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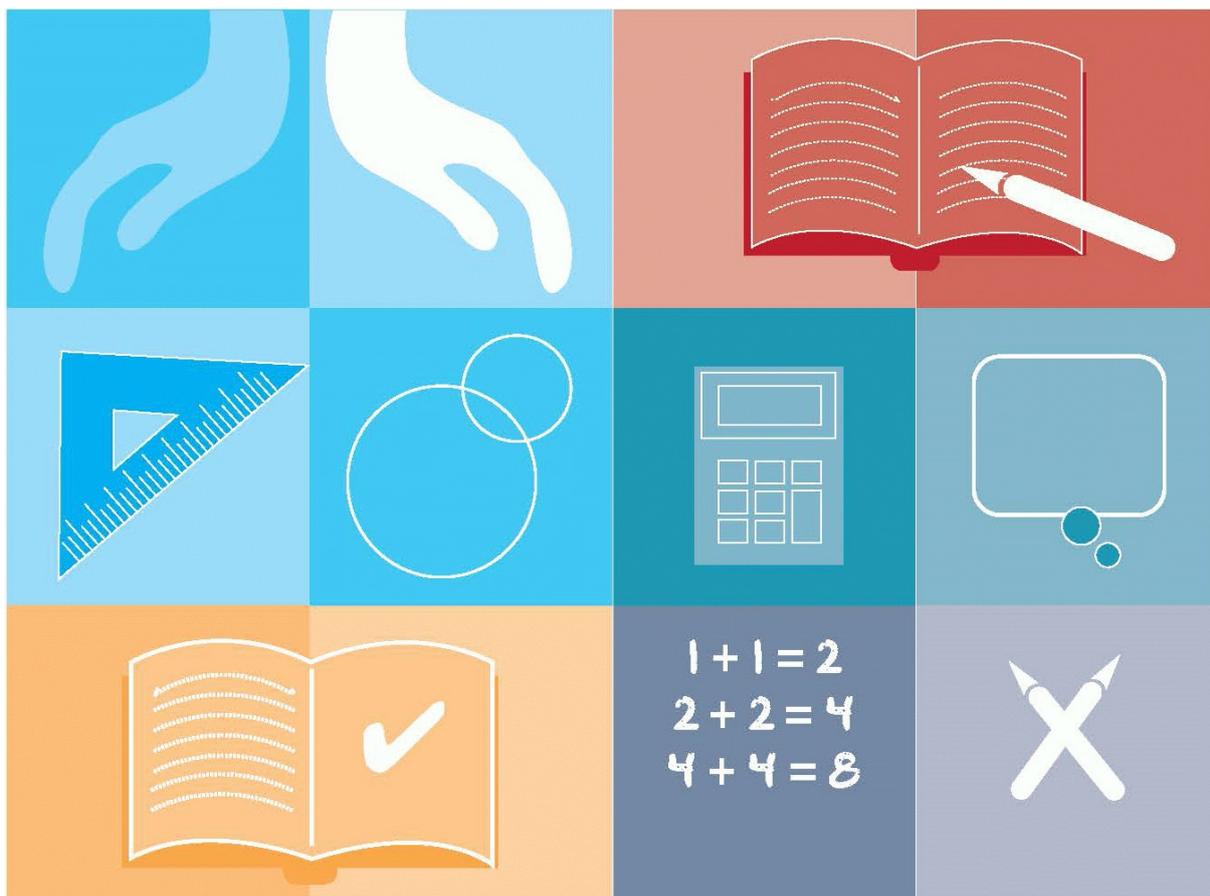
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# Knowledge and Practice Standards for primary teacher education graduates: language and literacy

Prepared by the PrimTEd Literacy Working Group



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## Introduction

This set of standards was prepared by the Consolidated Literacy Working Group of the Primary Teacher Education Project (PrimTEd), itself a component of the Department of Higher Education and Training's Teaching and Learning Development Capacity Improvement Programme (TLDCIP).

Early draft versions were discussed not only with the approximately 30 members of the Consolidated Literacy Working Group but also at a national consultation with this group with literacy teachers and literacy teaching academics. The draft standards will go through a further period of thorough consultation with members of the Consolidated Literacy Working Group and with other literacy teachers and literacy teaching academics and professionals. Further consultations with the sector are planned before the standards are finalised and published as an addendum to the *Policy on Minimum Requirements for Teacher Education Qualifications*.

Information on the understanding the drafters have of knowledge and practice standards is available in the document *Towards competency standards for language and literacy teacher graduates*.

## The delimitations of these standards

### **They apply specifically to the initial teacher education of primary school language and literacy teachers.**

These standards are specialised ones. They are **not** generic standards for teachers. They are standards that **apply specifically to language and literacy primary teacher education** with a specific focus on:

- Developing new teacher graduates' ability to teach literacy in African languages with a special focus on reading and writing;
- English as a First Additional language with a special focus on reading and writing; and
- Developing new teacher graduates' ability to teach literacy in English as a home or first language in multilingual contexts.

### **They fit into a nested system of standards relating to teacher education.**

They should therefore be seen as **supplementary** to the **generic standards** as approved by the relevant authorities or teacher education institutions. They define standards at a teaching specialist level in teacher education.

At the highest level, the South African Qualifications Authority (SAQA) has defined exit level standards for qualifications at levels one to ten of the National Qualification Framework (NQF). Initial teacher education qualifications comprise the Bachelor of Education (BEd) and the Postgraduate Certificate in Education (PGCE) and the exit level for both qualifications is level seven. The level seven exit level descriptors are (South African Qualifications Authority. 2012. *Level Descriptors for the South African National Qualifications Framework*. Pretoria: South African Qualifications Authority, p. 10):

- a. **Scope of knowledge**, in respect of which a learner is able to demonstrate integrated knowledge of the central areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice; and detailed knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- b. **Knowledge literacy**, in respect of which a learner is able to demonstrate an understanding of knowledge as contested and the ability to evaluate types of knowledge and explanations typical within the area of study or practice.
- c. **Method and procedure**, in respect of which a learner is able to demonstrate an understanding of a range of methods of enquiry in a field, discipline or practice, and their suitability to specific investigations; and the ability to select and apply a range of methods to resolve problems or introduce change within a practice.
- d. **Problem solving**, in respect of which a learner is able to demonstrate the ability to identify, analyse, evaluate, critically reflect on and address complex problems, applying evidence-based solutions and theory-driven arguments.
- e. **Ethics and professional practice**, in respect of which a learner is able to demonstrate the ability to take decisions and act ethically and professionally, and the ability to justify those decisions and actions drawing on appropriate ethical values and approaches within a supported environment.
- f. **Accessing, processing and managing information**, in respect of which a learner is able to demonstrate the ability to develop appropriate processes of information gathering for a given context or use; and the ability to independently validate the sources of information and evaluate and manage the information.
- g. **Producing and communicating information**, in respect of which a learner is able to demonstrate the ability to develop and communicate his or her ideas and opinions in well-formed arguments, using appropriate academic, professional, or occupational discourse.
- h. **Context and systems**, in respect of which a learner is able to demonstrate the ability to manage processes in unfamiliar and variable contexts, recognising that problem solving is context and system bound, and does not occur in isolation.
- i. **Management of learning**, in respect of which a learner is able to demonstrate the ability to identify, evaluate and address his or her learning needs in a self-directed manner, and to facilitate collaborative learning processes.
- j. **Accountability**, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and defined contexts.

