



higher education  
& training

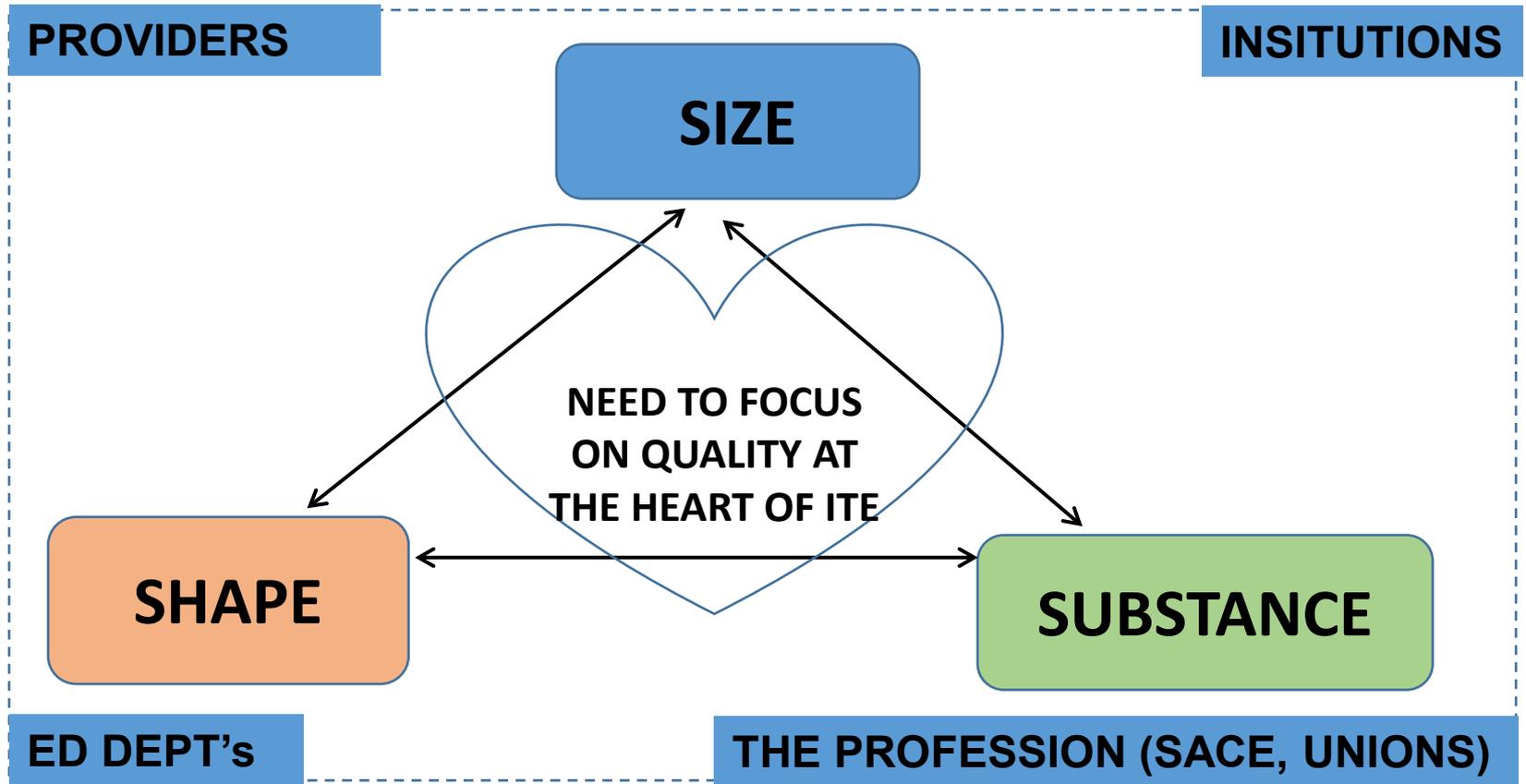
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# Standards in Teacher Education

