

# Mentor Teacher Guidelines

## EDCC 126



**FACULTY OF  
EDUCATION**



# higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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# TABLE OF CONTENTS

1.	Word of Welcome .....	4
2.	Faculty Contact Information: WIL Team .....	5
3.	Portfolio Assessment .....	6
4.	Module Overview .....	7
5.	Embedded Signature Assessments .....	8
	ESA 1: Professionalism and Ethics .....	8
	ESA 2: Context: Learning Environment .....	13
	ESA 3: Learner Development.....	15
	ESA 4: Planning and Preparation .....	17
6.	SACE: Continuous Professional Development Points .....	20
7.	SARO: Professionele Ontwikkelingspunte .....	25

# 1. Word of Welcome

Dear Mentor Teacher

Thank you for your willingness to share your talents and time as mentor teacher in the Faculty of Education at the North-West University. Without your expertise and commitment to working with prospective new teachers, our programmes could not function as they do. During the past years, the influence of mentor teachers has continued to be the primary factor that contributes to the ultimate success of our student teachers as they grow into effective, professional teachers.

It is hoped that you will find the information in this handbook helpful as you work with your student teacher during the school year. While the intent of this effort is to help clarify and answer any questions regarding the practicum component of the Work Integrated Learning (WIL) programme, please do not hesitate to call the WIL Office for assistance in any way.

Yours sincerely



Prof Carisma Nel  
University WIL Mentor  
Foundation Phase



## 2. Faculty Contact Information: WIL Team

### 2.1 WIL Office

<b>WIL Manager</b>	Mrs Antonette Du Preez
<b>Office telephone</b>	(018) 285 2780
<b>Email address</b>	P-WIL-Office@nwu.ac.za
<b>Building and Office nr</b>	Building B5; Room G11
<b>Consulting hours</b>	Please make an appointment via email.

<b>WIL Placement Officer: Foundation Phase</b>	Mrs Lizette Marais
<b>Office telephone</b>	(018) 285 2784
<b>Email address</b>	P-WIL-Office@nwu.ac.za
<b>Building and Office nr</b>	Building B5; Room G11
<b>Consulting hours</b>	Please make an appointment via email.

### 2.2 University WIL Mentor

<b>WIL Supervisor and Researcher</b>	Prof Carisma Nel
<b>Office telephone</b>	(018) 285 2639
<b>Email address</b>	Carisma.Nel@nwu.ac.za
<b>Building and Office nr</b>	Building B6; Room 102
<b>Consulting hours</b>	Please make an appointment via email.

### 3. Portfolio Assessment

#### Assessment Rubric Guide

Rating Scale	Percentage	Descriptor
4 Exceeds Expectations	80-100%	<p><b>The student teacher:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates <b>evidence that is consistent and thorough.</b></li> <li>• Includes evidence of research, clear connection of theory to practice or demonstration of originality, sophisticated discussion of potential impact of work, and whether scholarly contributions have been accounted for.</li> <li>• No revision required; rich, insightful, in-depth and elaborate;</li> <li>• Establishes and maintains purpose throughout;</li> <li>• Accurate, relevant, and thorough.</li> </ul>
3 Meets Expectations	70-79%	<ul style="list-style-type: none"> <li>• Demonstrates effective and appropriate evidence of the criteria.</li> <li>• Criteria met with few errors and do not deter from accuracy and/or meaning;</li> <li>• Focussed, effective, and relevant.</li> </ul>
2 Approaching Expectations	60-69%	<ul style="list-style-type: none"> <li>• Provides <b>partial and inconsistent evidence</b> of the criteria.</li> <li>• Significant gap in understanding, although an attempt was made;</li> <li>• Unelaborated with several errors present.</li> </ul>
1 Does Not Meet Expectations	50-59%	<ul style="list-style-type: none"> <li>• Provides <b>minimal and ineffective evidence</b> of the criteria.</li> <li>• Minimal understanding; only small portions are addressed;</li> <li>• Response is limited, incorrect, missing, random, weak, and/or ineffective.</li> </ul>

## 4. Module Overview

In this portfolio there are four Embedded Signature Assessments:

1. Professionalism and Ethics
2. Context: Learning Environment
3. Learner Development
4. Planning and Preparation



**Figure 1: Assessment Architecture**

Figure 1 indicates the core aspects student teachers will be involved in over the course of their Work Integrated Learning experiences in the BEd Foundation Phase programme. In each WIL module the student teachers are required to complete Embedded Signature Assessments (ESA). ESA are **tasks** that have been purposefully created to collect evidence for specific learning outcomes. The ESAs are university-specific assessments chosen from standard criteria that track a student teacher's growth over time. ESAs are formative in nature. The ESA's in the NWU BEd programme are aligned with the SACE professional teaching standards (draft). In all modules there are **four** ESAs.