The South African Council for Educators (SACE) has set *Professional Teaching Standards* that teachers must meet at different points in their teaching careers:

1. Teaching is based on an ethical commitment to the learning and well-being of all learners.
2. Teachers collaborate with others to support teaching, learning and their professional development.
3. Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.
4. Teaching requires that well-managed and safe learning environments are created and maintained.
5. Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
6. Teachers make thoughtful choices about their teaching that lead to learning gains for all.
7. Teachers understand that language plays an important role in teaching and learning.
8. Teachers are able to plan and organise coherent sequences of learning experiences.
9. Teachers understand how their subjects are taught and learnt effectively.
10. Teaching involves monitoring and assessing learning.

The knowledge and practice standards for language and literacy primary teacher education defined in this document are designed to contribute to the relevant aspects of the general standards. They should always be used in conjunction with the general standards.

These language and literacy teacher standards relate specifically to the following sub-set of the general SACE standards:

- Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
- Teachers understand how their subjects are taught and learnt effectively.
- Teachers are able to plan and organise coherent sequences of learning experiences.
- Teaching involves monitoring and assessing learning.
- Teachers understand that language plays an important role in teaching and learning.

### **They are exit level standards**

These standards are about what a competent graduate teacher should know and be able to do on completion of the initial teacher education programme. Therefore, they do not have proficiency levels or experience levels.

### **They are not a curriculum framework, curriculum or syllabus**

More detailed information on knowledge, skills and processes is the domain of curricular frameworks, curricula or syllabi based on these standards.

## The use of these standards

Standards can be used for a variety of purposes.

These standards were devised to assist in the development of new teacher graduates' ability to teach language and literacy with a specific focus on reading and writing. They describe what language and literacy teachers need to know and be able to do by the end of their initial teacher education programme.

As with the generic SACE standards, they try to identify important professional teacher competencies that need to be taken into account by all language and literacy teachers. In that sense they apply not just to new graduates but to all language and literacy teachers.

More specifically the set of standards can be used:

- As a guide to **curriculum development** for teacher education programmes and courses/modules and the materials in those curricula and courses and the assessment processes and instruments linked to those programmes and courses.
- As a guide to the **educators of literacy teachers** with reference to both academic course/modules and work integrated learning.
- A guide to **literacy teachers** themselves on their core professional responsibilities as language and literacy educators.
- As a basis for the **assessment of the readiness** of new teacher graduates for their role as language and literacy teachers.

## The sets of Standards for South African language and literacy graduate teachers

This document presents four sets of standards:

- Graduate teachers have knowledge of language and literacy and how to teach learners to read and write.
- Graduate teachers can organise systematic language and literacies instruction with a focus on reading and writing, guided by the requirements of the curriculum.
- Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach English First Additional Language (EFAL) as a subject and as the general medium of instruction.
- Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach African languages or Afrikaans as First Additional Languages.

## **The standards in brief**



## Teacher standards: knowledge

### Graduate teachers have knowledge of language and literacy and of how to teach learners to read and write.

#### Purpose and rationale

Language and literacy teachers need to have knowledge of:

- the theoretical, historical, and research-based-foundations of reading and writing, language structures and conventions, speaking, listening, viewing and presenting, the processes and phase appropriate instruction used in teaching these; and
- the role of the language and literacy teacher within and across subjects.

#### General competencies assumed to be in place

Knowledge of at least two official languages, one as home language and another as first additional language (FAL). In most cases, one of these will be English.

#### Level descriptors

National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. *Level Descriptors for the South African National Qualifications Framework*. Pretoria: South African Qualifications Authority, p. 10).

#### Related SACE Professional Teaching Standards

- Teachers understand that language plays an important role in teaching and learning.
- Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
- Teachers understand how their subjects are taught and learnt effectively.

#### Standards

1. Demonstrate basic knowledge of the key components of **language**.
2. Demonstrate knowledge of basic **grammatical concepts** that are necessary for language and literacy teaching.
3. Demonstrate knowledge of the theoretical and research-based foundations of **home language acquisition** and **additional language learning**.
4. Demonstrate an understanding of the role of **bi- and multilingualism** and of **standard and non-standard varieties of languages** in communication and learning in South Africa.
5. Demonstrate knowledge of the importance of **oral language** in literacy development and of the influence of written language on oral language.
6. Demonstrate basic knowledge about the terminology and theories of **literacy and literacies**.
7. Demonstrate knowledge that **reading and writing** are complementary and recursive processes.

8.	Demonstrate knowledge of theoretical and research-based components of <b>reading and writing</b> teaching through the phases and grades (including its cognitive, linguistic and socio-cultural foundations and the processes and concepts involved).
9.	Shows understanding of the need to teach all the components of reading and writing in a purposeful, <b>systematic and structured</b> way.
10.	Demonstrates <b>phonological awareness</b> including <b>phonemic awareness</b>
11.	Demonstrates basic knowledge of <b>phonics</b> , e.g. knowing letter shapes, knowing that written words are built up from letters and letter groups with sound values
12.	Demonstrate <b>vocabulary</b> and word study knowledge, e.g. know how to help learners extend vocabulary for communication and academic purposes
13.	Demonstrates knowledge of <b>comprehension</b> , strategies to develop comprehension and strategies to develop comprehension across a range of genres.
14.	Demonstrates knowledge of how to develop <b>fluency</b> in reading through a flexible use of strategies.
15.	Identify the <b>level of reading competences</b> learners have attained and can provide appropriate responses.
16.	Demonstrates knowledge about typical sequences of development in children's <b>spelling</b> .
17.	Demonstrate knowledge of phase appropriate <b>features of page or screen-based visual texts</b> , of how the relationship of verbal and visual features of texts affects meaning and of strategies to teach learners to become firstly, visually literate and subsequently, critically visually literate.
18.	Demonstrate knowledge of the theoretical, historical, and research-based components of <b>writing</b> development and the writing process through the grades
19.	Demonstrate practical knowledge of the <b>teaching of writing</b> and the creation of a writing-rich environment.
20.	Display knowledge about <b>writing genres</b> .
21.	Display knowledge of <b>literature</b> for children, e.g. knowing a range of suitable literature and authors for particular children, having some understanding of quality in children's literature (fiction and non-fiction), and of how to enhance children's responses to literature.

## Teacher standards: practice

**Graduate teachers can organise systematic language and literacy instruction with a focus on reading and writing, guided by the requirements of the curriculum.**

### **Purpose and rationale**

Teachers need to demonstrate the foundational knowledge and practical skills required to teach languages and literacy, to select teaching approaches and strategies, and to determine the sequence and pace in accordance with the curriculum, diverse multilingual contexts and learner needs.

