



Professional Teaching Standards

Provincial Consultations
October & November 2017

Programme

1. Welcome and introductions (Province)
2. Background (SACE)
3. Overview of standards (Facilitator/SACE)
4. Group and individual interactions with standards – completion of online questionnaire
5. Q&A

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

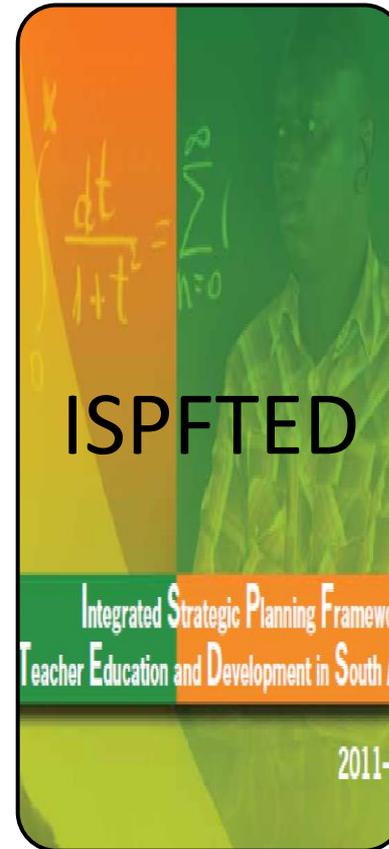
Professional Standards

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

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

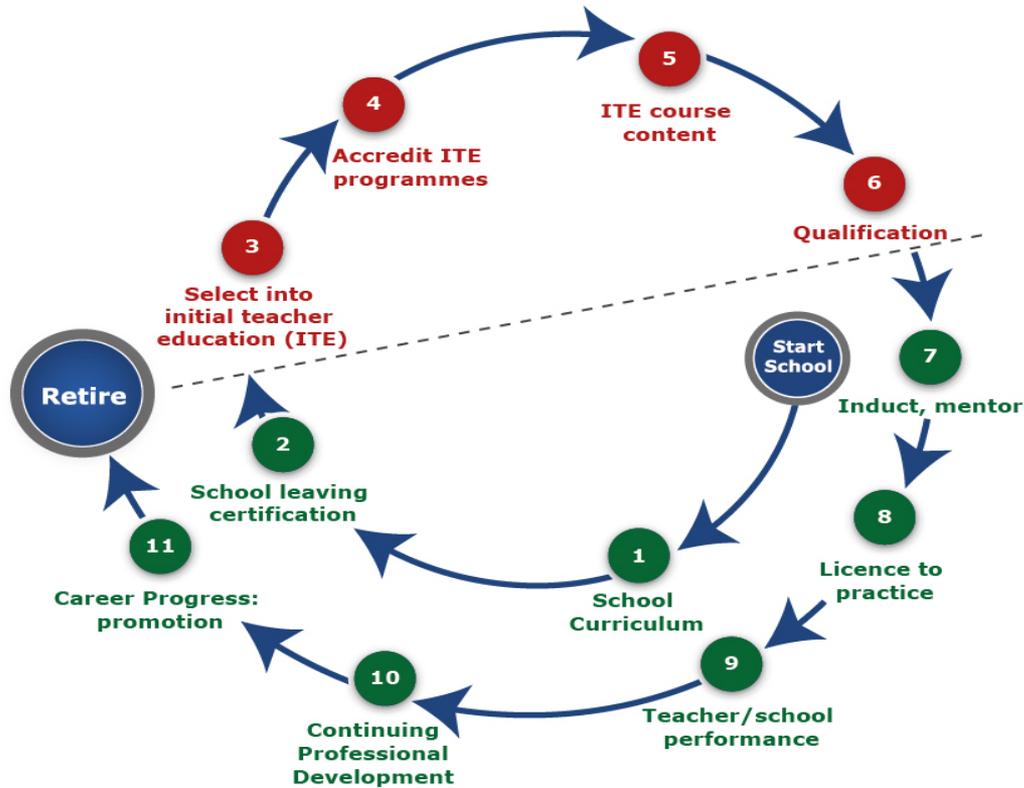
The requirements for promotion within the education system; and

