

## 6.4 Teacher competencies envisaged for initial teacher education programmes

The Minimum Requirements for Teacher Qualifications and Integrated Quality Measurement (MRTEQ) national rating system for teachers was considered when competencies for student teachers were developed. MRTEQ addresses the skills, knowledge, theory and practice that every teacher must have after completion of a qualification. It is expected that every teacher must be competent in disciplinary, pedagogical, practical, fundamental and situational learning. Table 6.4.1, below, details the Competencies/Standards expected of an Initial Teacher Education graduate:

**Table 6.4.1 Initial teacher competencies/standards**

### **Beginner Teacher Competencies Rubric**

**This document makes use of the basic competences of a beginner teacher as reflected in MRTEQ – Appendix C, as well as wording and concepts from the Integrated Quality Management System (IQMS) For School-Based Educators. It also considers the types of learning for teaching as set out in MRTEQ.**

#### **Rating Scale**

- **Rating 1:** Unacceptable. This level of performance does not meet minimum expectations and requires urgent interventions and support.
- **Rating 2:** Satisfies minimum expectations. This level of performance is acceptable and is in line with minimum expectations, but development and support are still required.
- **Rating 3:** Good. Performance is good and meets expectations, but some areas are still in need of development and support.
- **Rating 4:** Outstanding. Performance is outstanding and exceeds expectations. Although performance is excellent, continuous self-development and improvement are advised.

Student Teacher Competency	Unacceptable Rating 1	Satisfies minimum expectations Rating 2	Good Rating 3	Outstanding Rating 4
<b>1. Newly qualified teachers must have sound subject knowledge. (Disciplinary learning)</b>				
<i>Acquire and maintain sound subject knowledge.</i>	Academic knowledge about the subject(s) and phase(s) is inaccurate or limited. Unable to fully respond to lesson requirements.	Demonstrates academic knowledge of the subject at expected level when teaching. Knowledge is adequate but not comprehensive. Demonstrates only what is required for the lesson.	Demonstrates academic subject knowledge of the subject at a higher level than expected when teaching. Knowledge is comprehensive (has a broader understanding of the subject than only textbook content). Holistic subject knowledge is evident.	Demonstrates academic subject knowledge at an advanced level when teaching. Uses knowledge to diagnose learner strengths and weaknesses in order to develop teaching strategies.

**2. Know how to teach their subject: select, determine the sequence and pace of content in accordance with both subject and learner needs  
(Pedagogical learning)**

<p><i>Select content for subject and learner needs.</i></p>	<p>Inadequate selection or incorrect selection of content. Selection does not meet teaching or learning needs.</p>	<p>Adequate selection of content. Selection is relevant to teaching and learning needs.</p>	<p>Good selection of content. Selection meets teaching and learning needs. Content leads to meaningful and relevant learning experiences.</p>	<p>Good selection of content. Content lead to meaningful and relevant learning experiences where interrelatedness of concepts is clear.</p>
<p><i>Sequencing and pacing of content</i></p>	<p>Sequencing and pacing of content within and across lessons does not allow learners to build conceptual understanding of the subject. Setting out of content needs a clearer trajectory. No support of content understanding is evident.</p>	<p>Sequencing and pacing of content within and across lessons is adequate but may not contribute to solid understanding of concepts. Sequencing or pacing may need to be revised. Learners may need a different pace. Learners may need more content support.</p>	<p>Sequencing and pacing of content within and across lessons is good. Clear trajectory of content and pacing that is in accordance with learners' needs.</p>	<p>Sequencing and pacing of content within and across lessons is excellent. Learners are able to build a solid understanding of subject concepts through well-supported content sequencing and pacing.</p>

**3. Know who their learners are and how they learn  
(Pedagogical learning)**

<i>Acquire and maintain knowledge about learners and learning</i>	Aware that learners have different abilities at various levels but needs support in catering for these learners	Demonstrates an activity that is appropriate for the abilities of learners.	Demonstrates a range of activities that are appropriate for the level of learning required and cater to a variety of learning styles.	Demonstrates and uses activities that are appropriate for the abilities of learners.
	Aware that learners have learning preferences but needs support in catering for these learners.	Uses an activity that is associated with a learning preference.	Uses activities that cater to a variety of learning styles.	Develops and uses a range of activities that cater for different learning styles.
	Aware that learners experience barriers to learning but needs support in catering for these learners.	Identifies some barriers to learning among learners in a class and use an activity that caters for these learners.	Facilitates and caters regularly acknowledges and respects individuality and diversity. Caters for barriers to learning.	Identifies a range of learning barriers and can use a range of strategies and alternative learning activities to overcome such barriers.  Uses inclusive strategies and promotes respect for individuality and diversity.