### **General competencies assumed to be in place**

Graduate teachers should already have some basic knowledge of the theoretical and evidence-based-foundations of home language acquisition, additional language learning and literacy learning.

They have good literacy, numeracy and ICT skills and this is evident in lesson planning, preparation and presentation.

They have general pedagogical knowledge and skills, including lesson preparation skills.

They have general classroom management skills.

### **Level descriptors**

National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. *Level Descriptors for the South African National Qualifications Framework*. Pretoria: South African Qualifications Authority, p. 10).

### **Related SACE Professional Teaching Standards**

- Teachers understand how their subjects are taught and learnt effectively.
- Teachers are able to plan and organise coherent sequences of learning experiences.
- Teaching involves monitoring and assessing learning.

### **Standards**

1. Demonstrate the foundational knowledge required to teach a language and literacy **curriculum**.
2. Select and organise content into a coherent, well-sequenced **instructional design** using knowledge of the curriculum, learners' strengths and weaknesses, and assessment and reporting requirements.
3. Implement multimodal forms of instruction and evaluate **instructional practice** in each of the key components of reading and writing.
4. Select and plan the use of a range of **instructional materials** and resources, including a variety of print and digital texts, to engage learners in the learning process.

5. Demonstrate an understanding of the range of types and multiple purposes of **assessment** in literacy, including for selection (screening), diagnosis, guidance, grading, prediction, motivation and standard maintaining.

6. Plan **instructional collaboration** with other teachers and education professionals in designing, adjusting, and modifying the curriculum, instructional approaches and practices to meet learners' language and literacy needs.

## Teacher standards: EFAL

**Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach English First Additional Language (EFAL) as a subject and as the general medium of instruction.**

### **Purpose and rationale**

These standards take into account the following teaching and learning contexts:

- Teaching English as a FAL in the Foundation Phase to learners with no or limited knowledge of English and who are learning to be literate in their home language(s).
- Teaching through the medium of English (particularly in the transition from Grade 3 to Grade 4 in schools), taking into account that English is an additional language in which learners have only limited proficiency.
- Teaching English FAL as a subject in the Intermediate Phase with the aim of developing near home language fluency in English for use in secondary school.
- Teaching a class where there is a mix of learners for whom English is a home language or a FAL.
- Teaching English FAL in classrooms in which there is a wide diversity of home languages.
- Teaching English in multi-grade classrooms in which some learners will have lesser or greater knowledge of English than others.

### **General competencies assumed to be in place**

Knowledge of at least two official languages, one as home language and another as first additional language (FAL). In most cases, one of these will be English.

### **Level descriptors**

National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. *Level Descriptors for the South African National Qualifications Framework*. Pretoria: South African Qualifications Authority, p. 10).

### **Related SACE Professional Teaching Standards**

- Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
- Teachers understand how their subjects are taught and learnt effectively.
- Teachers are able to plan and organise coherent sequences of learning experiences.
- Teaching involves monitoring and assessing learning.
- Teachers understand that language plays an important role in teaching and learning.

<b>Standards</b>	
1.	Demonstrate knowledge of <b>home language acquisition</b> and <b>additional language learning</b> theories and research findings.
2.	Recognise the <b>reciprocal relationships between home and additional languages</b> as resources for learning and development.
3.	Demonstrate sound knowledge of, and ability to use, the <b>English language</b> .
4.	Demonstrate knowledge of how the <b>sounds, vocabulary and grammar</b> of the English language are taught.
5.	Demonstrate knowledge of and ability to use a <b>range of instructional strategies and methods</b> to support the development of orality and literacy in EFAL.
6.	Can source, design, display and manage appropriate <b>EFAL resources</b> .

## Teacher standards: FAL

### Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach African language or Afrikaans as First Additional Languages.

#### Purpose and rationale

These standards take into account the following teaching and learning contexts:

- Teaching an additional language in the Foundation Phase to learners with no or limited knowledge of this language and who are learning to be literate in their home language(s).
- Teaching an additional language in the Intermediate Phase to learners with developing knowledge of this additional language who have achieved foundational literacy in their home language.
- Teaching a FAL in classrooms in which there is a wide diversity of home languages.
- Teaching A FAL in multi-grade classrooms in which some learners will have lesser or greater knowledge of the FAL than others.

#### General competencies assumed to be in place

Proficiency in at least two official languages, one as home Language and another as first additional language (FAL). In most cases, one of these will be English.

#### Level descriptors

National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. *Level Descriptors for the South African National Qualifications Framework*. Pretoria: South African Qualifications Authority, p. 10).

#### Related SACE Professional Teaching Standards

- Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.
- Teachers understand how their subjects are taught and learnt effectively.
- Teachers are able to plan and organise coherent sequences of learning experiences.
- Teaching involves monitoring and assessing learning.
- Teachers understand that language plays an important role in teaching and learning.

#### Standards

1. Demonstrate knowledge of **home language acquisition** and **additional language learning** theories and research findings
2. Recognise the **reciprocal relationships between learners' languages** as resources for learning and development.
3. Demonstrate sound knowledge of, and ability to use, the **FAL**.
4. Demonstrate knowledge of how the **sounds, vocabulary and grammar** of the FAL are taught.

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| 5. Demonstrate knowledge of and ability to use a <b>range of instructional strategies and methods</b> to support the development of orality and literacy in the FAL. |
| 6. Can source, design, display and manage appropriate <b>FAL resources</b> .   |

**The standards in detail  
(with evidence of achievement)**



## Teacher standards: **knowledge**

Graduate teachers have knowledge of language and literacy and how to teach learners to read and write.

<b>Anchor statement</b>	<b>Graduate teachers have knowledge of language and literacy and of how to teach learners to read and write.</b>
<b>Purpose and rationale</b>	Language and literacy teachers need to have knowledge of: <ul style="list-style-type: none"> <li>• the theoretical, historical, and research-based-foundations of reading and writing</li> <li>• language structures and conventions</li> <li>• speaking, listening, viewing, reading, and presenting, and the processes and phase appropriate instruction used in teaching and developing these</li> <li>• the role of the language and literacy teacher within and across subjects.</li> </ul>
<b>General competencies assumed to be in place</b>	Knowledge of at least two official languages, one as home language and another as first additional language (FAL). In most cases, one of these will be English.
<b>Level descriptors</b>	National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. <i>Level Descriptors for the South African National Qualifications Framework</i> . Pretoria: South African Qualifications Authority, p. 10).
<b>Related SACE Professional Teaching Standards</b>	<ul style="list-style-type: none"> <li>• Teachers understand that language plays an important role in teaching and learning.</li> <li>• Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.</li> <li>• Teachers understand how their subjects are taught and learnt effectively.</li> </ul>
<b>Standards</b>	<b>Evidence of achievement</b>
1. Demonstrate basic knowledge of the key components of <b>language</b> .	1.1 Explanations can be given of six basic components found across languages: phonology, morphology, grammar, syntax, semantics, and pragmatics. 1.2 Essential simple language terms can be used. 1.3 A basic comparative knowledge of similarities and differences in the components across the South African languages is described.