Educator professionalism



National Qualifications Framework Act, 2008

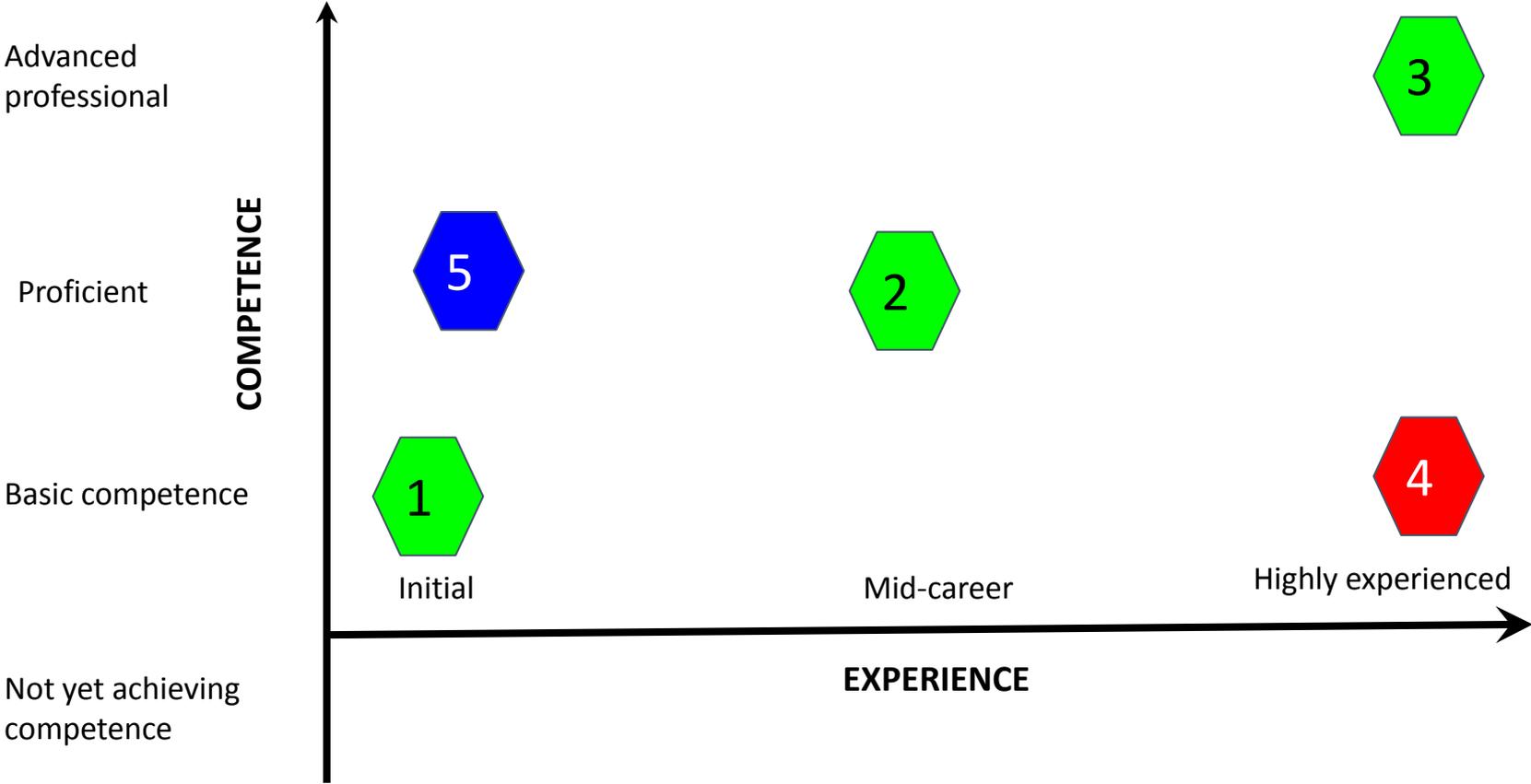
The cycle of schooling



Crucial choices to be made when devising standards

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

Crucial choices to be made when devising standards



Professional Teaching Standards
DRAFT FOR CONSULTATION WITH TEACHERS
& SUBJECT AND PHASE SPECIALISTS

**PROFESSIONAL TEACHING
IN OUR HANDS**



SACE

South African Council for Educators

Towards Excellence in Education

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1

Ethical teaching is based on a commitment to the learning and wellbeing of children



1. Teachers hold high expectations of all learners' capacity to learn, work hard, and achieve success.
2. Teachers understand how children develop and learn.
3. Teachers understand the different challenges that confront learners and their families, and consider how these issues may affect their learning.
4. Teachers respect different aspects of learners' identities, and regard diversity as a strength and resource for teaching and learning.

