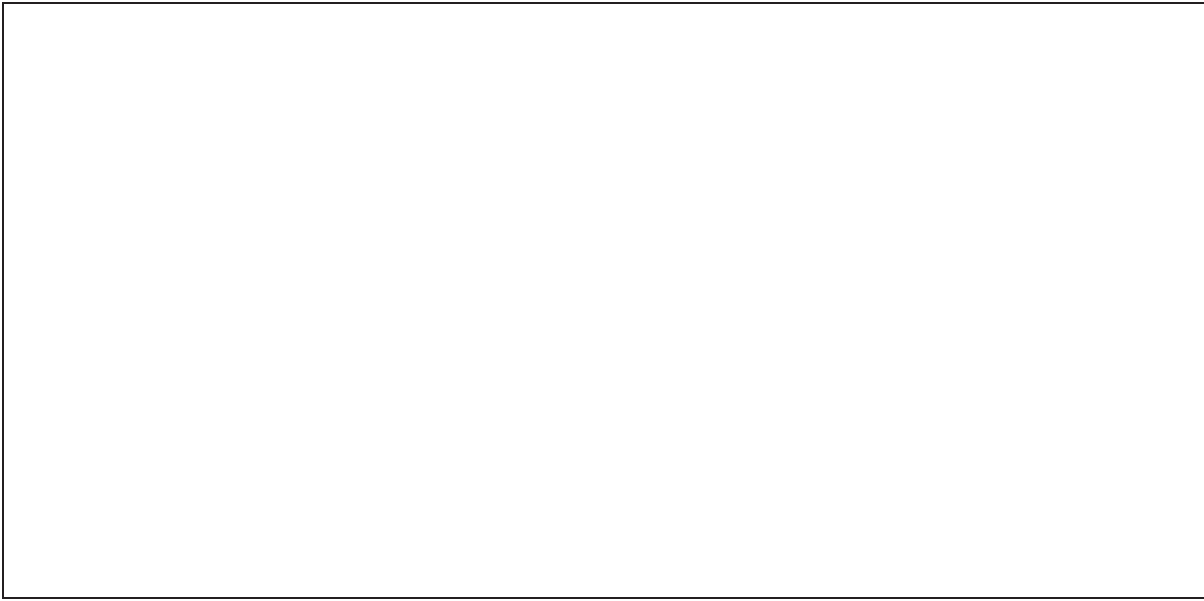


DAY 9

Accommodation of Learners with Special Needs/Barriers During an Activity

Reflect on these guidelines for learners with barriers:

1. Identify two learners with barriers and describe the barriers identified.
2. Do these learners have access to learning – are they included in learning activities?
3. Describe how these learners participate.
4. What strategies does the teacher use to provide an opportunity for these children to achieve and reach their goals?
5. What kind of resources does the teacher use to enable these children to achieve success?
6. How often does the teacher engage with the parents of these children and what types of information does she gain from them in order to improve her support of their children.



DAY 10

Outdoor Play Area

Observe and illustrate the outdoor play area

DAY 11

Positive and Negative Aspects of Outdoor Play Area

Reflect on the positive and negative aspects of the outdoor play area. Here are some questions to think about:

1. Describe all the equipment in the outdoor area?
2. Does the equipment facilitate the development of both large and small muscles?
3. Is there a water area and a sandpit? What types of toys/materials are there in these areas?
4. What is the role of the teacher during outdoor play?

POSITIVE ASPECTS	NEGATIVE ASPECTS

--	--

DAY 12

Mathematics Activities

Observe and reflect on a Mathematics activity presented by the teacher

DAY 13

Nutrition

Reflect on the nutrition/feeding scheme of the centre

DAY 14

The Use of Educational Media and Technology

Reflect on the use of educational media and technology in the playroom/centre

DAY 15

Your Contribution

Reflect on how you added value to the centre during the past three weeks.

What was your contribution?

Addendum J: Formative Assessment Rubric

EXAMPLE OF TASK – RUBRIC FOR FORMATIVE ASSESSMENT BY LECTURER/MENTOR

LEVEL	PLANNING FOR DAP	COMPUTER/ICT SKILLS	ACADEMIC REPORT WRITING	PROFESSIONAL PRESENTATION
DEVELOPING (20–40%)	No or little evidence of knowledge and skills to provide DAP learning opportunity for	No or little evidence of the ability to apply computer skills to: design LTM, consult internet sources or type a report.	No or little evidence of the ability to apply academic literacy skills and knowledge in writing of the report.	No or little evidence of professional attitude required from an ECCE teacher; Attempt made but professional attitude needs improvement.
FUNCTIONAL (41–60%)	Selection of resources chosen partially correct; Some evidence of knowledge regarding DAP.	Computer skills partially mastered and implemented in the design of resources; Some evidence of computer literacy but some areas still need to improve.	Partially achieved the skill and knowledge to enable academic report writing.	Professional attitude is developing; Some aspects are presented in a professional way while other aspects need improvement.
PROFICIENT (61–80%)	DAP practice and knowledge of effective learning in ECCE evident; Complied with criteria for applied competence; Demonstrates knowledge of the ELDAS (NCF).	Basic computer skills mastered; Implements computer skills in more than one way to support teaching and learning; Able to use the computer for reporting on teaching and learning experience.	Basic academic literacy skills and knowledge mastered; Applied academic literacy in the systematic writing of a report on teaching and learning.	Professional attitude evident in most aspects of the presentation; Evidence of enthusiasm and passion for excellence.
ADVANCED (81–100%)	Exceptional planning and implementation of learning centre; Demonstrated outstanding applied	Outstandingly competent in the use of the computer and technology to support teaching and learning optimally;	Extremely competent in the implementation of academic literacy in the writing of a report; Able to use an extended range of	Particularly professional presentation; Well-rounded task that displays the professional attitude expected from

	competency; Demonstrates good knowledge of content and pedagogy for ECCE.	Report typed in a professional way.	vocabulary to report on the learning process; Able to critically reflect on education.	an expert.
Total:	MARK:	MARK:	MARK:	MARK:
Feedback:				
Signature (Mentor teacher) Date:				