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The Relationship between Pre-service Trainee Teachers and Learners in the Foundation Phase

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ABSTRACT The importance of forming relationship became evident during the pre-service trainee students school-based teaching practice. Hence, this paper explores the relationship that exists between the trainee teacher and the learner(s). The method of observation during the formal assessment of four pre-service B.Ed. students, as well as the dialogical interaction after the lesson contributed to the relationship dynamics that enhanced quality teaching and learning. From an ethical perspective the confidentiality of the four B.Ed. students will be retained. The data was gathered using the school-based assessment tool designed by the Faculty of Education. The emerging findings revealed that the conceptualization of relationship forming between a trainee student and the learners varied and therefore had a significant impact on the trainee students' performance in terms of the quality of their teaching and learning. In other words, the trainee teacher's relationship with the learners ought to be an open dialogical experience where rich pedagogical moments are experienced.