



# TEACHER PROFESSIONALISATION

**Professional Teaching Standards**

**Provincial Consultations**

**April 2018 to March 2019**

**Presented by Ms Vanencia Chiloane Assistant Manager: Teacher Professionalisation**

*Professional Teaching in Our Hands*

# TEACHER PROFESSIONALISATION DEFINED

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***Professionalisation:*** ‘the process of improving the status and standing of teaching, and includes four key professionalising processes of (i) initial teacher training (ITE), (ii) induction, (iii) registration of teachers, (iv) continuing professional development (CPD), and evaluation of teacher performance (2014: 21).

However, the report cautions that professionalisation does not automatically lead to professionalism, but depends on a **‘cohesive and conducive value chain’**

**Final Report of the Human Resource Development Council of South Africa**

(2014: 21)

# Why?

**To develop a set of professional teaching standards that is theoretically informed, contextually appropriate and widely accepted by stakeholders.**

# BACKGROUND AND LEGISLATIVE MANDATE

## NDP: Vision 2030

Professional Standards

Professional Certification

Quality Professional Development Provisioning

## SACE Act, 2000

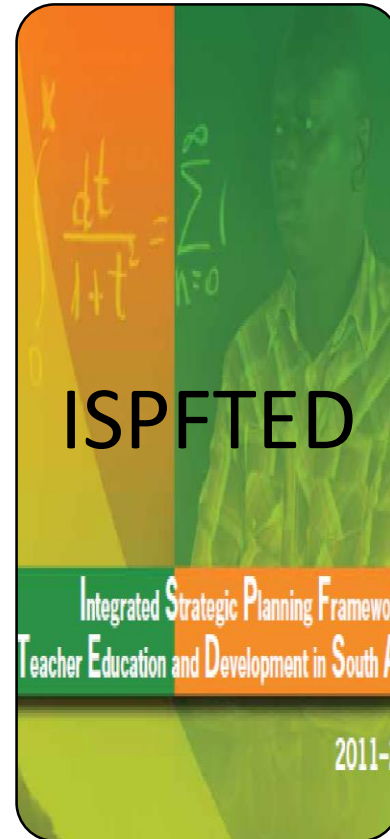
Professional Standards

The minimum requirements for entry to all the levels of the profession;

The standards of programmes of pre-service and in-service educator education;

The requirements for promotion within the education system; and

Educator professionalism



## NQF Act, 2008

National Qualifications Framework Act, 2008

## *Section 2*

- (c) to set, maintain and protect ethical **and professional standards for educators**, by means of the functioning of the council.