# 5 EMBEDDED SIGNATURE ASSESSMENT 1

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## Professionalism and Ethics

### Focus of ESA

For completion of this ESA, the student teacher should:

- Be present at school every day for the entire practicum period.
- If they are absent they have to inform you as well as the principal. If they are absent for more than THREE days, they must have the medical absence form in their handbooks completed by a physician.
- They may not leave the school premises without the permission of the principal.
- Support teachers in extra and/or co-curricular activities at the school if the school offers these activities.

We respectfully request that you:

- Sign the student teacher attendance form.
- Sign the student teacher extra and/or co-curricular form or have it signed by the relevant teacher who is responsible for the extra and/or co-curricular activities. This is completed **ONLY IF** the school does have extra and/or co-curricular activities.
- Complete assessment rubric 1 on professional conduct to give us an indication of your assessment of the student teacher's professional conduct during the practicum period



# ATTENDANCE REGISTER

Initials and surname (Mr/Ms): \_\_\_\_\_

Student number:

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School: \_\_\_\_\_

DATE	Time in	Time out	Student Teacher signature	School Mentor Teacher signature.

**NB: If absent**, please attach relevant evidence to this form.  
**Please attach: Medical Leave of Absence Form (Compulsory)**

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School mentor teacher

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Date

**School stamp**



# EXTRA MURAL AND CO-CURRICULAR ACTIVITIES

Initials and surname (Mr/Ms): \_\_\_\_\_

Student number:

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School:

\_\_\_\_\_

Please indicate on the form in which extra-curricular (sport or cultural) the student teacher was involved.

Date	Time	Activity	School teacher in charge	Signature

\_\_\_\_\_  
School mentor teacher

\_\_\_\_\_  
Date

<p><b>School Stamp</b></p>
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## Assessment Rubric 1: Competence – Professional Conduct

Student Teacher:		School Mentor Teacher:			
Student number:		Grade:		Date:	
Scale	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations	
<b>Professional Conduct</b>	<b>The student teacher ...</b>			<b>Individual item rating</b>	<b>Component Rating (e.g., Average for Responsibility)</b>
Responsibility	Is present, punctual, and prepared for class.				
	Completes assigned tasks that demonstrate high personal standards.				
	Models professional attire and personal hygiene.				
	Models educated language and behaviour.				
	Recognises her/his professional responsibility by being actively engaged in class.				
	Participates actively in extra- and/or co-curricular activities.				
Accountability	Complies with university/Faculty of Education/school policies and/or procedures.				
	Maintains professional relationships with colleagues and learners.				
Confidentiality	Maintains confidentiality of professional information acquired about learners, peers, and professional members of the university and school.				
<b>Total out of 12</b>					

**Passing Score:** A score of 7.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

\_\_\_\_\_  
School mentor teacher

\_\_\_\_\_  
Date

**School Stamp**

# EMBEDDED SIGNATURE ASSESSMENT 2

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## Learning Environment

### Focus of ESA

**For completion of this ESA, the student teacher should:**

- Observe you and document what they see while you are teaching – they must focus on how you interact with the learners in a respectful manner, manage classroom procedures, manage learner behaviour, and organise physical space.
- They must schedule a reflective session (i.e., a discussion) with you to discuss these aspects; very often you do things intuitively and it is not open to observation; you make decisions without necessarily communicating the decisions. Please share your knowledge and experience about the topic of classroom rules and procedures; how and why you do certain things. The student teachers have to complete a discussion form.
- We would like them to engage with you (i.e., discuss) on how and why you developed classroom rules and routines.
- We would like them to observe and actively assist you in the switch between learning activities where handing out, collecting or organising learning materials needs to be done.
- Actively support you in routine tasks associated with creating an effective, organised and well managed classroom environment.
- Observe you when you perform the beginning of the day routine and procedural tasks (e.g., marking of registers) and ask permission to execute this on your own. This need only happen if you are of the opinion that they can handle it effectively.
- Allow them to make copies or take photos of your learning environment and your classroom rules if they are on your walls, etc.
- Please complete Assessment rubric 3 in which you assess the student teacher's ability to talk about and conduct basic learning environment tasks.