<p><i>Adapt (adjust or change) teaching when needed.</i></p>	<p>Aware that sometimes teaching needs to be adapted but is unable to adapt lessons accordingly.</p>	<p>Able to identify when adaptation is needed. Is able to adapt a lesson to a satisfactory degree.</p>	<p>Able to adapt teaching to a range of contexts and for multiple purposes such as correcting misunderstandings.</p>	<p>Confidently adapts teaching to a range of contexts and for multiple purposes such as correcting misunderstandings.</p> <p>Uses alternative strategies to ensure learning for different learning preferences and/or overcoming learning barriers.</p>
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**4. Communicate effectively in order to mediate learning.**

<p><i>Classroom communication</i></p>	<p>Struggles to communicate effectively. Needs to develop spoken and written confidence in a classroom. Needs guidance with re-explaining concepts in a different way. Needs guidance with verbal, non-verbal or written classroom communication.</p>	<p>Communicates sufficiently to mediate learning to most learners. Is able to convey the lesson content. Will need support with verbal, non-verbal or written classroom communication. Requires some confidence.</p>	<p>Communicates well during the lesson. Learners are motivated and interested. Is confident. Good verbal, non-verbal and written classroom communication. Is confident.</p>	<p>Excellent communication during the lesson. Is able to captivate learners during the entire lesson. Excellent verbal, non-verbal and written classroom communication. Very confident.</p>
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**5. Highly developed literacy, numeracy and Information Technology (IT) skills.  
(Fundamental learning)**

<i>Literacy</i>	Requires literacy skills necessary for preparing, planning and presenting lessons as well as for general classroom management.	Sufficient literacy skills to cope with preparing, planning and presenting lesson as well as for general classroom management. Many aspects can be improved.	Good literacy skills needed to plan, prepare and present lessons as well as for general classroom management. May need to improve on one or two aspects.	Excellent literacy skills and this is evident in lesson planning, preparation and presentation as well as for general classroom management.
<i>Numeracy</i>	Requires basic numeracy skills necessary for preparing, planning and presenting lessons as well as for general classroom management.	Sufficient numeracy skills to cope with preparing, planning and presenting lesson as well as for general classroom management. Many aspects can be improved.	Good numeracy skills needed to plan, prepare and present lessons as well as for general classroom management. May need to improve on one or two aspects.	Excellent numeracy skills and this is evident in lesson planning, preparation and presentation as well as for general classroom management.
<i>IT</i>	Requires basic IT skills necessary for preparing, planning and presenting lessons as well as for general classroom management.	Sufficient IT skills to cope with preparing, planning and presenting lesson as well as general classroom management. Many aspects can be improved.	Good IT skills needed to plan, prepare and present lessons as well as general classroom management. May need to improve on one or two aspects.	Excellent IT skills and this is evident in lesson planning, preparation and presentation as well as general classroom management.

**6. Knowledgeable about the school curriculum; unpack its specialised content; use available resources; plan and design suitable learning  
(Disciplinary and Practical learning – Work integrated learning: WIL)**

<i>Acquire and maintain sound curriculum knowledge</i>	Limited knowledge of curriculum documents for subject(s) and phase(s).	Sufficient knowledge of curriculum topics using CAPS.	Good knowledge of curriculum topics and is aligned with CAPS.	Excellent knowledge of curriculum topics which is aligned with CAPS.
	Knowledge and application of curriculum content is at a basic level (follows textbook only).	Knowledge and application of the curriculum content is at an acceptable level (can situate the lesson within the curriculum).	Knowledge and application of the curriculum content is at a good level. Lessons show clear pathway through the curriculum.	Knowledge and application of the curriculum content shows interrelatedness with other subjects or contexts.
<i>Plan teaching</i>	Limited knowledge and evidence of lesson planning strategies.	Can plan a learning experience that engages and interests the learners.	Makes use of a range of active, collaborative and cooperative learning strategies in planning learning events.	Can use and/or develop own strategies for active, collaborative and cooperative strategies in planning learning events.
<i>Prepare resources</i>	Limited knowledge about resources and teaching media, including ICT, that are meant to engage learners in the learning process.	Demonstrates knowledge of a range of resources and teaching media, including ICT, that engage learners in the learning process.	Finds, selects and adapts resources and teaching media, including ICT, that engage learners in the learning process.	Finds, selects, adapts and/or develop resources and teaching media, including ICT, that can be used to interest and engage learners in the learning process.