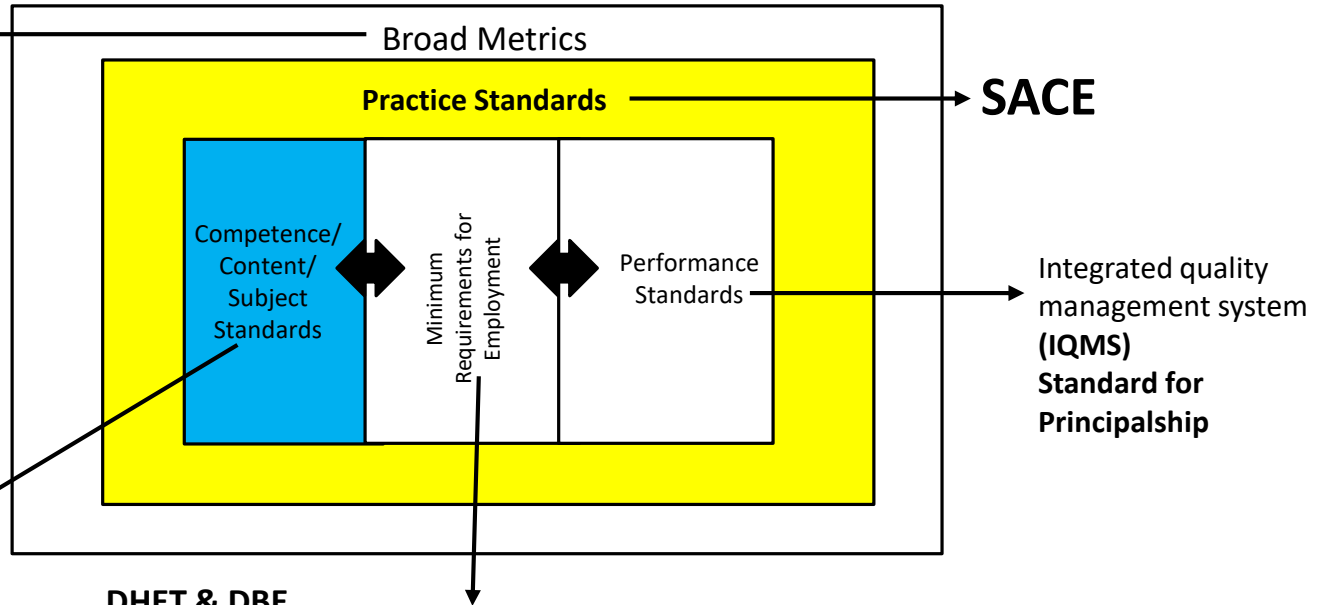
## *Section 5 (b)*

- (aa) the **minimum requirements for entry** to all the levels of the profession;
- (bb) the **standards of programmes of pre-service and in-service** educator education;
- (cc) the requirements for promotion within the education system; and
- (dd) educator professionalism;

# NESTED MODEL OF STANDARDS

- Sustainable Development Goals
- National Development Plan
- Medium Term Strategic Framework

DHET & Education Deans Forum: Content Standards



DHET & DBE

- The Minimum Requirements for Teacher Education Qualifications (MRTEQ),
- Minimum Criteria for Recognition and Evaluation of Qualifications for Employment in Education 2000



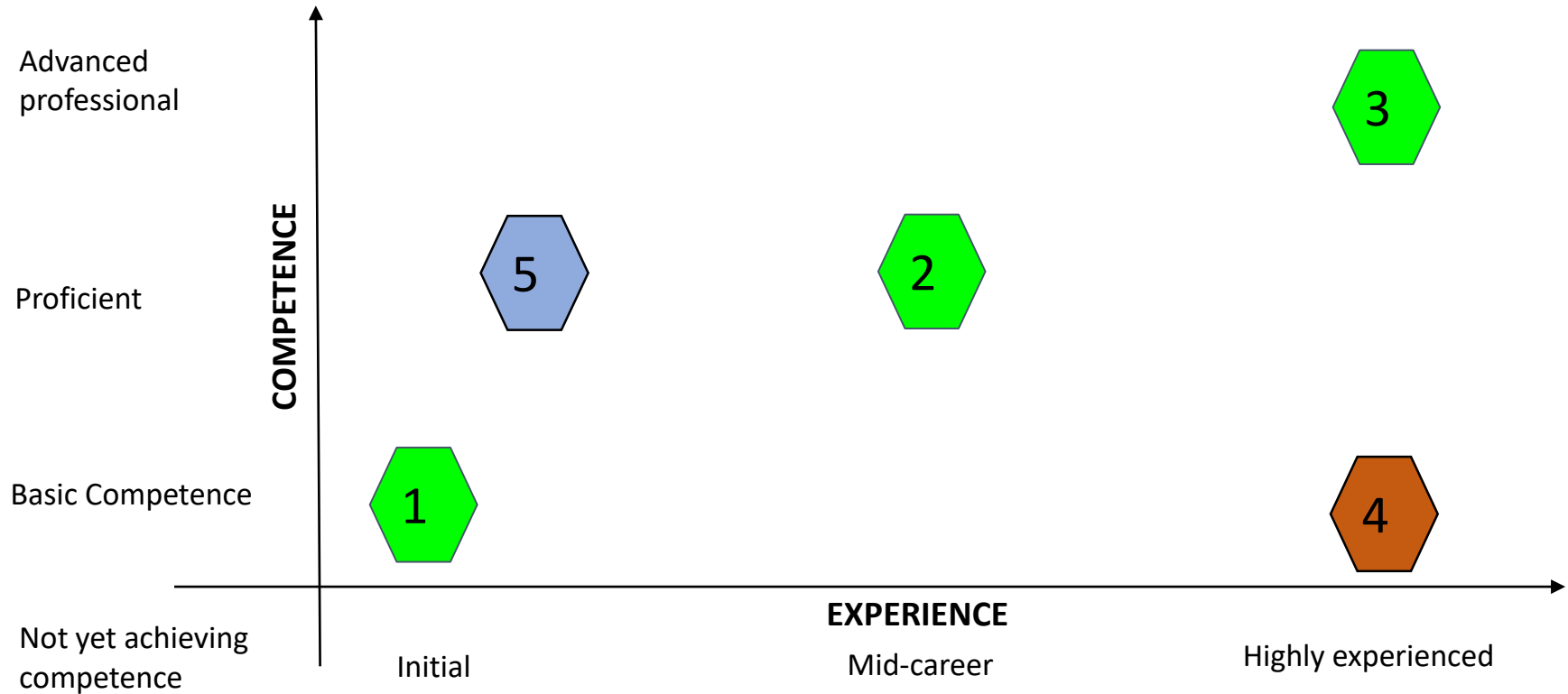
# CRUCIAL CHOICES TO BE MADE WHEN DEVISING STANDARDS

