

Teaching Standards for Inclusive Teaching (beginner teachers)

**SACE
Professional
Teaching
Standards**



SACE Professional Teaching Standards

Inclusive teaching is everybody's business...



- 1.1. Teachers believe in the **capacity of all learners to achieve** and make progress both inside and outside the classroom.
- 1.2. Teachers understand the **different challenges** that confront learners and their families and consider how these challenges may **affect their behaviour and learning**.
- 1.3. Teachers **respect different aspects of learners' identities** (including gender, race, language, culture, sexual orientation and dis/ability), and believe that these diversities can be a strength and resource for teaching and learning.

- 3.1. Teachers are committed to ensuring that learners are given the support they need for **equitable access to learning opportunities**.
- 3.2. Teachers have a responsibility to identify and challenge policies and practices that **discriminate against, marginalise or exclude learners**.

... but inclusive teaching is too important to be left to chance.

Teaching standards for inclusive teaching for beginner teachers

- Not phase specific
- Not subject specific
- Clearly demarcated area of study
- Important implications for teaching in all classrooms
- Important implications for assessing teaching competence



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Agency for social justice and inclusion

**Valuing and understanding learner
diversity**

**Classroom practices that support
collaborative and individual learning**

**Collaboration to enable inclusive
teaching and learning**

**Developing professionally as an
inclusive teacher**

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Agency for social justice and inclusion

1.1 Understanding exclusion	1.1.1 Beginner teachers are able to identify attitudes and practices that exclude or marginalise learners
	1.1.2 Beginner teachers understand the global and local history and development of inclusive education as a response to exclusionary practices
1.2 Foundational theories and concepts in inclusive education	1.2.1 Beginner teachers have a theoretical foundation for their in inclusive pedagogical practices
	1.2.2 Beginner teachers understand concepts critical to inclusive education, such as social justice, redress, equity, democracy and human rights

Valuing and understanding learner diversity

2.1 Diversity literacy for transformation	2.1.1 Beginner teachers understand the complexities, multiplicity and intersectionality of diversity within the Southern African context
	2.1.2 Beginner teachers demonstrate an awareness of how diversity hierarchies and institutionalised oppression are constructed and sustained
2.2 Diversity as a strength and resource for teaching and learning	2.2.1 Beginner teachers recognise, respect and value the individual strengths of diverse learners
	2.2.2 Beginner teachers recognise and understand diverse educational needs
	2.2.3 Beginner teachers make teaching and learning accessible, relevant and appropriate for diverse learners.

Classroom practices that support collaborative and individual learning

3.1 Classroom strategies that are pedagogically designed to be responsive to learner diversity.

3.1.1 Beginner teachers plan and use a variety of instructional strategies

3.1.2 Beginner teachers know how to differentiate curriculum, instruction and assessment

3.1.3 Beginner teachers create a safe, well-managed and enabling learning environment

3.1.4. Beginner teachers integrate ICT to meet diverse learning needs

3.2 Individual asset-based support

3.2.1 Beginner teachers use an asset-based approach to plan to meet individual learning needs

3.2.2 Beginner teachers understand the purpose and process of developing, implementing and reviewing Individual Support Plans

Collaboration to enable inclusive teaching and learning

4.1 Collaboration with school colleagues	4.1.1 Beginner teachers understand the value of collaborative planning, teaching and reflection to develop inclusive practices
	4.1.2 Beginner teachers know and implement the skills and dispositions required for effective collaboration
	4.1.3 Beginner teachers are able to implement these skills to collaborate with colleagues and school based support structures
4.2 Partnering with parents, caregivers and families	4.2.1 Beginner teachers understand the role and responsibilities of parents, caregivers and families in their child's education
	4.2.2 Beginner teachers value and respect the unique knowledge and skills of parents, caregivers and families
	4.2.3 Beginner teachers have the knowledge essential to build parent, caregiver, family / teacher collaborative partnerships
4.3. Accessing external support	4.3.1 Beginner teachers know and understand the roles and responsibilities of various professional, community based, NGO and other support partners
	4.3.2 Beginner teachers are able to identify suitable collaborative partners in meeting the support needs of individual learners as well as teachers

Developing professionally as an inclusive teacher

5.1. Becoming an ethical inclusive teacher	5.1.1 Beginner teachers recognise the learning potential of all learners and take responsibility in enabling learners to reach this potential
	5.1.2. Beginner teachers recognise and respond to ethical dilemmas in the inclusive classroom
	5.1.3 Beginner teachers respect the dignity and confidentiality of learners and their families
5.2 Becoming a reflective inclusive teacher	5.2.1 Beginner teachers understand the importance of a reflection- action-reflection process
	5.2.2 Beginner teachers critically reflect on how teaching practices enable and constrain learning
	5.2.3 Beginning teachers reflect on personal wellness and recognise its impact on teaching
5.3 Ongoing professional learning for inclusive teaching	5.3.1 Beginner teachers know and value the importance of ongoing professional learning
	5.3.2 Beginners teachers identify opportunities for ongoing professional development and take responsibility for participating in these opportunities

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**Teachers of all learners, in all
subject & phase specialisations**

Thank you

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