### Assessment Rubric 3: Competence - Learning Environment

Competence: Learning Environment The student teacher can:	Rating
<b>Physical space: Classroom layout</b> Understands, reflects and “can do” – how classroom layout supports learning for all learners.	
<b>Respectful Interactions</b> Understands, reflects and “can do” –respectful interactions between teacher and learners <b>AND</b> interactions between learners.	
<b>Routines or Procedures</b> Understands, reflects and “can do” – routines or procedures to create a positive environment.	
<b>Rules or Expectations</b> Understands, reflects and “can do” – rules or expectations and how they impact the learning environment.	
<b>Learner behaviour</b> Understands, reflects and “can do” – learner behaviour in the classroom and responds to different types of behaviour.	
<b>Total out of 20</b>	

**Passing Score:** An average score of 11.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

\_\_\_\_\_  
Mentor teacher

\_\_\_\_\_  
Date

**School Stamp**

# EMBEDDED SIGNATURE ASSESSMENT 3

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## Learner Development

### Focus of ESA

The student teacher is required to:

- Ask your permission to supervise and observe learners during break, physical education, creative arts, etc. to understand learner development.
- Observe your interactions with learners on:
  - *Learners' language development.*
  - *Special learner needs*
  - *Differentiation of instruction.*
- Select three learners who have different emotional, social, physical, cognitive and language profiles. Ask you to assist them with this.
- Write a detailed analysis of each learner's developmental profile. Indicate how their profiles would affect lesson planning as well as the choice of instructional activities and resources.
- Obtain information from you in terms of the identified learners' interests, cultural background and linguistic profile (what language is spoken by mother/caregiver, etc.).
- Attach evidence to support their documentation (e.g., copies of learner's work, evidence can also be the reporting of an incident, with the exact words of the learner etc.). Allow them to make copies of learners' work or to note specific interactions that highlight specific language features, etc. of the learners. Please note that **NO** learner or the school should be mentioned by name. Use a pseudonym or refer to the learners as Learner A, Learner B and Learner C.
- Schedule a session with you to talk to about their observation and what they have learnt about the developmental profiles of the learners they selected. Please check their accuracy.
- Please complete Assessment Rubric 6 on the student teacher's competence related to learner development.

## Assessment Rubric 6: Competence – Learner Development

Competence: Learner Development The student teacher can:	Rating
Understands, reflects and “can do” - how learners grow and develop (learners’ social, emotional, physical, cognitive and language characteristics).	
Understands, reflects and “can do” - learners’ cultural and linguistic profiles	
Understands, reflects and “can do” - implications of learner profiles for learner support, planning, and instruction (e.g., choice of instructional activities or choice of resources)	
<b>Total out of 12</b>	

**Passing Score:** An average score of 7.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

\_\_\_\_\_  
Mentor teacher

\_\_\_\_\_  
Date

<p><b>School Stamp</b></p>
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# EMBEDDED SIGNATURE ASSESSMENT 4

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## Planning & Preparation

### Focus of the ESA

In this ESA, the student teacher should:

- Differentiate between and learn how:
  - year, term, weekly, and daily/lesson planning **or** day programmes if they are placed in a Grade R classroom;
  - how planning is linked to CAPS;
  - the value of phase or grade meetings;
  - the learning context (i.e., school information, classroom information, learner characteristics, and resources);
  - how you plan for assessment on a weekly and daily basis (e.g., informal).
- Ask permission to make copies of your year and term planning (not the entire year or all terms – only examples).
- Ask permission to attend a phase, grade or subject meeting **if they are held at your school**.
- Take minutes during this meeting with the permission of the HOD.
- Schedule a discussion session with you to talk about how you do planning, what resources you use, factors you take into consideration when planning, and how you use learner assessments (e.g., worksheets, informal assessments, quizzes, etc.) to inform your planning for future planning and instruction.
- Co-plan for two weeks (i.e., **weekly planning**) with you. If you have already done this planning could you please share these with the student teacher and explain how it is done. The aim is also to make use of them so that they are actively assisting in your tasks or with creating or finding resources.
- The student teachers have to complete a daily task form that relates to the tasks they do every day. Please could you sign this form, they have to devise their own, for them.
- Co-plan and co-teach two entire mornings of lessons (if you request them to – **one teach and one assist**) (i.e., you should focus on Mathematics, Home Language, Additional Language and Life Skills **or** Integrated day programmes for Grade R) with you. Please note that this is not new planning; it comes from the weekly planning done previously.
- Please complete Assessment rubric 9 in which you give us your rating of the student teacher's competence related to planning and preparation.