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Prescriptive, imposed.....Tools for self monitoring  
Min. performance.....Enabling dev of expertise  
Set of standards for all .....Differentiated stds  
Career/time driven stds.....Proficiency driven stds  
Discrete parts.....Holistic Practice  
Explicit lists..... Overarching principles



# CRUCIAL CHOICES TO BE MADE WHEN DEVISING STANDARDS



# 1

Teaching is based on an ethical commitment to the learning and wellbeing of all learners.



- 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 that these diversities can be a strength and resource for teaching and learning

## 2

## Teachers collaborate with others to support teaching, learning and their professional development.



- 2.1. Teachers conduct themselves in ways that earn the respect of those in the community and uphold the dignity of the teaching profession.
- 2.2. The wellbeing of learners and supporting their learning requires communication and collaboration between teachers, parents, caregivers, other professionals and the community.
- 2.3 Teachers are responsible for their ongoing personal, academic and professional growth through reflection, study, reading, research.
- 2.4. Teachers participate in endorsed continuing professional teacher development activities/programmes organised by their subject associations, professional learning communities (PLCs), higher education institutions, teacher unions and private providers.
- 2.5. Teachers provide supportive environments for the induction and mentoring of colleagues who are new to their school, as well as for pre-service and newly-qualified teachers.
- 2.6. Teachers actively involve themselves in educational debates, curriculum development initiatives, and educational issues that affect them.

### 3

Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.



- 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.

# 4

Teaching requires that well managed and safe learning environments are created and maintained.



- 4.1. Teachers are in class and teaching during scheduled teaching time.
- 4.2. Teachers establish classroom routines to make the most of the available teaching and learning time.
- 4.3. Teachers use fair and consistently applied rules to promote mutually respectful behaviour in their working environments.

5

Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.



- 5.1. Teachers understand the subjects they teach as bodies of knowledge in which important concepts are connected to one another.
- 5.2. Teachers understand how knowledge is produced and verified in the subject/s they teach.
- 5.3. Teachers understand how subject knowledge can be applied to interpret and address real world issues.
- 5.4. Teachers keep themselves informed of new developments and research in their subject/s.

## 6

Teachers make thoughtful choices about their teaching that lead to learning gains for all.



- 6.1. Teachers consider how learners develop and learn when choosing appropriate teaching and learning strategies.
- 6.2. Teachers seek to understand how theoretical concepts and evidence-based research can inform the choices they make in their classroom practices.
- 6.3. Teachers can account for the design, delivery and assessment of lessons to themselves, their colleagues and to other stakeholders.
- 6.4. Teachers improve their teaching by reflecting on what worked and did not work in the learning experiences they created

## 7

Teachers understand that language plays an important role in teaching and learning.