PrimTEd Annual Dialogue  
17 October 2019

# DHET APPROACH TO ITS TEACHER EDUCATION WORK

*\*Growing ITE to an appropriate size in order to provide sufficient numbers of new teachers for the SA education system.*



*\*Developing and directing resources and capacity to ensure that teachers with appropriate specializations graduate in appropriate numbers.*

*\*Strengthening, supporting and monitoring teacher education to ensure newly qualified teachers meet realistic expectations.*

**TEACHER EDUCATION MUST RESPOND TO CRITICAL IMPERATIVES**

**POLICY:**  
*NDP;*  
*MTSF;*  
*WHITE PAPERS.*

**RESEARCH:**  
*ITERP;*  
*CHE REPORTS;*  
*SACMEQ;*  
*PIRLS;*  
*TIMMS;*  
*SUPPLY-DEMAND STUDIES.*

**CONTEXT:**  
*SDGs*  
*SOCIAL JUSTICE*  
*4IR*



FUNDING (UNIVERSITY & STUDENTS)

INFRASTRUCTURE DEVELOPMENT

BROADEN INSTITUTION BASE



PROGRAMME QUALIFICATION MIX

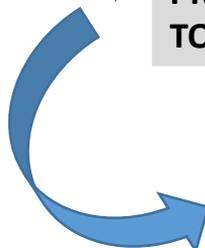
UNIVERSITY ENROLMENT PLANNING

PROGRAMMES AND PROJECTS TO DEVELOP SPECIFIC AREAS



POLICY

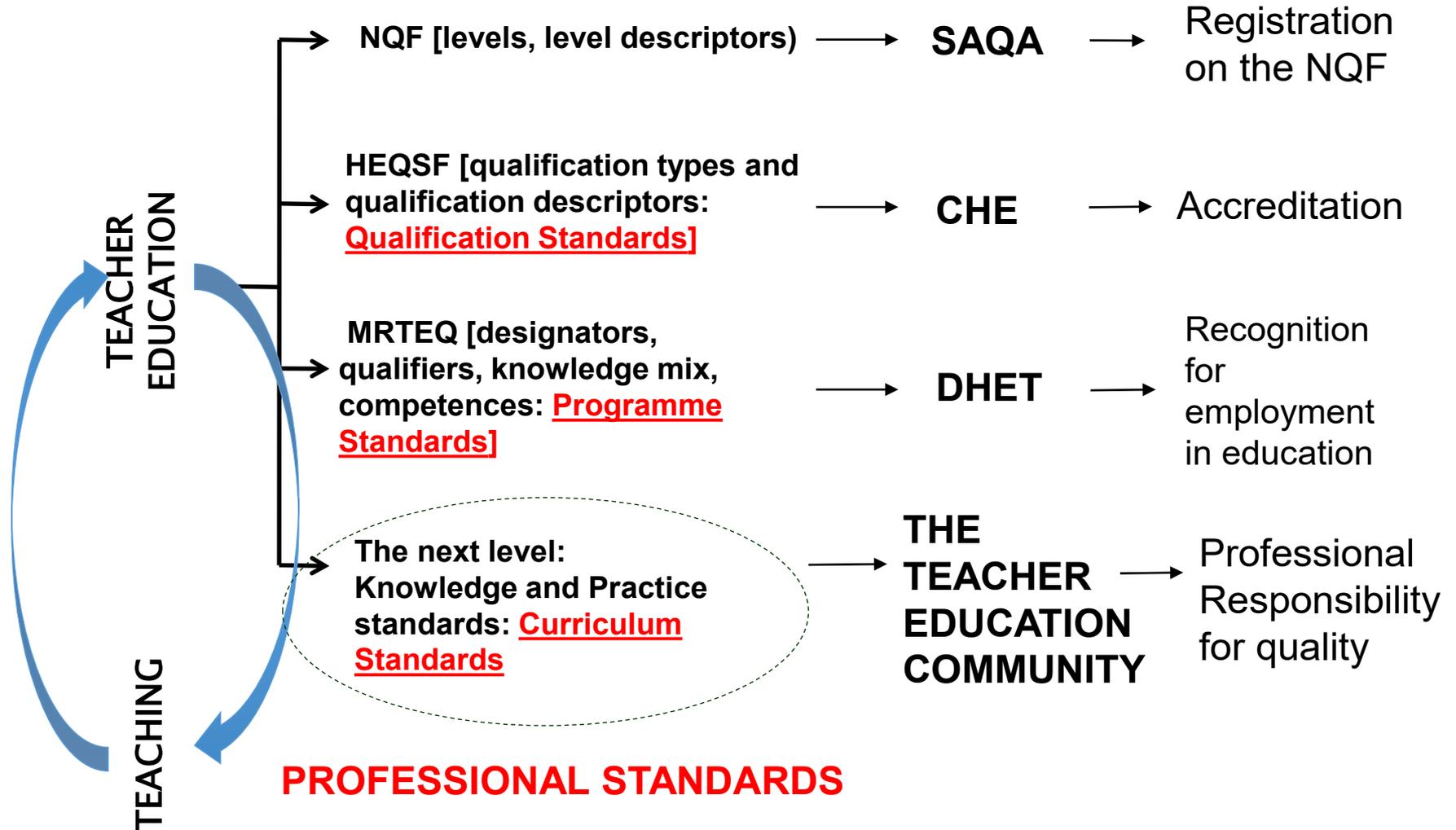
PROGRAMMES AND PROJECTS TO DEVELOP SPECIFIC AREAS