## Assessment Rubric 9: Competence - Student Teacher Planning and Preparation

<b>Student Teacher:</b>		<b>School mentor teacher:</b>			
<b>Student Number:</b>		<b>Grade level:</b>		<b>Date:</b>	
<b>Rating scale</b>		<b>4 Exceeds expectations</b>	<b>3 Meets expectations</b>	<b>2 Approaching expectations</b>	<b>1 Does not meet expectations</b>
<b>Planning and Preparation components</b>	<b>Description</b>				<b>Rating</b>
<b>Complete submitted plans</b>	Creates complete, appropriately-formatted lesson plans/day programmes and submits for review in a timely manner.				
<b>Time</b>	Writes lesson plans/day programmes and activities appropriate for the amount of time allotted/designated.				
<b>Data and Needs-Driven</b>	Uses assessment data, professional judgment, and learners' needs to guide planning.				
<b>CAPS and Standards-based</b>	When writing objectives, uses CAPS, and/or any additional performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge.				
<b>Connects Content</b>	Connects lesson content to: learners' experiences, previous lessons within the content area, other curricular area, and real-life situations.				
<b>Active participation</b>	Plans multiple instructional strategies that ensure active participation.				
<b>Materials/Technology</b>	Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s).				
<b>Higher-Level Thinking</b>	Plans opportunities for higher-level thinking through questioning and learner activities.				
<b>Accommodation</b>	Incorporates modifications or accommodations based on learner needs.				

<b>Sequencing</b>	Develops meaningful sequencing of learning experiences.	
<b>Collaborates</b>	Plans collaboratively with school mentor teacher and/or other professionals who have specialised expertise.	
<b>Total out of 44</b>		

**Passing Score:** A score of 23.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

\_\_\_\_\_  
School mentor teacher

\_\_\_\_\_

<b>School Stamp</b>
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**6. SACE: Continuous Professional Development Points**



CONTINUOUS PROFESSIONAL DEVELOPMENT POINTS FOR SUPPORT AND COACHING OF STUDENT TEACHERS DURING PRACTICUM BY MENTOR TEACHERS

EDCC 126 (FOUNDATION PHASE)

Portfolio “Embedded Signature Assessment”	ESA Component	CPD	Mark allocated
ESA 1	Professionalism and Ethics		
	Attendance register	1	
	Complete Assessment rubric 1: Professionalism and Ethics	1	
	<b>Total</b>	<b>2</b>	

<b>ESA 2</b>	<b>Learning Environment</b>		
	Observation of learning environment; share your knowledge and experience about classroom rules, routines and procedures. Student teacher gets a chance to actively practice and execute the above mentioned on their own.	2	
	Discussion with student teacher on classroom management	2	
	Complete Assessment rubric 2: Learning environment	1	
	<b>Total</b>	<b>5</b>	
<b>ESA 3</b>	<b>Learner Development</b>		
	Scheduled observation session: Offer student teacher the opportunity to observe learners during breaks, physical education and creative arts in order to better understand learner development. Focus on learners' language development, special learner needs and differentiation in teaching.	1	
	Assist the student teacher in choosing 3 learners who have different emotional, social, physical, cognitive and language profiles. Please provide appropriate information to assist student teacher.	2	
	Allow the student teacher to make copies of learners' work. No learner's name may be mentioned.	1	

	Schedule a discussion session with student teacher: discuss the student's perception of the teacher and what they have learned about the developmental profiles of selected learners. Check for accuracy.	1	
	Complete Assessment rubric 6: Competence - Learner development	1	
	<b>Total</b>	<b>6</b>	
<b>ESA 4</b>	<b>Planning and Preparation</b>		
	Provide student teacher with copies of annual and term planning	1	
	Grant permission to attend any phase, grade or subject meeting and to take notes during the meeting.	1	
	Co-planning: Assist the student teacher by co-planning with them for two weekly plans. Please use your own weekly planning form.	2	
	Co-teaching: Student teacher co-teach 2 complete mornings which were planned and presented together. Mentor teacher uses own planning methods. Provide active support in both planning and teaching.	4	
	Act as instructor or moderator in the marking of tasks, tests, worksheets, activities (with a memorandum) under your supervision.	1	
	Student teacher assist with record keeping under supervision.	1	

	Schedule a discussion session where you discuss with student teacher how to use the assessment data to make planning and teaching decisions.	1	
	Complete Assessment Rubric 9: Competence - Planning and preparation.	1	
	<b>Total</b>	<b>12</b>	
	<b>Second Semester Total</b>	<b>25</b>	