<p>2. Demonstrate knowledge of basic <b>grammatical concepts</b> that are necessary for language and literacy teaching.</p>	<p>2.1 Knowledge of, and the ability to explain the following grammatical features, is demonstrated:</p> <ul style="list-style-type: none"> <li>▶ word classes (e.g., nouns, verbs, adjectives, articles, conjunctions, pronouns)</li> <li>▶ grammatical functions in sentences (e.g., subject, verb, object)</li> <li>▶ grammatical constructions (e.g., subject-verb agreement/concordial agreement, conjunctions)</li> <li>▶ syntax (e.g., word order and the relationship between words and sentences).</li> </ul> <p>2.2 Knowledge of when it is appropriate to teach elements of grammar.</p> <p>2.3 Basic differences in the grammatical structures of English and Afrikaans (as analytic or isolating languages) and African languages (as agglutinating languages) are identified and explained.</p>
<p>3. Demonstrate knowledge of the theoretical and research-based foundations of <b>home language acquisition</b> and <b>additional language learning</b>.</p>	<p>3.1 Explanations can be given about the differences and similarities between the natural acquisition of a home language and the formal learning of another language in an educational context (i.e. a FAL).</p> <p>3.2 The implications of young learners speaking a different language or languages at home, how this may impact on their learning, and what this means for working with varied linguistic repertoires in the classroom can be discussed.</p> <p>3.3 The implications of young learners learning non-cognate languages can be discussed.</p> <p>3.4 Current theories of language acquisition can be applied in multilingual contexts of South African schools.</p>
<p>4. Demonstrate an understanding of the role of <b>bi- and multilingualism</b> and of <b>standard and non-standard varieties of languages</b> in communication and learning in South Africa.</p>	<p>4.1 An understanding that learners have a variety of linguistic repertoires can be demonstrated.</p> <p>4.2 An awareness that working of the importance of working with these varied repertoires to scaffold learning can be demonstrated.</p> <p>4.3 The multilingual nature of the South African school system is recognised and its value described.</p> <p>4.4 Concepts of bilingualism can be explained.</p>

<p>5. Demonstrate knowledge of the importance of <b>oral language</b> in literacy development and of the influence of written language on oral language.</p>	<p>5.1 The reciprocal relationship between spoken language and written language can be explained.</p> <p>5.2 The distinction between the language of everyday Basic Interpersonal Communication Skills (BICS) and that of Cognitive Academic Language Proficiency (CALP) is described.</p> <p>5.3 Ways of developing listening and speaking in the Foundation and Intermediate Phases are described.</p> <p>5.4 The relationship between orality development and literacy development in the Foundation and Intermediate Phases is explained.</p> <p>5.5 The importance of vocabulary development in home language and first additional language can be discussed.</p> <p>5.6 The importance of reading aloud and its role in the encouragement of reading for pleasure can be articulated.</p> <p>5.7 An understanding of varied oral genres and types of from different cultures is demonstrated, e.g. praise poems, riddles, nursery rhymes.</p>
<p>6. Demonstrate basic knowledge about the terminology and theories of <b>literacy and literacies</b>.</p>	<p>6.1 That reading and writing are about meaningful communication is articulated.</p> <p>6.2 Common meanings of the words literacy and literacies are defined.</p> <p>6.3 The crucial distinction between literacy in the common sense of the ability to read and write and the use of the term literacy for basic competence or knowledge in a specified area (like a subject or domain of practice) is explained.</p> <p>6.4 The inseparable connection between literacy and language is explained.</p>
<p>7. Demonstrate knowledge that <b>reading and writing</b> are complementary and recursive processes.</p>	<p>7.1 Understanding that literacy development is not a simple linear process but a recursive one that involves and integrates all the different components of reading and writing in the use and production of texts of increasing complexity in a variety of genres and text types.</p>
<p>8. Demonstrate knowledge of theoretical and research-based components of <b>reading and writing</b> teaching through the phases and grades (including its cognitive, linguistic and socio-cultural foundations and the processes and concepts involved).</p>	<p>8.1 What learners need to be able to read and write, and why, within and across the relevant grades and subjects, can be described.</p> <p>8.2 A broad understanding of the concepts, curriculum, and pedagogy of literacy teaching can be articulated.</p> <p>8.3 A coherent evidence-based understanding of the teaching of reading and writing that guides their approach and practice can be articulated.</p> <p>8.4 The broad continuum of reading and writing development can be described.</p> <p>8.5 A variety of strategies to teach, assess and support learners' development across the continuum can be identified.</p>

<p>9. Shows understanding of the need to teach all the components of reading and writing in a <b>purposeful, systematic, structured, and integrated</b> way.</p>	<p>9.1 An outline of a systematic, structured and integrated approach to learning to read and write teaching programme can be described.</p> <p>9.2 Awareness of the need to make explicit to learners the purpose and functions of what is being taught is exhibited.</p> <p>9.3 Awareness that a purposeful, systematic and structured approach also incorporates pleasure, play and fun in learning is shown.</p> <p>9.4 How literacy activities at the word, sentence and whole text levels contribute to meaningful reading and writing can be described.</p> <p>9.5 Ways of creating a classroom environment that emphasizes reading and writing as meaning making processes are outlined.</p>
<p>10. Demonstrates <b>phonological awareness</b> including <b>phonemic awareness</b></p>	<p>10.1 A basic awareness of the sounds of languages is displayed.</p> <p>10.2 Definitions, explanations and demonstrations of phonological awareness (syllabification, onset and rime (onset and rime are important in English but not in agglutinating languages), and phonemic awareness) are given.</p> <p>10.3 The use of activities such as phoneme isolation, identification, categorization, addition, deletion, substitution, and segmentation is demonstrated.</p> <p>10.4 An understanding of the developmental continuum of phonological awareness and an ability to use this knowledge in reading instruction appropriate to each grade and learner is demonstrated.</p>
<p>11. Demonstrates basic knowledge of <b>phonics</b>, e.g. knowing letter shapes, knowing that written words are built up from letters and letter groups with sound values</p>	<p>11.1 Phonics is defined.</p> <p>11.2 The use of phonics and decoding strategies appropriate to the particular language and grade are identified.</p> <p>11.3 Awareness of the similarities and differences in phonics strategies in analytic/isolating and agglutinating languages is shown.</p> <p>11.4 The importance of syllables and word morphology in the African languages is recognised.</p> <p>11.5 Explanations of the principles underpinning particular phonics approaches are given.</p> <p>11.6 Knowledge of resources available to support particular approaches/programmes is demonstrated.</p>

