



WORLD TEACHERS' DAY 5 October 2023

World Teachers' Day serves as a wonderful reminder to us why we love the work that we do.

Many challenges lie ahead in teacher education and in our schools on the ground. Working collectively and in partnership with all stakeholders is the only way we can close the gaps in learning outcomes and preparing our pre-service teachers to meet the demands of classroom reality.

This year the World Teachers' Day campaign message is that ***"the transformation of education begins with our teachers"***. We couldn't agree more!

Therefore, this newsletter celebrates service learning. It showcases reflections from our pre-service teachers on the importance of wellbeing, sharing learnings and growth from school-based practicum, the desires and aspirations of some of our first-year students, together with alumni voices from the field.

We hope you enjoy the read!



Dr Chrischar Rock
(B.Ed Practicum
Coordinator)



Elbie Els
(Marketing &
Communication)

**Transformation of education
begins with our teachers.**

Transforming education through practice-based learning

First and foremost, I would like to congratulate the founders of this newsletter, Elbie Els and Chrischar Rock. An advocate for practice-based learning, I think this is a splendid idea.

This newsletter coincides with World Teachers Day and in line with this year's theme "the transformation of education begins with its teachers" I want to emphasise the importance of practice-based learning.

Just today we as a postgraduate class discussed the challenges (but also the opportunities) that arose with the time that students spent at schools the last few months. For many teaching graduates, the gap between what you learn in class and the reality of the job can be a shock. These were indeed the words of one of my students when he said: "For me it came as a big shock."

Having experienced the real classroom, students have found that you don't just learn the theory first, then jump into the classroom and apply it. With practice-based learning you combine theory and work experience with a reflective process while you are learning.

The end goal is to become a self-sufficient professional educator who has the capacity to develop, measure, redesign and grow your own practise over time.



Prof Michael le Cordeur
Vice-Dean
(Teaching and Learning)

Practicals • Prakties



My beste leerervaring gedurende my 2023 prakties was om deel te wees van die konsert en die feit dat ek deel van die personeel dans was.

Die personeel het my laat welkom voel en alhoewel hulle almal jonk was, het hulle my gewys wat n goeie span kan doen. Die kinders het my opgewonde gemaak om skool toe te gaan. Hulle het my laat uitsien om een dag my eie klas te hê!

My mentor onderwyser was die beste en ek kon elke dag van prakties so baie van haar ook leer!



Gedurende my 2023 prakties het ek besef dat as klasonderwyser moet ek altyd seker maak my lesse is akkommodierend en inklusief sodat elke leerder daarby kan baatvind.



Wendy August (B.Ed 479)

During my teaching practice, I realised the incredible impact of story time on young minds. It was a magical experience witnessing their imaginations soar as they immersed themselves in the captivating tales we shared.

In my personal opinion story time became a cherished moment, fostering a love for reading and sparking curiosity. Seeing their faces light up with excitement and hearing their eager questions filled me with joy. Story time truly has the power to ignite a lifelong passion for learning and discovery.

To be an effective teacher, you need to know your learners. Knowing your learners enable you to prepare and set realistic expectations in the classroom.

As a teacher, you are a role model who sets the tone for the class. If you are able to show enthusiasm and commitment, your learners are more likely to reciprocate. Being a strong communicator is a must, but listening well is also one of the most important skills needed to be a teacher.

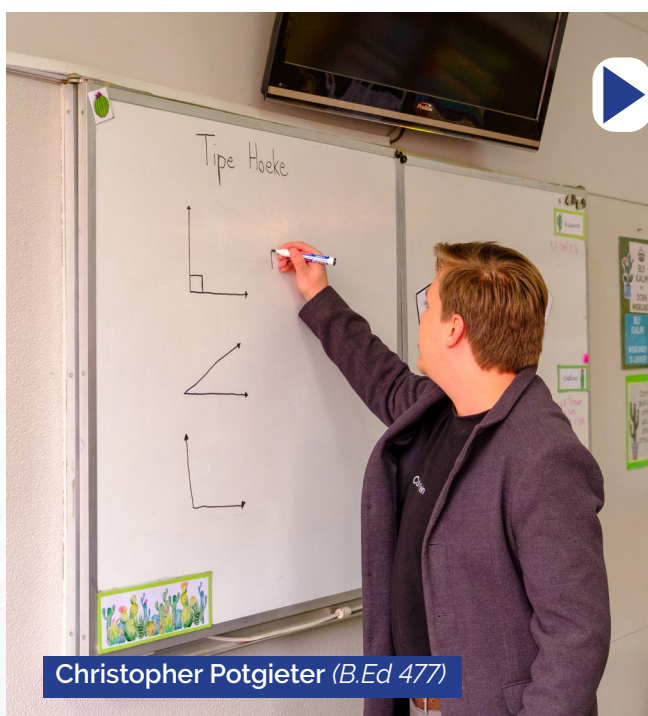
Being a great teacher involves more than showing sympathy and patience, it's about having a passion for learning and shaping individuals into strongminded people who's capable of chasing their dreams.



