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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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KNOWLEDGE AND PRACTICE STANDARDS

STAKEHOLDERS' MEETING

17 APRIL 2019



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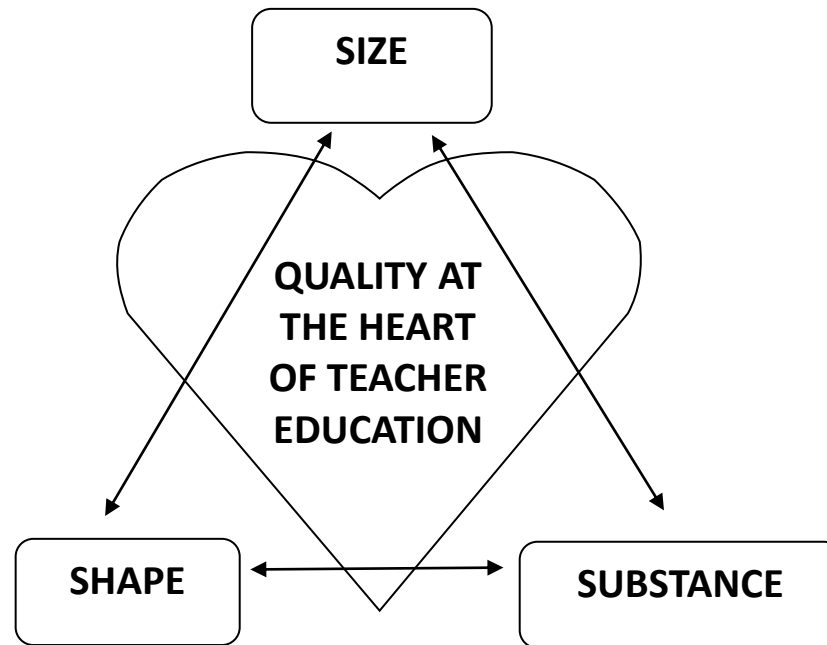
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Promoting Quality Teacher Education Through Knowledge and Practice Standards

Quality Imperatives for Teacher Education

Quality Goal 1: A system that is able to provide adequate numbers of new teachers to teach in South Africa is in place.

Quality Goal 2: A system is in place that produces sufficient numbers of quality teachers and who hold subject specialisations/ disciplines that are aligned to the needs in the-system.



Quality Goal 3: A full range of high quality teacher education programmes are in place and are delivered in a manner that produces teachers who are able to function effectively as new teachers in diverse South African contexts.

INTEGRATED STRATEGIC PLANNING FRAMEWORK FOR TEACHER EDUCATION AND DEVELOPMENT (ISPFTED) - KNOWLEDGE AND PRACTICE STANDARDS

What teachers need to know and be able to do to carry out their core function professionally and effectively.

Specific to:

- ❑ a subject area and school phase;
- ❑ specific extended role, for example, school leadership; inclusive education

- ❑ NOT tied to a specific school curriculum statement
- ❑ Relates to academic and practical knowledge to teach a particular subject or discipline well;
- ❑ if met by teachers, will allow them to deliver the curriculum that is in place at a specific time, and to adapt effectively when the curriculum changes