<p>12. Demonstrate <b>vocabulary</b> and word study knowledge, e.g. know how to help learners extend vocabulary for communication and academic purposes</p>	<p>12.1 The role of vocabulary in learning across and beyond the curriculum in expanding the learner's conceptual world is articulated.</p> <p>12.2 A variety of research-based ways to introduce and build new language and vocabulary in both home and additional languages (e.g., word study, word parts and word associations, etc.) throughout the curriculum and across different subjects and grade levels is described, including:</p> <ul style="list-style-type: none"> <li>▶ Word features and their structures, for example, syllables, prefixes, infixes, suffixes, roots, inflections, etc., are explained.</li> <li>▶ A list of high frequency and sight words (words which should be instantly recognisable) for the grade level is presented.</li> <li>▶ A appropriate vocabulary list with the words in the particular language that should be spoken and written by the end of a particular grade (and which take into account necessary subject specific vocabularies) can be presented.</li> </ul> <p>12.3 The distinction between expressive and receptive vocabulary is explained.</p>
<p>13. Demonstrates knowledge of <b>comprehension</b>, strategies to develop comprehension and strategies to develop comprehension across a range of genres</p>	<p>13.1 An understanding of the role of full comprehension as the goal of reading is articulated.</p> <p>13.2 An understanding of the interrelated roles of vocabulary, syntax, semantics, pragmatics and background knowledge in comprehension can be demonstrated.</p> <p>13.3 Types of comprehension (lexical, literal, inferential, analytical, applied, affective, integrative, evaluative) are defined and examples given.</p> <p>13.4 Comprehension teaching strategies that can be taught explicitly (such as main ideas, summarising, clarifying, question-asking, visualisation, predicting, making inferences, making connections, monitoring comprehension, etc.) for use with different genres and types of texts are outlined.</p> <p>13.5 The contribution to comprehension of learners' ability to read visual representations (tables, diagrams, maps, photographs, drawings and other artwork) can be explained.</p> <p>13.6 The importance of the development of critical literacy is articulated, in which the meaning of texts, the kind of text and the versions of reality they present are examined.</p>

<p>14. Demonstrates knowledge of how to develop <b>fluency</b> in reading through a flexible use of strategies.</p>	<p>14.1 An understanding of the role of fluency in relationship to vocabulary, syntax, semantics, pragmatics, comprehension and text difficulty can be demonstrated.</p> <p>14.2 Taking into account the relationship of fluency to the other components of literacy and the variety of texts used, flexible fluency benchmarks for the particular grade and language are stated.</p> <p>14.3 Strategies which will help learners to develop fluency in reading in a variety of genres are described.</p> <p>14.4 Appropriate texts are chosen so that learners can independently comprehend them as tasks become more complex and the text demands increase.</p>
<p>15. Identify the <b>level of reading competences</b> learners have attained and can provide appropriate responses.</p>	<p>15.1 Cognitive, linguistic, affective and contextual factors that influence reading success and means of addressing them can be described.</p> <p>15.2 Different ways to identify reading competences along the literacy continuum of individual learners can be identified.</p> <p>15.3 Means of matching reading competences to socially and culturally appropriate reading texts can be explained.</p> <p>15.4 Assessment can be undertaken in each of the following areas: oral language development, concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing, all in meaningful contexts.</p> <p>15.5 Knowledge of the reading norms for the various languages in which reading is taught is demonstrated and used constructively in analysing and reporting on assessment of reading competencies.</p>
<p>16. Demonstrates knowledge about typical sequences of development in children's <b>spelling</b>.</p>	<p>16.1 The role of knowledge of spelling strings and patterns and morphemes in spelling accurately in the particular language orthography is demonstrated.</p> <p>16.2 Knowledge of the role of morphemes in spelling is demonstrated (e.g. in Nguni languages, <i>um, aba, isi, izi, ile</i>, etc. and in English, <i>-ed, -ing, sub-, pre-, in-</i>, etc.) is demonstrated.</p> <p>16.3 Knowledge of spelling strings and patterns is demonstrated (knowing the patterned basis to spelling (there are a limited number of possible spellings for individual syllables) ( e.g. in English <i>ight</i> (as in <i>height, light, night</i>), <i>ei</i> (as in <i>their, weigh</i>), etc).</p> <p>16.4 Understanding the role of invented spelling and influence of the learners' linguistic repertoire on spelling development is demonstrated.</p>

<p>17. Demonstrate knowledge of phase appropriate <b>features of page or screen-based visual texts</b>, of how the relationship of verbal and visual features of texts affects meaning and of strategies to teach learners to become firstly, visually literate and subsequently, critically visually literate.</p>	<p>17.1 Features of page or screen-based visual texts in relation to the meaning they are communicating or expressing (e.g. through layout, colour, image choice) can be explained.</p> <p>17.2 The effects of the relationship between words and images of various kinds on meaning can be explained.</p> <p>17.3 Strategies for teaching learners how to read and view visual texts or texts that combine words and images for particular effects can be described.</p>
<p>18. Demonstrate knowledge of the theoretical, historical, and research-based components of <b>writing</b> development and the writing process through the grades.</p>	<p>18.1 A basic understanding of a theoretical, historical and research-based approaches to the teaching of writing is articulated.</p> <p>18.2 Knowledge of the functions of writing in society and schooling is demonstrated.</p> <p>18.3 The role of writing in 'writing to learn' and in documenting learning is articulated.</p> <p>18.4 The role of writing in developing learners' imagination and creativity is discussed.</p>
<p>19. Demonstrate practical knowledge of the <b>teaching of writing</b> and the creation of a writing-rich environment.</p>	<p>19.1 The distinction between handwriting (a skill) and writing (communication of meaningful written information) is explained.</p> <p>19.2 Evidence-based knowledge of effective instruction in the following is demonstrated:</p> <ul style="list-style-type: none"> <li>▶ handwriting (print script and cursive script)</li> <li>▶ typing (keyboarding and wordprocessing)</li> <li>▶ handwriting for left-handed learners</li> </ul> <p>19.3 The role of spelling, sentence construction, paragraph construction, and writing conventions, etc. in the development of writing for communication is explained.</p>
<p>20. Display knowledge about <b>writing genres and text types</b>.</p>	<p>20.1 Knowledge is demonstrated about appropriate literacy education texts in multiple genres, formats and degrees of complexity within various settings and cultural contexts, for various audiences taking into account learners' background knowledge, stage of reading development and any reading difficulties.</p> <p>20.2 The purposes, functions and structure of various kinds and genres of texts (such as messages, stories, poems, and informational texts) are explained.</p> <p>20.3 The ability to talk with learners meaningfully about the different genres is demonstrated.</p> <p>20.4 Means of creating a classroom environment in which learners can communicate in writing using a range of genres, including creative writing, are described.</p>

<p>21. Display knowledge of <b>literature</b> for children, e.g. knowing a range of suitable literature and authors for particular children, having some understanding of quality in children's literature (fiction and non-fiction), and of how to enhance children's responses to literature.</p>	<p>21.1 The need is understood to provide opportunities for learners to listen to and read and respond with enjoyment to a variety of interesting, engaging, social justice informing, and conceptually rich texts.</p> <p>21.2 Ways of using different genres and text types with children are described.</p> <p>21.3 Engaging ways of using information texts for mathematics and life skills in the Foundation Phase and various subjects in the Intermediate Phase are described.</p>
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## Teacher standards: **practice**

**Graduate teachers can organise systematic languages and literacies instruction with a focus on reading and writing, guided by the requirements of the curriculum.**