The Primary Teacher Education Project  
Centres for African Languages Teaching  
University led programme development and  
Research projects  
Other possibilities

“Ultimately, the main result must be strengthened initial teacher education programmes that enable new teacher graduates to teach competently as beginning teachers”

# A NESTED APPROACH TO STANDARDS IN TEACHER ED



# The ISPFTED requires that knowledge and practice standards for initial teacher education be developed

- Teacher knowledge and practice standards are statements that describe what a teacher needs to know and be able to do to carry out their core function professionally and effectively. The statements are specific to a subject area and school phase or to a specific extended role, for example, school leadership (or inclusive education etc).
- The statements are not tied to a particular school curriculum statement. They relate more to the academic and practical knowledge required to teach a particular subject or discipline well and, if met by teachers, will allow them to deliver the curriculum that is in place at a specific time, and to adapt effectively when the curriculum changes.

# Who should be involved in developing knowledge and practice standards?

Integrated Strategic Planning Framework for Teacher Education and Development:

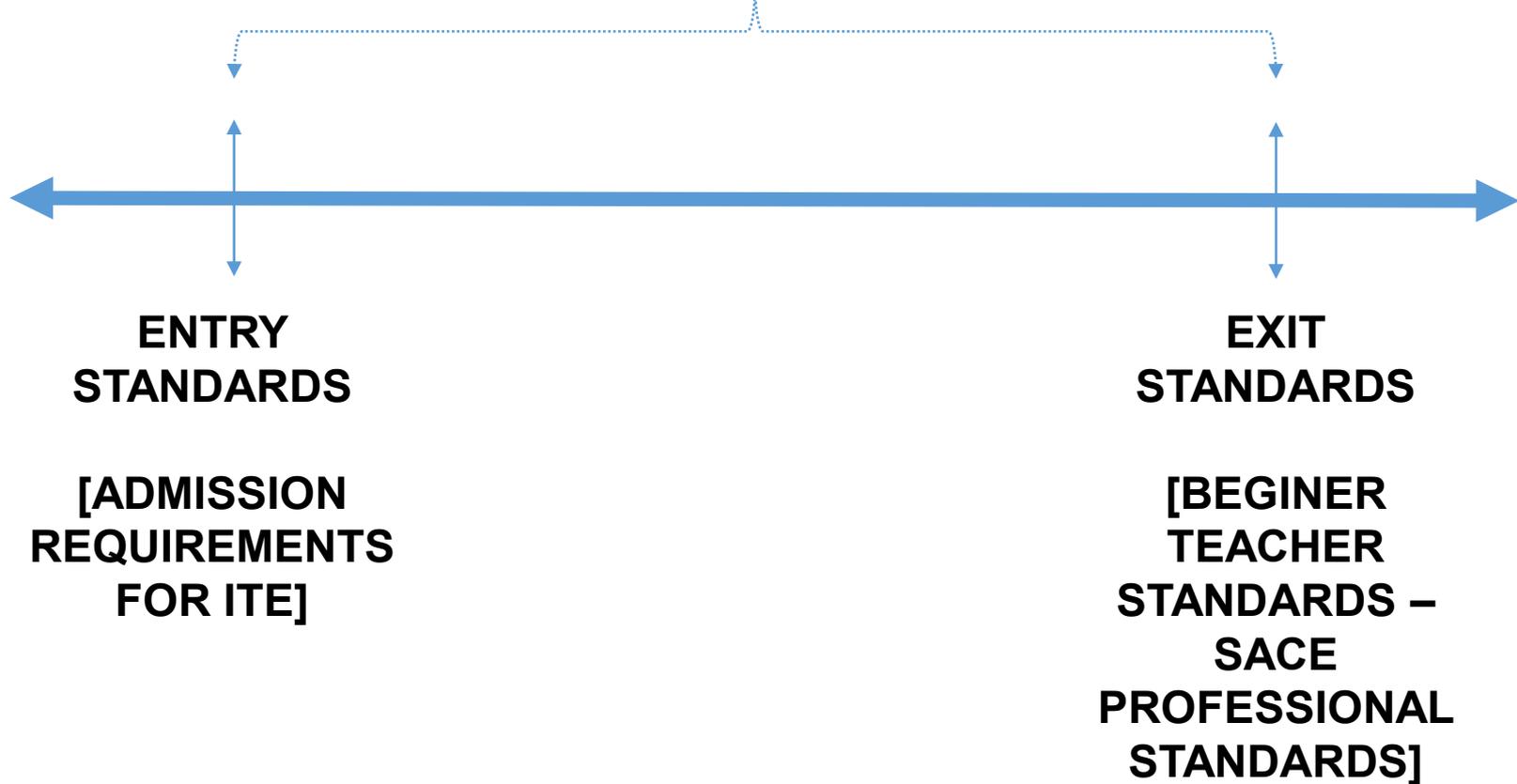
*“While the process of developing these standards will be led by the DHET, the actual development will be done by the field of teacher education and by subject experts.”*

Policy on Minimum Requirements for Teacher Education Qualifications:

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

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