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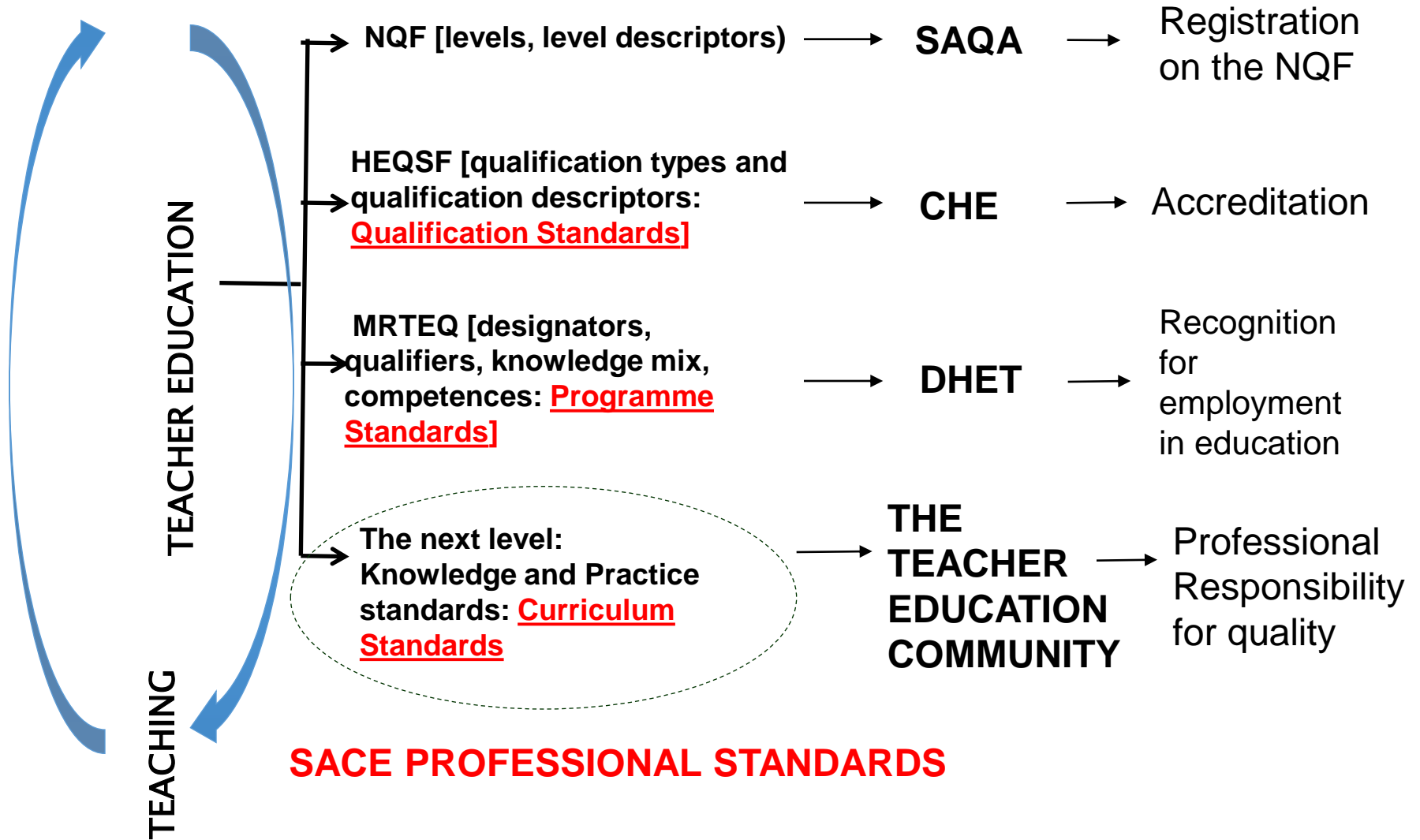
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TEACHING AND LEARNING DEVELOPMENT CAPACITY IMPROVEMENT PROGRAMME



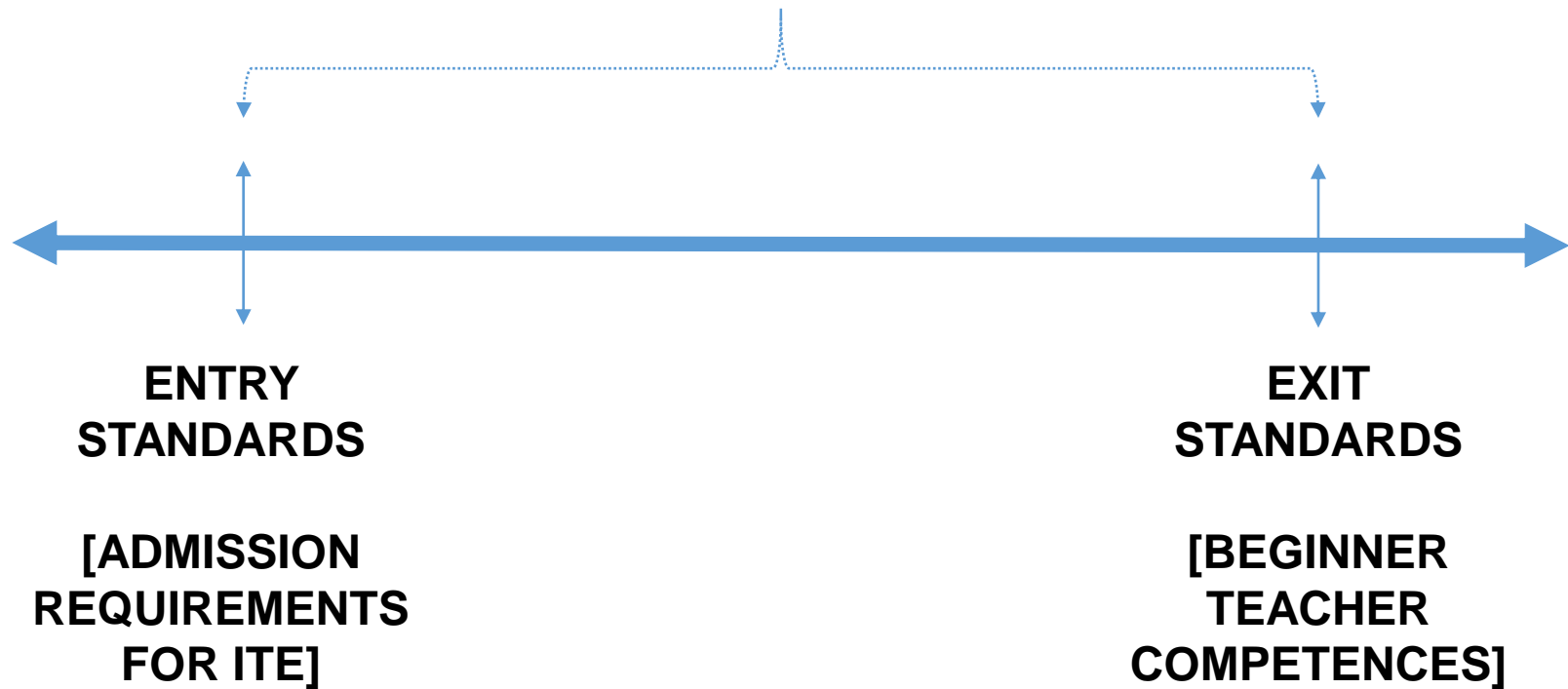
- a) Quality **research** that is needed to inform the development work in the range of focus areas is supported;
- b) **Teaching standards** (*knowledge and practice standards/competence standards*) for the specific focus areas within ITE programmes are developed;
- c) The standards are used to inform the development of **curriculum frameworks** for the focus area;
- d) Well-designed **comprehensive materials** that support the delivery of courses within the focus area;
- e) **Assessment tools** that enable the reliable assessment of initial teacher education students and newly qualified teacher's ability/competence in the area are developed;
- f) **Capacity development** opportunities for teacher education academics involved in these of initial teacher education are provided;
- g) **Ultimately, the main result must be strengthened initial teacher education programmes that enable new teacher graduates to teach competently as beginning teachers.**