<b>Anchor statement</b>	<b>Teacher graduates can organise systematic languages and literacies instruction with a focus on reading and writing, guided by the requirements of the curriculum.</b>
<b>Purpose and rationale</b>	Teachers need to demonstrate the foundational knowledge and practical skills required to teach languages and literacy, to select teaching approaches and strategies, and to determine the sequence and pace in accordance with the curriculum, diverse multilingual contexts and learner needs.
<b>General competencies assumed to be in place</b>	<p>Graduate teachers should already have some basic knowledge of the theoretical and evidence-based-foundations of home language acquisition, additional language learning and literacy learning.</p> <p>They have good literacy, numeracy and ICT skills and this is evident in lesson planning, preparation and presentation.</p> <p>They have general pedagogical knowledge and skills, including lesson preparation skills.</p> <p>They have general classroom management skills.</p>
<b>Level descriptors</b>	National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. <i>Level Descriptors for the South African National Qualifications Framework</i> . Pretoria: South African Qualifications Authority, p. 10).
<b>Related SACE Professional Teaching Standards</b>	<ul style="list-style-type: none"> <li>• Teachers understand how their subjects are taught and learnt effectively.</li> <li>• Teachers are able to plan and organise coherent sequences of learning experiences.</li> <li>• Teaching involves monitoring and assessing learning.</li> </ul>

Standards and evidence of achievement	
Standards	Evidence of achievement
<p>1. Demonstrate the foundational knowledge required to teach a language and literacy <b>curriculum</b>.</p>	<p>1.1 A critical understanding of the approaches taken by the curriculum can be articulated.</p> <p>1.2 How the curriculum can be implemented (and adapted when necessary) using available materials and resources, appropriate evidence-based teaching strategies, and planned suitable learning activities, is outlined.</p> <p>1.3 How the assessment requirements of the curriculum are understood, implemented and adapted is demonstrated.</p>
<p>2. Select and organise content into a coherent, well-sequenced <b>instructional design</b> using knowledge of the curriculum, learners' strengths and weaknesses, and assessment and reporting requirements.</p>	<p>2.1 Sound knowledge of the instructional design of the curriculum is demonstrated.</p> <p>2.2 Explicit, challenging and achievable goals are set for all learners from curriculum down to lesson level.</p> <p>2.3 Instructional designs include a range of phase appropriate small group and individual instruction activities (e.g. shared reading/shared writing, group guided reading, paired reading, silent reading/reading aloud, guided writing, independent reading/independent writing).</p> <p>2.4 Phase appropriate assessment of learners' language and literacy progress is planned in the home and/or the first additional language.</p> <p>2.5 Formative assessment is foregrounded in the design in order to inform instruction.</p>

<p>3. Implement multimodal forms of instruction and evaluate <b>instructional practice</b> in each of the key components of reading and writing.</p>	<p>3.1 Implement and evaluate phase appropriate instructional practice in the following key areas:</p> <ul style="list-style-type: none"> <li>▶ speaking and listening</li> <li>▶ concepts of print,</li> <li>▶ phonological and phonemic awareness</li> <li>▶ phonics (sound-letter correspondence)</li> <li>▶ word recognition</li> <li>▶ vocabulary (including word roots, prefixes, infixes, suffixes, word derivations, etc. [as appropriate for the particular language])</li> <li>▶ fluency</li> <li>▶ comprehension</li> <li>▶ visual literacy</li> <li>▶ handwriting</li> <li>▶ writing/designing texts in a range of modes and genres</li> <li>▶ critical engagement with texts.</li> </ul> <p>3.2 Appropriate and varied instructional approaches are used, including those that develop decoding, comprehension and text analysis skills as well as fostering the enjoyment of reading and writing.</p> <p>3.3 Lessons are logically sequenced and conducted at an appropriate pace to keep learners engaged and focussed on tasks.</p> <p>3.4 Learner strengths and weaknesses are diagnosed in order to develop and adapt teaching strategies.</p> <p>3.5 Scaffolding to support the process of learning to read and write (prompting, demonstrating, modelling, praising, describing strategies, offering feedback, or using particular instructional frameworks, etc.) is used.</p> <p>3.6 Focussed tasks matched to the abilities of learners are provided.</p> <p>3.7 The systematic and continuous monitoring and assessment of learners' progress is undertaken.</p>
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<p>4. Select and plan the use of a range of <b>instructional materials</b> and resources, including a variety of print and digital texts, to engage learners in the learning process.</p>	<p>4.1 Opportunities are created on a regular basis every day to use books and written language in a variety of ways (reading corners, small groups, independent reading/writing) so children hear and use language (oral and written) for a variety of purposes.</p> <p>4.2 Books and texts are provided in different genres for different purposes that are high-interest and culturally appropriate</p> <p>4.3 Ample time is provided for the reading of texts and for learners to interact with others to express their ideas about the texts to develop comprehension and vocabulary.</p> <p>4.4 The demands of texts are matched to readers and they are helped to identify texts that they can read independently.</p> <p>4.5 Materials from the learners' own successful literacy outcomes, including texts which the teacher and children either read or wrote together, are used.</p> <p>4.6 A language and literacy rich learning environment is created by arranging classrooms to provide easy access to texts, time to read, and specific areas designed for a variety of individual, small-group, and whole-class speaking, reading and writing activities.</p> <p>4.7 An accessible, multilevel, and diverse classroom library is made available, that contains traditional print, digital, and online classroom materials that include poetry, songs, rhymes, and oral stories designed to promote literacy development.</p> <p>4.8 Familiarity is displayed with new technologies that learners may have access to in the home situation and with ways of harnessing these for learning.</p>
<p>5. Demonstrate an understanding of the range of types and multiple purposes of <b>assessment</b> in literacy, including for selection (screening), diagnosis, guidance, grading, prediction, motivation and standard maintaining.</p>	<p>5.1 Knowledge of the reading norms for the various languages in which reading is taught is demonstrated and used outcomes.</p> <p>5.2 Assessment is undertaken in each of the following areas: oral language development, concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing, all in meaningful contexts.</p> <p>5.3 Sufficient evidence from use of formative assessment techniques (including observation, oral reading, silent reading, writing, questioning, etc.) is gathered.</p> <p>5.4 Assessment data is used to determine:</p> <ul style="list-style-type: none"> <li>▶ whether the learners use meaning, visual and structural cues when reading.</li> <li>▶ what skills and strategies they individually and collectively use to problem solve.</li> <li>▶ what adjustments in instruction, and the development of new assessments are required.</li> </ul>

<p>6. Plan <b>instructional collaboration</b> with other teachers and education professionals in designing, adjusting, and modifying the curriculum, instructional approaches and practices to meet learners' language and literacy needs.</p>	<p>6.1 Plans for instructional collaboration with other teachers in and across phases and with educational professionals are outlined.</p> <p>6.2 Clear understanding is demonstrated of the roles of the language and literacy teacher and their instructional and leadership dimensions to ensure all learners, especially those experiencing language and literacy difficulties, have equitable access to high quality, comprehensive instruction.</p> <p>6.3 Understand of the need to play an active role in creating a school culture that values reading and writing is made evident.</p>
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## Teacher standards: EFAL

Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach English First Additional Language (EFAL) as a subject and as the general medium of instruction.