**K&P STANDARDS ARE STANDARDS THAT INFORM  
THE CONSTRUCTION OF ITE PROGRAMMES  
CONTENT, PROCESSES AND MATERIALS AT THE  
CURRICULUM LEVEL**



## WHY ARE K&P STANDARDS NEEDED?

- Greater convergence in teacher education programmes
- Ensure sufficient depth and breadth in the coverage of teacher education programmes
- Ensure substantive content and academic rigour
- Stronger new teacher graduates?

# Knowledge and Practice Standards can be used to inform the development of ...

- Curriculum frameworks for teacher education
- Courses and modules
- Teaching and learning materials
- Assessment tools

If well designed, collaboratively developed, collectively owned, and taken up into teacher education programmes, they form a national standard that can provide the basis for greater convergence between teacher education programmes intended to develop teachers of specific subjects, without requiring that programmes need to follow exactly the same curricula.

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

# Today's purpose...

Presentation and interrogation of the Knowledge and Practice Standards that have been developed by the primary mathematics and literacy working groups to a wider audience, after which they can be finalized.

# Next steps...

- Approval of the standards as guidelines which are to be considered as addenda to the Policy on Minimum Requirements for Teacher Education Qualifications.
- Development of curriculum frameworks, and ITE teaching, learning and assessment resources based on the standards.
- Support implementation of the standards, frameworks and resources at all universities involved in primary teacher education.



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Thank You