

SUMMARY NOTE

JOINT STANDARDS WORKING GROUPS' MEETING

30 AUGUST 2017, KOPANONG HOTEL AND CONFERENCE CENTRE

Background

A joint meeting of the different standards working groups was organised by DHET, in collaboration with the DBE, SACE and JET, on 30 August 2017. This included (1) professional teaching standards (SACE); (2) knowledge and practice standards for primary mathematics and literacy teacher education (PrimTEd); (3) professional standards for inclusive education in teacher education; (4) knowledge and practice standards for teacher education for early childhood education (TEECD); and (5) teacher competencies for digital learning.

The meeting was well attended. The main propose of the meeting was to facilitate collaboration and common understanding between the different groups. Each of the groups responded to the following four questions:

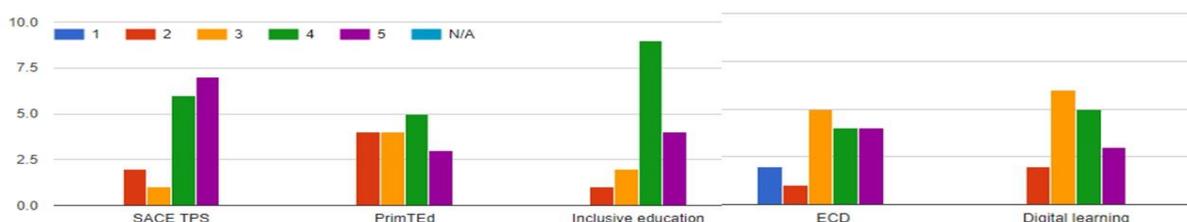
1. What is your group's understanding of the notion of standards that the group is developing and what is the purpose of the standards?
2. What nomenclature are you using to describe the standards?
3. What is the architecture of the standards? E.g. what domains, progression and specifications are being used? How do the standards look?
4. How are the standards being developed? Brief summary of who is on the working group(s) and how the work is structured. Where are you now?

Observations from delegates

Delegates completed a Google Form during the workshop. The following key observations were made:

The SACE TPS and was best understood. This is most likely due to the fact that the SACE TPS was made available to delegates before the meeting, while the standards being developed by the other working groups were still in progress.

Do you have clarity on the purpose(s) of the different standards?



The interrelationship between competences, professional teaching standards, and core curriculum (knowledge and practice) standards was supported. Comments included:

- Integration/synergies between the 3 is critical but PrimTEd is at an early stage and can draw on what has been done and see how the subject specific standards for teaching reading and maths can build on inclusive education, etc.
- They are all interrelated. Teachers need to have deep disciplinary knowledge combined with the competence to convey this knowledge (pedagogical) within a social rights [perspective] and enabling learning environment. Professional Standards must be set for each of these aspects if we want to ensure the professional standing of the teaching profession.
- It's critical to pull all the standards together so that there is no unnecessary repetition and overlap, but that there's a thread running from PrimTEd and ECD to the digital learning and SACE standards. We should have a bigger picture in mind of the kind of teacher we are envisaging, and the kind of learner we would like to see emerging from the system informed by the implementation of these standards.

Key outcomes from the workshop

The following outcomes were discussed:

1. A glossary will be developed and circulated to all working groups for inputs. The glossary will provide guidance and contribute to more consistent use of nomenclature.
2. A high-level architecture will be proposed to guide the format of the standards. This will not be compulsory to use.
3. Ongoing dialogue between the working groups is supported. Groups were requested to provide dates to DHET to try and align joint meetings to that of the working groups to save on costs.
4. A repository for the draft standards and related materials should be established. The work of the PrimTEd groups is advanced in this regard, and it was suggested that the PrimTEd facility be expanded to allow for all working groups to share resources.
5. Members were reminded of the need to consider the implementation of the standards being developed, including indicators that are measurable.
6. The relationship between the SACE Professional Teaching Standards and Inclusive Teaching Standards should be carefully considered. A broader mapping of these standards, as well as the other from ECD, PrimTEd and Digital Learning, will be required.
7. The capacity development of teacher educators (lecturers) must be considered.
8. The tension between using the standards for developmental and accountability purposes should be considered.
9. Standards should be dynamic and working groups should consider ways in which this can be included in the design.
10. A distinction between standards for teaching (SACE, Inclusive Education, Digital Learning) and standards for teacher education (PrimTEd, ECD) is useful to guide further work.
11. It was noted that the standards will most likely be published as “Ministerial Statements” and not policies. The combined publication of all standards may not be possible at this stage, but will be of great value at a later stage.

ANNEXURE 1: GLOSSARY FOR STANDARDS NOMENCLATURE

Competence

The application of knowledge and skills in context which is described using learning outcomes¹.

Digital learning

The integration of learning technologies as a resource during learning activities.

Inclusive teaching

Teaching approaches that address the needs of students with a variety of backgrounds, learning styles, abilities and special needs. These strategies contribute to an overall inclusive learning environment, in which all students feel equally valued².

Interoperability

Interoperability is the ability of a system or a product to work with, or in conjunction with, other systems or products without special effort and without restrictions. Interoperability implies open standards from the start so that exchanges can work between parts of a system or in a range of products, or similar products from several different vendors, or even between past and future revisions of the same product or system. Interoperability may be developed post-facto, as a special measure between two products, while excluding the rest, by using open standards. When a vendor is forced to adapt its system to a dominant system that is not based on open standards, it is not interoperability but only compatibility.

Standards

Statements of minimum requirements that can be used to as a reference point.

Professional teaching standards

Statements that promote professional teaching by describing the professional knowledge, classroom skills and ethics that teachers need to know and be able to do during their professional career to provide learners with knowledge-rich learning opportunities. The statements are not specific subject area and school phase or to a specific extended role.

Teacher education knowledge and practice standards

Statements that describe 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. 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.

¹ Keevy and Chakroun 2016

² <https://www.cte.cornell.edu/>

ANNEXURE 2: GUIDELINES FOR STANDARDS ARCHITECTURE

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| <p>LEVEL 1 An overarching statement that describes the highest level or category of the architecture. Examples include a principle (SACE), dimension (Inclusive Teaching)</p> | | |
| <p>LEVEL 2 A second level statement that is further elaborates on the overarching statement. Examples include sub-dimensions (Inclusive Education).</p> | | |
| <p>LEVEL 3 This is the level at which the actual standards are described.</p> | | |
| <p>LEVEL 4A Applicability for teachers with different years of experience</p> | <ul style="list-style-type: none"> • Pre-service teacher • Newly-qualified teacher • Established teacher | |
| <p>LEVEL 4B Applicability for teachers at different levels of teaching competence</p> | <ul style="list-style-type: none"> • Basic • Proficient • Advanced professional/ Lead teacher | |
| <p>LEVEL 4C Applicability for teachers in different contexts</p> | <ul style="list-style-type: none"> • Urban & township schools • Rural village or farm schools | |
| <p>LEVEL 4D Applicability for teachers with different phase specialisations</p> | <ul style="list-style-type: none"> • Foundation • Intermediate/Senior • Senior /FET | |
| <p>LEVEL 4E Applicability for teachers across different subject specialisations</p> | <ul style="list-style-type: none"> • Languages • Maths • Sciences & Technology • Arts • Humanities | |
| <p>LEVEL 4F Knowledge, skills and dispositions</p> | | |