<b>Anchor statement</b>	<b>Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach English First Additional Language (EFAL) as a subject and as the general medium of instruction.</b>
<b>Purpose and rationale</b>	<p>These standards take into account the following teaching and learning contexts:</p> <ul style="list-style-type: none"> <li>• Teaching English as a FAL in the Foundation Phase to learners with no or limited knowledge of English and who are learning to be literate in their home language(s).</li> <li>• Teaching through the medium of English (particularly in the transition from Grade 3 to Grade 4 in schools), taking into account that English is an additional language in which learners have only limited proficiency.</li> <li>• Teaching English FAL as a subject in the Intermediate Phase with the aim of developing near home language fluency in English for use in secondary school.</li> <li>• Teaching a class where there is a mix of learners for whom English is a home language or a FAL.</li> <li>• Teaching English FAL in classrooms in which there is a wide diversity of home languages.</li> <li>• Teaching English in multi-grade classrooms in which some learners will have lesser or greater knowledge of English than others.</li> </ul>
<b>General competencies assumed to be in place</b>	Knowledge of at least two official languages, one as home Language and another as first additional language (FAL). In most cases, one of these will be English.
<b>Level descriptors</b>	National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. <i>Level Descriptors for the South African National Qualifications Framework</i> . Pretoria: South African Qualifications Authority, p. 10).

<p><b>Related SACE</b> Professional Teaching Standards</p>	<ul style="list-style-type: none"> <li>• Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.</li> <li>• Teachers understand how their subjects are taught and learnt effectively.</li> <li>• Teachers are able to plan and organise coherent sequences of learning experiences.</li> <li>• Teaching involves monitoring and assessing learning.</li> <li>• Teachers understand that language plays an important role in teaching and learning.</li> </ul>
<p><b>Standards and evidence of achievement</b></p>	
<p><b>Standards</b></p>	<p><b>Evidence of achievement</b></p>
<p>1. Demonstrate knowledge of <b>home language acquisition</b> and <b>additional language learning</b> theories and research findings.</p>	<p>1.1 Knowledge of home language acquisition and additional language learning theories and research findings is demonstrated.</p> <p>1.2 The distinctions and inter-relationships between home language acquisition and additional language learning are described.</p> <p>1.3 Understanding of the structural differences between English and the home languages of the learners is demonstrated.</p> <p>1.4 The differences between non-agglutinative and agglutinative languages (as well as the conjunctive and disjunctive orthographies in which the latter are written) can be described.</p> <p>1.5 Ability to apply this knowledge to a range of EFAL learning contexts and learner proficiencies is demonstrated.</p>
<p>2. Recognise the <b>reciprocal relationships between home and additional languages</b> as resources for learning and development.</p>	<p>2.1 Knowledge of the transfer of linguistic and literacy knowledge and skills between languages, as these affect language and literacy learning in both home and additional languages, is demonstrated.</p> <p>2.2 Features of the home languages that support or constrain the learning of EFAL can be described.</p> <p>2.3 The cognitive and socio-cultural benefits of using learners' linguistic repertoires is understood and is used to support their learning the additional language in both Foundation and Intermediate Phases.</p> <p>2.4 Understanding of the vital role of the home language(s) for learners' sense of identity and belonging is demonstrated.</p> <p>2.5 Ways to assist learners make the transition from instruction in the home language to instruction in English can be described and demonstrated.</p> <p>2.6 Understanding of the English language and literacy requirements of all subjects in the Intermediate Phase is demonstrated.</p>

<p>3. Demonstrate sound knowledge of, and ability to use, the <b>English language</b>.</p>	<p>3.1 Basic knowledge of English linguistics is demonstrated, including:</p> <ul style="list-style-type: none"> <li>▶ phonology</li> <li>▶ morphology</li> <li>▶ vocabulary</li> <li>▶ semantics, and</li> <li>▶ syntax.</li> </ul> <p>3.2 Oral and written communicative competences (linguistic, socio-linguistic, strategic and discourse) in English are demonstrated.</p>
<p>4. Demonstrate knowledge of how the <b>sounds, vocabulary and grammar</b> of the English language are taught.</p>	<p>4.1 Knowledge is demonstrated about the sounds of the English language and the ways these sounds combine to form words, including:</p> <ul style="list-style-type: none"> <li>▶ basic stress and intonation patterns.</li> <li>▶ syllable structure (and how it varies from those used in the learners' primary languages).</li> <li>▶ the complex spelling system of English and resulting common errors.</li> </ul> <p>4.2 Knowledge is demonstrated about English vocabulary, word meanings and usage, including:</p> <ul style="list-style-type: none"> <li>▶ words essential to learners' everyday lives.</li> <li>▶ words useful in academic subjects that have considerable bearing on learners' understandings of the curriculum.</li> <li>▶ subject content-specific vocabulary that often causes confusion and that is essential for learning and expressing important concepts.</li> <li>▶ roots, affixes, and common Greek- and Latin-based English words.</li> </ul> <p>4.3 Basic features of English grammar can be explained in context.</p> <p>4.4 Knowledge of language use appropriate to different social contexts is demonstrated.</p>

<p>5. Demonstrate knowledge of and ability to use a <b>range of instructional strategies and methods</b> to support the development of orality and literacy in EFAL.</p>	<p>5.1 Ability to identify learners' proficiency level in EFAL and as readers and writers in their home Language (as a foundation for EFAL literacy) is demonstrated.</p> <p>5.2 Understanding of and ability to use the EFAL curriculum for planning and teaching lessons (in the Foundation Phase and Intermediate Phase grades) is demonstrated.</p> <p>5.3 Knowledge of a range of grade appropriate, multimodal instructional strategies which draw on learners' linguistic repertoires is demonstrated in relation to teaching children to think, listen, speak, read and write in English.</p> <p>5.4 Ability to use a range of instructional strategies and methods, including recycling and repetition of key vocabulary and language structure and using multimodal texts to assist learners to make the transition from learning in a home language to learning in English is demonstrated.</p> <p>5.5 Understanding of and ability to implement appropriate formative and summative tasks to assess learners' progress in speaking, listening, reading and writing EFAL is shown.</p> <p>5.6 Understanding that EFAL learning may be positively or negatively influenced by the children's home, community and environmental circumstances is demonstrated together with ability to respond appropriately.</p> <p>5.7 Ability to identify and respond to specific needs of individuals and groups of learners with individualized support, flexible grouping, and varied learning experiences, is demonstrated.</p>
<p>6. Can source, design, display and manage appropriate <b>EFAL resources</b>.</p>	<p>6.1 Ability to source and design appropriate EFAL resources, including literature for children, is shown.</p> <p>6.2 Ability to evaluate the language and literacy levels of resource materials and to match these to learners' differing language and literacy levels is demonstrated.</p>

## Teacher standards: **FAL**

**Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach African language or Afrikaans as First Additional Languages.**