- 7.1. Teachers create opportunities for learners to develop their vocabulary, their command of the language of learning and teaching (LoLT), and to develop their reading and writing skills in the lessons they teach.
- 7.2. Teachers draw on other languages, when necessary, to enhance learners' understanding of the important concepts in their lessons.
- 7.3. Teachers enable learners to understand and use the specialist terminology and language of their subject/s.
- 7.4. Teachers provide learners with ongoing opportunities to read, interpret, and respond to different kinds of written, graphical and visual texts.
- 7.5. Teachers recognise that all learners need to acquire and hone foundational skills in language and numeracy, and that there is a strong interrelationship between language and numeracy.



## 8

# Teachers are able to plan, organise coherent sequences of learning experiences



- 8.1. Teachers use the national curriculum to identify what learners are required to know and do.
- 8.2. Teachers use the national curriculum and knowledge of their subject/s to understand how important ideas and skills are built up across different years of learning.
- 8.3. Teachers base their planning on what learners know and understand in order to design coherent units of lessons with meaningful learning activities and assessments.

# 9

## Teachers understand how their subjects are taught and learnt effectively.



- 9.1. Teachers explain content knowledge to learners in ways that are understandable and accurate.
- 9.2. Teachers devise tasks that give learners opportunities to consolidate new knowledge learnt and to practise skills.
- 9.3. Teachers learn to anticipate what learners will find difficult to understand and develop effective ways to address common misunderstandings.
- 9.4. Teachers find, develop or modify carefully chosen physical, graphic, digital and text-based resources to enhance learning.
- 9.5. Teachers engage their learners to stimulate their curiosity about a subject/s and motivate them to learn more.