### Information

<b>School:</b>	
<b>Mentor Teacher</b>	
<b>SACE Number</b>	
<b>Student Teacher</b>	
<b>Student Number</b>	
<b>Head of Department/ Principal</b>	
<b>Practicum Time Period:</b> <b>From – To</b>	
<b>Number of Points</b>	





## **7. SARO: Professionele Ontwikkelingspunten**



PROFESSIONELE ONTWIKKELINGSPUNTE VIR ONDERSTEUNING EN OPLEIDING AAN  
STUDENT ONDERWYSERS TYDENS PRAKTIKUM DEUR MENTOR ONDERWYSER

EDCC 126 (GRONDSLAGFASE)

Portefeulje Embedded Signature Assessment	ESA Komponent	DPO	Punt toegeken
ESA 1	Professionalisme en Etiek		
	Bywoningsregister	1	
	Voltooi Assesseringsrubriek 1: Professionalisme en Etiek	1	
	<b>Totaal</b>	2	

<b>ESA 2</b>	<b>Leeromgewing</b>		
	Waarneming van leeromgewing; deel u kennis en ervaring oor klaskamerreëls, roetines en -prosedures. Student onderwyser kry kans om bg. aktief in te oefen en op hulle eie uit te voer.	2	
	Bespreking met student onderwyser oor klaskamerbestuur	2	
	Voltooi Asseseringsrubriek 2: Leeromgewing	1	
	<b>Totaal</b>	<b>5</b>	
<b>ESA 3</b>	<b>Leerderontwikkeling</b>		
	Geskeduleerde waarnemingsessie: Bied student onderwyser die geleentheid om leerders tydens pouse, liggaamlike opvoeding en kreatiewe kunste te observeer om sodoende leerderontwikkeling beter te verstaan. Fokus op leerders se taalontwikkeling, spesiale leerderbehoefte en differensiasie in onderrig.	1	
	Help student onderwyser om 3 leerders te kies wat verskillende emosionele, sosiale, fisiese, kognitiewe en taalprofiel het. Voorsien asb. gepaste inligting aan student onderwyser.	2	

	Laat student onderwyser toe om afskrifte te maak van leerders se werk. Geen leerder se naam mag genoem word nie.	1	
	Skeduleer 'n gespreksessie met student onderwyser: bespreek die student onderwyser se waarneming en wat hulle geleer het oor die ontwikkelingsprofiel van gekose leerders. Kontroleer vir akkuraatheid.	1	
	Voltooi Assesseringsrubriek 6: Bevoegdheid - Leerderontwikkeling	1	
	<b>Totaal</b>	6	
<b>ESA 4</b>	<b>Beplanning en Voorbereiding</b>		
	Voorsien student onderwyser van afskrifte van jaar- en termynbeplanning.	1	
	Verleen toestemming om fase, graad of vakvergadering by te woon en om aantekeninge te neem gedurende bg. vergadering.	1	
	Mede-beplanning: Assisteer die student onderwyser deur medebeplanning saam met u te doen vir 2, weeklikse beplanning. Gebruik asb. u weeklikse beplanningsvorm.	2	
	Mede-onderrig: Student onderwyser mede-onderrig 2 volledige oggende en wat saam beplan en aangebied word. Medewerkende onderwyser gebruik haar eie beplanningsmetodes. Verleen aktiewe ondersteuning wedersyds in beplanning en onderrig.	4	
	Tree op as instrukteur of moderator in die merk van take, toetse, werkkaarte, aktiwiteite (met 'n memorandum) onder u toesig.	1	

	Student onderwyser assisteer met rekordering van punte onder u toesig.	1	
	Skeduleer gespreksessie waar u met student onderwyser bespreek hoe u die assesseringsdata gebruik om beplannings- en onderrigbesluite te neem.	1	
	Voltooi Assesseringsrubriek 9: Bevoegdheid - Beplanning en voorbereiding	1	
	<b>Totaal</b>	<b>12</b>	
	<b>Tweede Semester Totaal</b>	<b>25</b>	

## Inligting

<b>Skool:</b>	
<b>Mentor Onderwyser</b>	
<b>SARO Nommer</b>	
<b>Student Onderwyser</b>	
<b>Studentenommer</b>	
<b>Departementshoof/Skoolhoof</b>	
<b>Praktikum tydperk:</b> <b>Vanaf/Tot en met</b>	
<b>Aantal Punte</b>	

**SKOOLSTEMPEL**



real heroes  
don't wear

**CAPES**



They Teach