Juanika Fritz (B.Ed 479)

As wiskunde onderwyser, moes ek my passie vir die vak deel met my leerders asook hulle inspireer om selfvertroue te kry in hul wiskundige vermoëns. Ek het geleer om geduldig te wees en om verskeie onderrigmetodes te gebruik om 'n diverse groep leerders te ondersteun.

Ek het 'n interaktiewe en praktiese benadering gevolg tydens meeste van my lesse om nuwe konsepte duideliker te maak en het die doeltreffendheid daarvan raakgesien in my leerders se assessering. My tyd by Laerskool Eikestad was 'n uitdagende, maar bevredigende ervaring wat my eie begrip van wiskunde verdiep het terwyl ek die volgende generasie gehelp het om te groei.



Christopher Potgieter (B.Ed 477)



Dani Mills (B.Ed 479)

My 2023 practicum showed me how learning through play learners engage with each other in the most authentic ways. In playing, their interests are captured and as they become immersed in the environment, they take full control in exploring and experimenting.

Observing learners in this environment is gaining insight to the learners' knowledge, creativity, social and emotional skills, motor skills and overall growth over time.

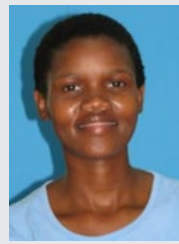


Wilnelie Niemand & Rune Geldenhuys (B.Ed 477)

The best advice from our 2023 practicum is that you should always look to your colleagues for help and guidance because you can always learn something new.

I observed my mentor teacher learn something new at least a handful of times, even as a veteran teacher. Other than that be active, participate in as much extra curricular activities as possible and be involved.

This will help you to understand the school better, learn more about your strengths and bond with the learners.



Studying teaching was the best decision I made because... my school practicum clearly demonstrated that teaching goes beyond mere profession; it's a lifelong calling where I leave a lasting impact. The chance to transform lives is both humbling and rewarding. Witnessing a student's comprehension of a taught concept created cherished memories and a profound impact on their life, as well as my own. This experience fuels an unwavering commitment to guiding every student toward their moments of success. This realization reminded me of how good it feels to take a step with someone so they can reach their higher potential, and this is what I will always want to experience.

Thembisile Buthelezi (PGCE, 2023)



"As a PGCE student, the most challenging aspect of my 2023 practicum was managing unexpected classroom disruptions, such as learners arriving late, addressing instances of sickness, and dealing with disruptive behavior. Encouraging some learners who were hesitant to engage in classroom activities also posed a significant challenge. These situations taught me valuable lessons in adaptability, patience, and creating a positive and inclusive learning environment."

Marsha Adams (PGCE, 2023)



"The most rewarding aspect of my 2023 teaching practice was teaching my learners skills and positively influencing their mindset to help them better integrate into society as young adults. I feel good that I can impact future generations of academics and thinkers who will fashion a higher civilization for South Africa and the rest of the world."

Gabriel Malefatse (PGCE, 2023)

Alumni sharing their experiences as novice teachers

In May 2023, a few of our 2022 B.Ed Alumni joined our B.Ed 477 class to share their experiences as novice teachers. We were joined by Jason Jansen, Marcel Adams and Iman Saban. We share some of their nuggets of wisdom....

Marcel Adams:

(2022 B.Ed Intermediate Phase graduate)

As a novice teacher, remember to be patient and flexible. Understand that learning styles vary, and adapt your approach to accommodate diverse needs. Foster a positive classroom environment where learners feel safe to ask questions and make mistakes.

Establish clear expectations and communicate them effectively. Stay organised and plan lessons ahead of time, but be open to adjusting based on students' progress. Build relationships with your students, showing genuine interest in their growth. Seek feedback from colleagues and be willing to learn from your experiences. Lastly, take care of yourself and find a balance between teaching and self-care to sustain your passion for education. Keep your teacher flame alive, and you'll make a meaningful impact on their lives.