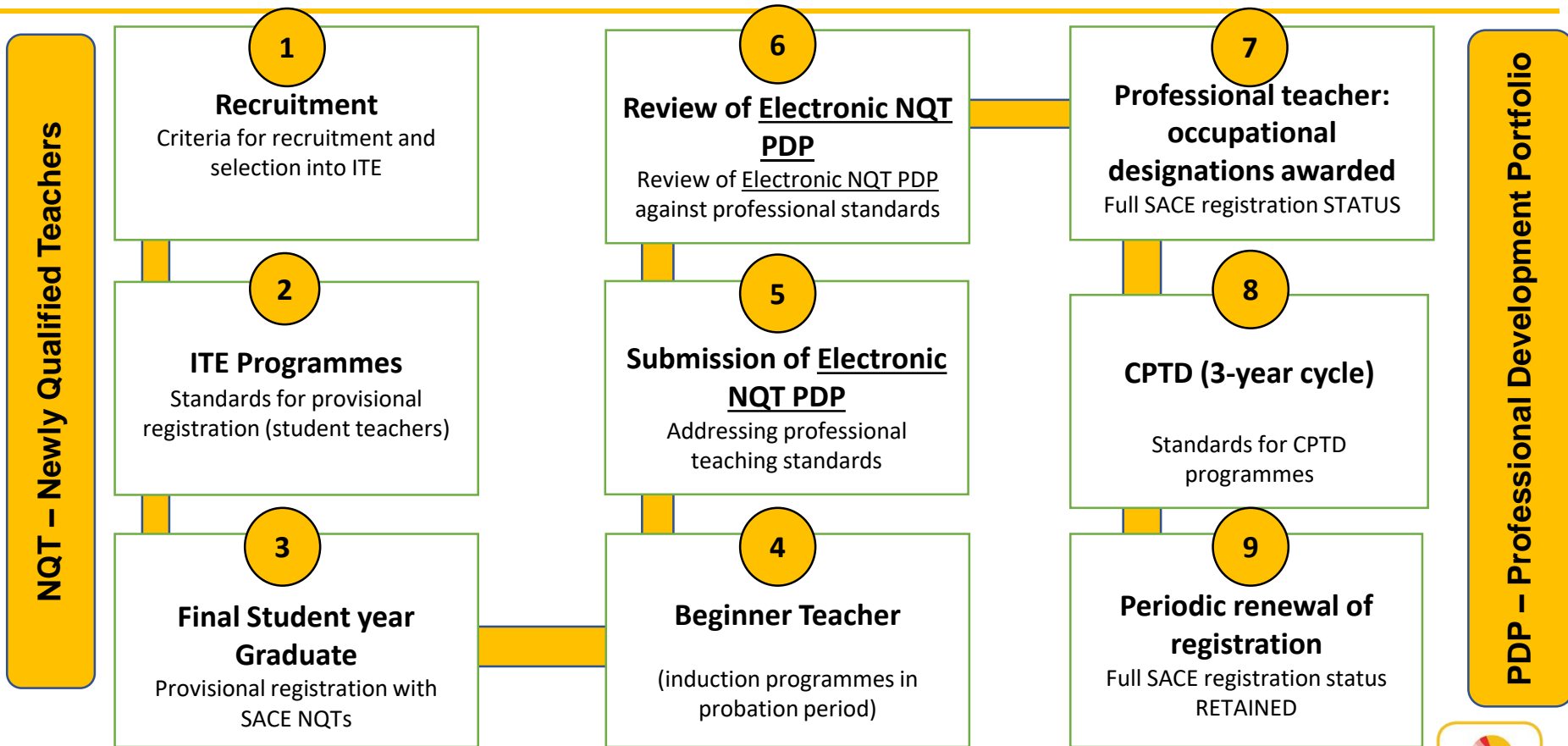
# 10

## Teaching involves monitoring and assessing learning.



- 10.1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
- 10.2. Teachers provide learners with constructive feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work.
- 10.3. Teachers analyse learner contributions, their questions and errors as important data for thinking about what they do and do not yet understand.
- 10.4. Teachers keep accurate records of assessments that reflect learner achievement and can report to stakeholders on the progress of learners.