A NESTED APPROACH TO STANDARDS IN TEACHER ED



IN THE CONTEXT OF ITE, WHAT ARE K&P STANDARDS?

... INFORM THE CONSTRUCTION OF ITE PROGRAMMES' CONTENT, PROCESSES AND MATERIALS AT THE CURRICULUM LEVEL



WHO SHOULD BE DEVELOPING THE K AND P STANDARDS?

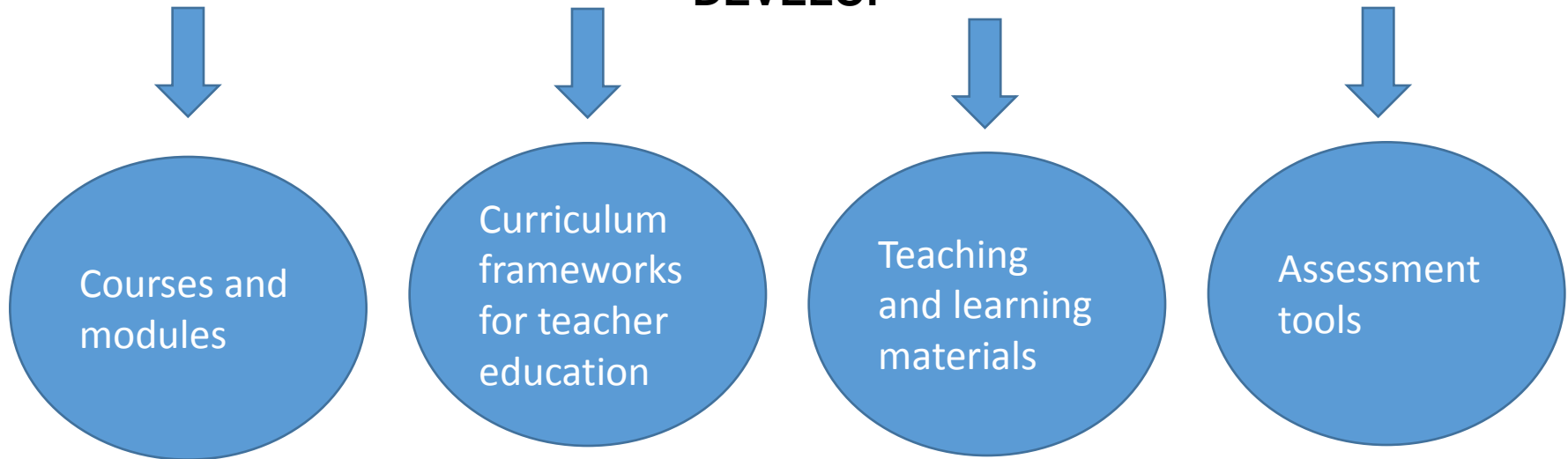
ISPFTED

“While the process of developing these standards will be led by the DHET, the actual development will be done by the field of teacher education and by subject experts”

MRTEQ

“The setting of standards to define competence at deeper specialized levels for specific subjects or specializations is not defined in this policy and will have to be developed by the relevant teacher education communities of practice.”

KNOWLEDGE AND PRACTICE STANDARDS ARE USED TO DEVELOP



- Well designed;
- collaboratively developed,
 - collectively owned;
- and taken up into teacher education programmes ,

they will form a national standard that can provide the basis for greater convergence between teacher education programmes intended to develop teachers of specific subjects, **without requiring that programmes need to follow exactly the same curricula.**



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Thank You