Iman Saban:

(2022 B.Ed Foundation Phase graduate)

A teacher needs huge shoulders and the heart of a warrior. As she steps into her classroom, she must first and foremost ensure that the environment is conducive for her learners to learn. In so-doing, the teacher becomes the friend, mom, doctor, psychologist, superhero, clown, and then finally, the teacher. Teaching from the heart can be felt by a learner or any age, and this is most rewarding.



Jason Jansen, Dr Chrischar Rock, Marcel Adams and Iman Saban.



Why have you embarked on studying to become a teacher?



I want to become a teacher because of the positive impact teachers have in a community. I want children to know they can one day cure diseases, create jobs and even become a teacher themselves. I've always been the one to teach my younger siblings how to read and write.

Kadidja Kazadi (*B.Ed 179*)



Teaching is a calling, one to which I have decided to respond to. Children are empathetic, particularly as young as they are in the Foundation Phase; therefore, I believe that a child's passion for learning derives from their teacher's passion for teaching. Teachers play a significant role in the development of a child and the playout of their lives, and I would love to make a positive impact in the lives of my learners in this regard.

Tyrese Human (*B. Ed 179*)



In 2022, after completing my matric, I worked as a teacher's assistant under my old grade 4 teacher. As the year progressed, I saw the way she handled issues and taught subjects in her classroom. She brought subjects to life and inspired children. It was through her, then and there, that I told myself; 'This is what I want to do'.

Xavier Benyani (*B.Ed 177*)

Dr Zelda Barends tells us more about service-learning...

Service learning acts as a pedagogical approach to integrate meaningful community engagement into the curriculum whilst affording students meaningful learning opportunities. In doing so, students are actively engaged and work on real-world problems.

Service learning is dependent on reflection and experiential learning strategies. The incorporation of service learning in teacher education is advocated for its multiple benefits to students in their preparation as teachers as students learn.

Service learning is ideal as by engaging in the learning opportunity because there is much more to learning than content, service learning affords students an opportunity to only focus on learning content but also to think about processes and other types of learning as part of their teacher training.

What do you learn whilst engaging in service learning?

The learning is much deeper than memorization and information recall, student learning is characterised by deep and long-lasting learning that involves understanding, relating ideas and making connections between prior and new knowledge, independent and critical thinking and ability to transfer knowledge to new and different contexts.



Dr Zelda Barends
Senior Lecturer, Curriculum Studies

Service learning reflections from foundation phase students



The Service-Learning experience was perhaps the most eye-opening experience of my degree thus far! I was challenged every single week and faced with the harsh realities of what education in South Africa can entail. This experience took me well out of my comfort zone and the growth that I experienced as a teacher in those few weeks was unprecedented. Feeling very privileged to have had such an experience.



My partner and I were placed into a underprivileged school, where I experienced a few challenges, but nevertheless my words to her was, "I want to make a change, even if it is only with one child, that would mean the world to me". And we did. We thoroughly prepared our lessons accordingly to the learners' needs and some days were better than other, but we used the opportunity to learn more about ourselves and the learners. The children loved our reading sessions.



During my service learning I had the privilege of exploring and expanding my knowledge on working with learners who experience academic barriers and physical disabilities, in small group settings. This experience taught me patience, understanding and commitment to planning and professional development. The overall experience was a positive one for me, and I would recommend to all education students to expose themselves to an environment that supports educational needs at least as it truly provides a unique insight into our field.



It was such an amazing privilege to work with this special group of learners. We had a lot of fun while working hard and building on their existing knowledge. This program gave me the opportunity to grow and develop a lot, and it also once again opened my eyes to the reality of schooling in South Africa, which also served as a reminder of what great responsibility we as pre-service teachers and teachers have.

Teacher wellbeing is the cornerstone of educational transformation

At TeacherCalm we believe that teacher wellbeing is the cornerstone of educational transformation. As the catalysts for change in classrooms, teachers must be emotionally and mentally resilient. Their wellbeing ensures not only their ability to adapt to evolving educational paradigms but also their capacity to inspire and empower students.

A nurturing, supportive environment for educators sets the stage for a thriving educational ecosystem, ultimately leading to a brighter future for learners. Thus, the transformation of education indeed commences with the wellbeing of its dedicated teachers.

Stay informed about events and find motivation for teacher wellbeing by joining our TeacherCalm online community on Instagram or Facebook.



Dr Elzahn Rinquest
*TeacherCalm Coordinator
Lecturer: Education Policy
Studies*



"We can do hard things".