	Does not use resources. Does not plan well for using resources.	Use and planning for basic resources is satisfactory.	Demonstrates well planned resource to enhance learning.	Resources are well planned and available to ensure smooth flow of lesson activities. Resources used support and enhance learning.
<i>Teach/facilitate</i>	Aware of all requirements necessary for teaching effectively but needs support to implement and coordinate lesson activities.	Demonstrates a suitable teaching strategy and at least one resource to engage learners and contribute to learning.	Demonstrates varied teaching strategies and resources are employed to effectively engage learners and contribute to learning.	Varied teaching strategies and superb resources that include ICT are employed with complete confidence to effectively engage learners and contribute to learning.
<b>7. Understand diversity in the South African Context (Situational learning)</b>				
<i>The SA Education environment.</i>	Awareness of SA Education system.	Knowledge of how the present education system developed.	Knowledge of the principles and procedures of the present curriculum.	Promotes the goals of attaining social justice, africanisation of the curriculum and ubuntu through inclusion of different value systems and culturally sensitive teaching.



**8. Manage classrooms effectively; ensure a conducive learning environment  
(Practical learning)**

<i>School context.</i>	Aware that schools in SA operate in vastly different contexts.	Determines the context of a particular school.	Adapts teaching in accordance with the context of the school.	Uses innovative strategies that can overcome challenges in a particular school context.
	Limited knowledge and understanding of learners' backgrounds.	Knowledge and understanding of learners' backgrounds is known.	Knowledge and understanding of learners' backgrounds is used to inform a general teaching approach.	Knowledge and understanding of learners' backgrounds informs lessons and assessment.
<i>Classroom environment.</i>	Aware that teachers must prepare and maintain a safe, inviting and disciplined classroom environment.	Makes use of what is available at a school to prepare a classroom for a lesson and maintains acceptable learner behaviour.	Prepares the classroom environment for a particular lesson and maintains acceptable learner behaviour.	Prepares a classroom environment that is suitable for teaching a subject and the learners at a certain level(s) and maintains acceptable learner behaviour.

	No effort to create a learning space that is conducive to teaching and learning; organisation of learning space hampers teaching and learning	There is evidence of an attempt at creating and organising a suitable learning environment, which enables individual and/or group learning	Organisation of learning space enables the effective use of teaching resources and encourages and supports individual and group activities.	Organisation of learning space shows creativity and enables all learners to be productively engaged in individual and cooperative learning.
	No discipline and much time is wasted. Learners do not accept discipline or discipline is experienced by learners as humiliating.	Learners are disciplined and learning is not interrupted unnecessarily.	Learners are encouraged; there is positive reinforcement. Learners accept discipline without feeling threatened.	Learners are motivated and self-disciplined.
<b>9. Assess learners in reliable and varied; use the results of assessment to improve teaching and learning. (Disciplinary and Pedagogical learning)</b>				
<i>Use knowledge of assessment policies and guidelines to develop assessment strategies suitable to their phase(s) and subject(s).</i>	Does not demonstrate an understanding of different types of assessment, e.g. only uses tests	Demonstrates basic understanding of different types of assessment. Tends to use the same one over and over.	A variety of assessment techniques are used, allowing learners to demonstrate their talents.	Different assessment techniques used to cater for learners from diverse backgrounds, with multiple intelligences and learning styles

<i>Giving meaningful feedback.</i>	No evidence of meaningful feedback to learners, or feedback irregular and inconsistent.	Some evidence of feedback.	Feedback is regular, consistent and timeously provided.	Feedback is insightful, regular, consistent, timeous, and built in to lesson design
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**10. Positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.**

<i>Acquire and maintain sound professional knowledge.</i>	Familiar with the code of conduct for student teachers and the SACE code of conduct for teachers.	Familiar with the code of conduct for student teachers, the school code of conduct for teachers and the SACE code of conduct for teachers.	Demonstrates good understanding of the code of conduct for students, school's code of conduct and SACE code of conduct. Acts professionally during all aspects of teaching practice and situations in accordance with all codes of conduct.	Demonstrates excellent understanding of the code of conduct for students, school's code of conduct and SACE code of conduct. Set an example of impeccable professional conduct.
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**11. Reflect critically on their own practice**

<p><i>Able to reflect and assess own teaching from the perspective of other stake holders.</i></p>	<p>Unable to consider the impact of his/her teaching on other stakeholders.</p>	<p>Aware of the impact he/she as a teacher has on others.</p>	<p>Makes decisions based on a reflective awareness.</p>	<p>Deeply conscious of his/her impact on the curriculum/learners/parents/colleagues.</p>
<p><i>Is able to consider both the positive and negative aspects of their teaching and suggest improvements and alternatives.</i></p>	<p>Unable to be critical of his/her lessons and to suggest own improvements and recommendations.</p>	<p>Critical of his/her lessons but not always able to suggest effective improvements or recommendations.</p>	<p>Critical of his/her lessons and able to suggest some effective improvements or recommendations. Takes initiative in reflection and improving own teaching</p>	<p>Critical of his/her lessons and able to suggest effective improvements or recommendations. Takes initiative in reflection and improving own teaching. Tries new innovations in teaching.</p>