2

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



1. The wellbeing of children and their learning requires collaboration between teachers, parents or guardians, school-based colleagues and other professionals in the community.
2. Teachers involve themselves in ongoing personal, academic and professional growth through reflection, reading, study, research, and participation in professional development activities.
3. Teachers provide supportive environments for the induction and mentoring of colleagues new to their school, as well as for pre-service and newly-qualified teachers.
4. Teachers participate in professional development activities organised by their subject associations, professional learning communities (PLCs) and teacher unions.
5. Teachers conduct themselves in ways that earn the respect of those in the community and uphold the dignity of the teaching profession.
6. Teachers involve themselves in educational debates and provide thoughtful comment on educational issues that affect them.

3

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



1. Teachers make appropriate use of the language of learning and teaching (LoLT), and where necessary, draw on other languages to clarify learners' understanding of important concepts.
2. Teachers introduce learners to the specialist terminology of their subjects.
3. Teachers provide learners with ongoing opportunities to decode, interpret, and critique different kinds of written, graphical and visual texts.
4. Teachers create opportunities for learners to develop their reading and writing skills in the lessons they teach.

4

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



1. Teachers are committed to affording every learner quality and equitable learning opportunities.
2. Teachers have a moral responsibility to identify, confront and resist the marginalisation and exclusion of learners from accessing quality learning opportunities.

5

Teachers make judgments that are conceptually informed, responsive to learners and contextually appropriate



1. Teachers seek to understand the relationship between theory, research and their classroom practices.
2. Teachers can justify the teaching choices they make about lesson planning, delivery and assessment to themselves and to other stakeholders.
3. Teachers reflect on their classroom experiences and use learner performances to think about ways to improve their teaching.

6

Teaching is based on teachers' deep understanding of the subject/s they teach



1. Teachers understand the concepts that make up their subject knowledge and understand how these concepts are connected.
2. Teachers know and use skills to create and verify knowledge in the subject/s they teach.
3. Teachers understand how concepts in their subjects can be used to address real world issues.
4. Teachers keep up-to-date with new developments in their subjects.

7

Teachers understand how their subjects are best taught and learnt



1. Teachers present subject knowledge to learners in a conceptually sound manner.
2. Teachers devise tasks that give learners opportunities to practise and master new knowledge and skills.
3. Teachers learn to anticipate what learners find difficult to understand and develop effective ways to address common misunderstandings.
4. Teachers access, develop and modify teaching and learning resources available within and beyond their school contexts.
5. Teachers use carefully chosen physical, graphic, digital and text-based resources that enhance learners' access to knowledge.
6. Teachers use a variety of teaching and assessment strategies to promote learning for all.

8

Teachers interpret the national curriculum to plan systematic sequences of lessons



1. Teachers use their knowledge of their subject and the curriculum to plan purposeful and coherent lessons.
2. Teachers connect the concepts they teach to what learners already know, and build a foundation for what they will learn subsequently.

9

Teaching involves organising, monitoring and assessing learning



1. Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.
2. Teachers provide learners with feedback that helps them understand what they have done correctly, where they have made mistakes, and how they can improve their work
3. Teachers use learner errors as important data for understanding what learners misunderstand, and for thinking about ways to improve their teaching.
4. Teachers keep accurate records that reflect learner achievement, and can report to stakeholders on the progress of learners.

10

Teaching requires that well managed learning environments are created and maintained



1. Teachers are in class and teaching during scheduled teaching time.
2. Teachers establish classroom routines to maximise teaching and learning time.
3. Teachers use fair and consistently applied rules to promote respectful behaviour between all members of the school community.



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