This quote played on my mind constantly during my third term practical. Simply because sometimes we forget that as a collective, we can not only survive hard things, but we can do them too. There were moments during this practical when my patience and perseverance were tested. Moments of questioning; myself, my choice of profession, my resilience and ability to teach. And I'm sure that you can relate to these moments too, but...

"We can do hard things", I mean look at us, we already have.

Michaela Chetty (*B.Ed 477, 2023*)

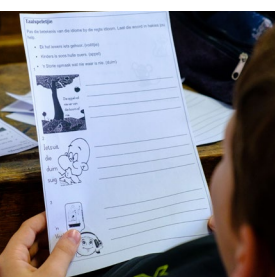
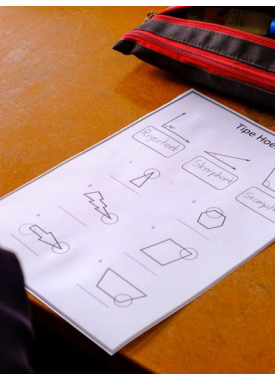
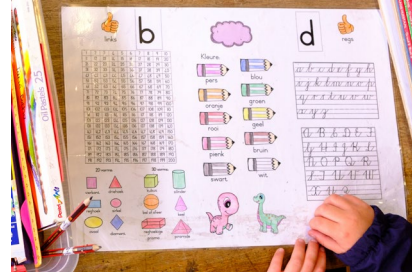


Engaging in teaching practicum is a daunting experience, given the diversity of each school community. Throughout this practical experience, I discovered the depth of my resilience as an educator, a trait that came to the forefront in the face of various challenges. During this period my asthma posed a challenge; exposed to both eager learners and chilly mornings, I inevitably fell ill, and this persisted for the entirety of my time at the school. Breathing became exhausting. Nevertheless, I firmly believed that the only path forward was to persevere. In navigating these testing times while maintaining a sense of composure, I uncovered a set of invaluable strategies:

- Embrace the power of a comforting beverage - good ideas start with brainstorming, great ideas start with coffee.
- Master your breathing - in the event that illness strikes during your practicum, consider incorporating breathing techniques into your daily routine.
- Lean on supportive relationships - the importance of having a strong support network cannot be overstated.
- Embrace the healing power of hugs - sometimes, a simple act like a warm hug can work wonders for your emotional and physical well-being.
- Prioritise sleep - make sleep a non-negotiable part of your routine during your practicum. Your body and mind will thank you for it.
- Do not be so hard on yourself - create realistic and achievable goals for yourself. Listen to your body and know your limits.

In summary, while the teaching practicum may present daunting challenges, it's important to remember that resilience and adaptability are your greatest assets.

Michaela Westraad (*B.Ed 479, 2023*)



World Teachers Day- uit 'n student se pen

In ons finale jaar, 'n studentegroep saam,
Op World Teachers Day, wil ons met trots staan.
In skole, tydens praktyk, het ons leerders ontmoet,
En 'n vonk in hul harte, 'n toekoms, herleef.

Met passie en liefde het ons kennis gedeel,
Hul drome gekoester, hul selfvertroue versterk heel.
In elke klaslokaal, het ons lig gebring,
'n Nuwe begin, 'n hoopvolle ding..

Nou wag ons vir daardie een groot dag,
Waar ons in ons eie klaskamers sal wag.
Die geleentheid om die wêreld vir hulle te verander,
Met liefde, met wysheid, 'n droom wat ons vervul en benader.

Laat ons die inspirasie van ons onderwysers dra,
Hul passie en toewyding, in elke taak wat ons aanvaar.
Ons kan die verskil maak, dit is waar,
Laat ons saamwerk, die toekoms is ons klaar.

Op World Teachers Day, bring ons eer aan hulle,
Vir die gawes wat ons ontvang het, vir elke siel.
Laat ons ons drome waarmaak, met moed en krag,
Vir leerders se lewens, ons maak 'n verskil, dag na dag.

Geskryf deur: Lameez Plaatjies



The background of the poster is a faded image of a classroom. On the left, there's a bulletin board with various cards and a sign that says 'English'. In the center, another bulletin board displays several framed drawings of vases with flowers. To the right, more framed drawings are visible. In the foreground, there are several glass jars with colorful star patterns and some colorful geometric blocks on a table.

Be sure not to miss the 2023 “WoW” week!

These World of Work sessions include:

5 October

World Teacher Day celebrations
Lunch-time Podcast & Hamper Draw

9 October

Teacher union information sharing session

10 October

WCED recruitment and information session

11 - 13 October

SACE registration campus visit