# PROPOSED TEACHER PROFESSIONALISATION PATH

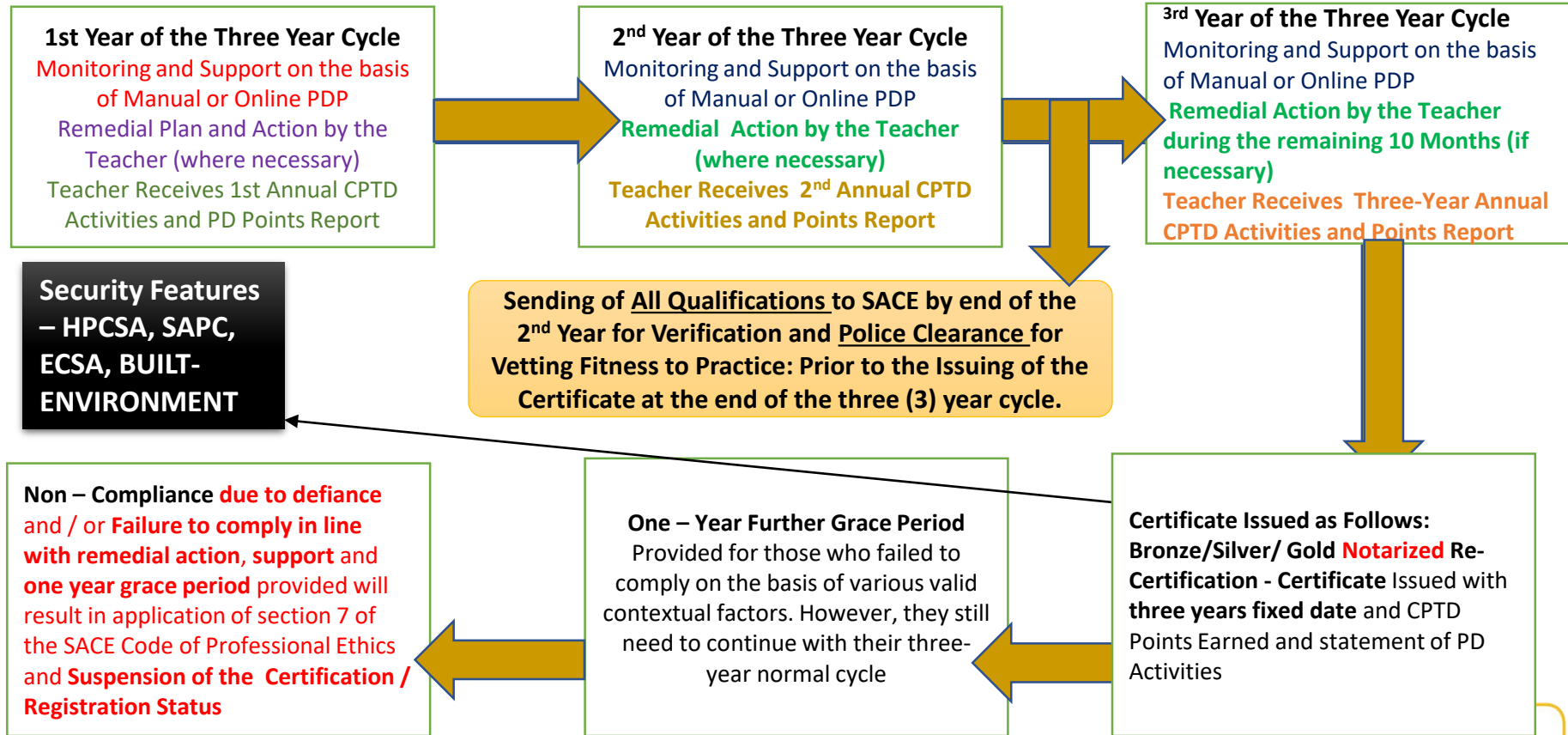


# INITIAL THINKING AROUND THE THREE-YEAR CPTD CYCLE AND PROFESSIONAL RE- CERTIFICATION / RE-REGISTRATION LINK

- PHASED-IN APPROACH ACCORDING TO THE FOLLOWING COHORTS


Financial Year	Cohort
2017/18 – 2019/20	<b>Pilot Study and Refinement with the Principals and Deputy Principals</b>
2019/2020	Principals and Deputy Principals
2020 / 2021	Departmental Heads
2022/2023	Secondary and Combined Schools Principals and Deputy Principals
2023 / 2024	Primary and Special Education Needs Schools Departmental Heads
<b>CPTD CYCLES AND RE-REGISTRATION CONTINUES EVERY THREE YEARS</b>	

# INITIAL THINKING AROUND THE THREE-YEAR CPTD CYCLE AND PROFESSIONAL RE- CERTIFICATION LINK



# EMPLOYMENT V/S PROFESSIONAL CONVERSATION AROUND THE CPTD SYSTEM AND RE-REGISTRATION

EMPLOYMENT AND LABOUR	PROFESSIONAL
<ul style="list-style-type: none"><li>• DBE, DHET, PEDs, SGB Associations, Independent Schools/Associations, Education Labour Relations Council (ELRC),</li><li>• <b>EEA, FETC Act, CET Act, SASA, LRA, NPFTED, ISPFTED, SDA, IQMS/PMS, NEPREQEE, ELRC Agreements, PAM, Independent Schools Policies...</b></li><li>• <b>Employment</b> of Qualified Certified SACE Registered Educators</li><li>• Employer – Employee Relationship</li><li>• Employ - Dismiss</li></ul>	<ul style="list-style-type: none"><li>• <b>SACE</b> – First port of entry into the teaching profession</li><li>• <b>SACE Act, NQF Act, NPFTED, ISPFTED, MRTEQ,</b></li><li>• <b>PROFESSIONAL REGISTRATION:</b> Admitting certified qualified Professionals into the Teaching Profession – <b>Fitness-to- Practice</b></li><li>• Retaining the Professional Registration Status</li><li>• Retaining Good Professional Standing – Adherence to the ethical and professional standards, CPTD System, financial requirements</li><li>• <b>NON ADHERENCE - Membership Suspension, Application of the Code of Professional Ethics and Related Sanctions.</b></li><li>• <b>Member – Professional Council Relationship</b></li><li>• Admission into the Profession – Struck off from the roll of the Professionals through the Code of Professional Ethics</li></ul>



**THANK YOU**  
Kindly send your  
comments to  
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