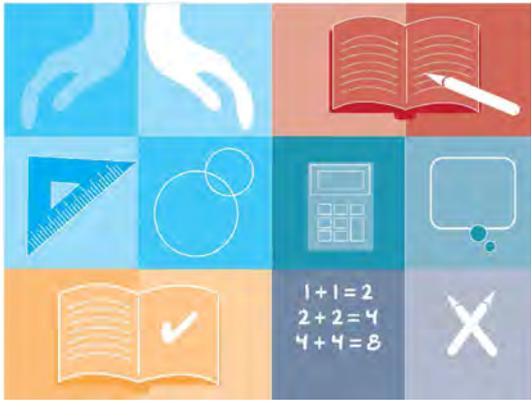
<b>Anchor statement</b>	<b>Graduate teachers demonstrate that they understand the knowledge, skills, and processes required to teach African language or Afrikaans as First Additional Languages.</b>
<b>Purpose and rationale</b>	<p>These standards take into account the following teaching and learning contexts:</p> <ul style="list-style-type: none"> <li>• Teaching an additional language in the Foundation Phase to learners with no or limited knowledge of this language and who are learning to be literate in their home language(s).</li> <li>• Teaching an additional language in the Intermediate Phase to learners with developing knowledge of this additional language who have achieved foundational literacy in their home language.</li> <li>• Teaching a FAL in classrooms in which there is a wide diversity of home languages.</li> <li>• Teaching A FAL in multi-grade classrooms in which some learners will have lesser or greater knowledge of the FAL than others.</li> </ul>
<b>General competencies assumed to be in place</b>	Proficiency in at least two official languages, one as home Language and another as first additional language (FAL). In most cases, one of these will be English.
<b>Level descriptors</b>	National Qualifications Framework level 7 (See South African Qualifications Authority. 2012. <i>Level Descriptors for the South African National Qualifications Framework</i> . Pretoria: South African Qualifications Authority, p. 10).
<b>Related SACE Professional Teaching Standards</b>	<ul style="list-style-type: none"> <li>• Teaching is fundamentally connected to teachers' understanding of the subject/s they teach.</li> <li>• Teachers understand how their subjects are taught and learnt effectively.</li> <li>• Teachers are able to plan and organise coherent sequences of learning experiences.</li> <li>• Teaching involves monitoring and assessing learning.</li> <li>• Teachers understand that language plays an important role in teaching and learning.</li> </ul>

Standards and evidence of achievement	
Standards	Evidence of achievement
1. Demonstrate knowledge of <b>home language acquisition</b> and <b>additional language learning</b> theories and research findings.	<p>1.1 Knowledge of home language acquisition and additional language learning theories and research findings can be summarized.</p> <p>1.2 The distinctions and inter-relationships between home language acquisition and additional language learning can be described.</p> <p>1.3 The structural differences between home languages of the learners and the FAL can be compared.</p> <p>1.4 The differences between non-agglutinative and agglutinative languages (as well as the conjunctive and disjunctive orthographies in which the latter are written) can be described.</p> <p>1.5 Ability to apply this knowledge to a range of FAL learning contexts and learner proficiencies is demonstrated.</p>
2. Recognise the <b>reciprocal relationships between learners' languages</b> as resources for learning and development.	<p>2.1 Knowledge of the transfer of linguistic and literacy knowledge and skills between languages, as these affect language and literacy learning in both home and additional languages, is demonstrated.</p> <p>2.2 Features of the home languages that support or constrain the learning of the FAL can be described.</p> <p>2.3 The cognitive and socio-cultural benefits of using learners' linguistic repertoires is understood and is used to support their learning of the additional language in both Foundation and Intermediate Phases.</p> <p>2.4 Understanding of the vital role of the home language(s) for learners' sense of identity and belonging is demonstrated.</p>
3. Demonstrate sound knowledge of, and ability to use, the <b>FAL</b> .	<p>3.1 Basic knowledge of linguistics is demonstrated, including:</p> <ul style="list-style-type: none"> <li>▶ phonology</li> <li>▶ morphology</li> <li>▶ vocabulary</li> <li>▶ semantics, and</li> <li>▶ syntax.</li> </ul> <p>3.2 Oral and written communicative competences (linguistic, socio-linguistic, strategic and discourse) in the FAL are demonstrated.</p>

<p>4. Demonstrate knowledge of how the <b>sounds, vocabulary and grammar</b> of the FAL are taught.</p>	<p>4.1 Knowledge is demonstrated about the sounds of the FAL and the ways these sounds combine to form words, including:</p> <ul style="list-style-type: none"> <li>▶ basic stress and intonation patterns.</li> <li>▶ syllable structure (and how it varies from those used in the learners' primary languages).</li> </ul> <p>4.2 Knowledge is demonstrated about the vocabulary of the FAL and of word meanings and usage, including:</p> <ul style="list-style-type: none"> <li>▶ words essential to learners' everyday lives.</li> <li>▶ words useful in academic subjects that have considerable bearing on learners' understandings of the curriculum.</li> <li>▶ subject content-specific vocabulary that often causes confusion and that is essential for learning and expressing important concepts.</li> </ul> <p>4.3 Basic features of the FAL grammar can be explained in context.</p> <p>4.4 Knowledge of language use appropriate to different social contexts is demonstrated.</p>
<p>5. Demonstrate knowledge of and ability to use a <b>range of instructional strategies and methods</b> to support the development of orality and literacy in the FAL.</p>	<p>5.1 Ability to identify learners' proficiency level in FAL and as readers and writers in their home Language (as a foundation for FAL literacy) is demonstrated.</p> <p>5.2 Understanding of and ability to use the FAL curriculum for planning and teaching lessons (in the Foundation Phase and Intermediate Phase grades) is demonstrated.</p> <p>5.3 Knowledge of a range of grade appropriate, multimodal instructional strategies which draw on learners' linguistic repertoires is demonstrated in relation to teaching children to listen, speak, read and write in the FAL.</p> <p>5.4 Ability to use a range of instructional strategies and methods, including recycling and repetition of key vocabulary and language structures and using multimodal texts, to assist learners to make the transition from learning in a home language to learning the FAL is demonstrated.</p> <p>5.5 Understanding of and ability to implement appropriate formative and summative tasks to assess learners' progress in speaking, listening, reading and writing the FAL is shown.</p> <p>5.6 Understanding that FAL learning may be positively or negatively influenced by the children's home, community and environmental circumstances is demonstrated together with ability to respond appropriately.</p> <p>5.7 Ability to identify and respond to specific needs of individuals and groups of learners with individualized support, flexible grouping, and varied learning experiences, is demonstrated.</p>

<p>6. Can source, design, display and manage appropriate <b>FAL resources</b>.</p>	<p>6.1 Ability to source and design appropriate FAL resources, including literature for children, is shown.</p> <p>6.2 Ability to evaluate the language and literacy levels of resource materials and to match these to learners' differing language and literacy levels is demonstrated.</p>
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The Primary Teacher Education Project collaborates with all South African universities to improve initial teacher education for primary school teachers with a special focus on reading and mathematics.



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