

Common Competency Framework for Student Teachers in Extended Student Teacher Internships

Competencies

1. Teaching is based on an ethical commitment to learning and wellbeing 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 within reason

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 goals for all learners

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

8. Teachers are able to plan coherent sequences of learning experiences

9. Teachers understand how their teaching methodologies are effectively applied

10. Teaching involves monitoring and assessing learning

SACE Professional Teaching Standards

Competencies

6.1 **6.2**
6.3 **6.4**

7.1 **7.2**
7.3 **7.4**
7.5

8.1 **8.2**
8.3

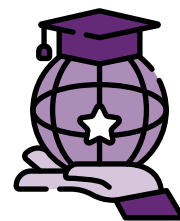
9.1 **9.2**
9.3 **9.4**
9.5

10.1 **10.2**
10.3 **10.4**

1

Professional
Standard

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



1.1

Competency

Teachers believe in the capacity of all learners to achieve and make progress both inside and outside the classroom.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of the interrelatedness between different capacities of learners in and outside the classroom.

Do it



Actively broadens awareness of educational issues affected by learners' contexts and work environments.

Live it



Consistently lives out the belief that all learners can achieve and make progress both inside and outside the classroom in a convincing manner.

Ignite



Demonstrates an understanding of the different capacities of learners both in and outside the classroom.

Consistently and impartially makes decisions that take into account learners' unique contexts and situations.

Models the belief that all learners can achieve and make progress both inside and outside the classroom.

Spark



Demonstrates a basic knowledge of the different capacities of learners in and outside the classroom.

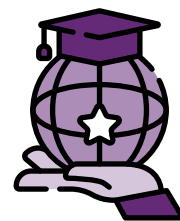
Shows a readiness to engage learners individually to better understand and inform teaching strategies that include unique barriers and pathways to learner development.

Behaves in a manner that conveys a sense that all learners can achieve and make progress both inside and outside the classroom.

1

Professional
Standard

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



1.2

Competency

Teachers understand the different challenges that confront learners and their families and consider how these challenges may affect learners' behaviour and learning.

Domain



Levels

Flame



Know it



Proactively seeks to increase overall understanding of learners' contexts and the overall socio-economic determinants of wellbeing and healthy learning environments.

Do it



Seeks out ongoing feedback and constructive criticism from colleagues and peers as essential to identifying contextual blind spots concerning learners' contexts.

Live it



Develops and communicates needs-based attention and curation of content delivery to assist individual learners who may be experiencing difficulties associated with their neurodiversity and context outside the classroom.

Ignite



Recognises the intersectional nature of identity and social contributors to a learner's development, wellbeing and capacity to learn and engage in the classroom

Demonstrates a willingness to empathise with learners who may be struggling with classroom learning for reasons not associated with the classroom environment.

Integrates the knowledge and understanding of individual learners' neurodiversity and social contexts in the classroom context.

Spark



Aware of the spectrum of needs and context-specific factors affecting learners' capacity to learn and develop in the classroom.

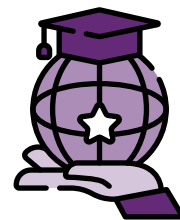
Curious to understand diversity in learners' social contexts and seeks to develop a better understanding with peers and mentors.

Identifies the importance of developing the capacity of learners inside and outside the classroom.

1

Professional
Standard

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



1.3

Competency

Teachers respect different aspects of learners' identities (including gender, race, language, culture, sexual orientation and dis/ability) and believe that these diversities can be a strength and resource for teaching and learning.

Domain



Levels

Flame



Know it



Understands how dialogue informs an inclusive recognition of diversity and is able to apply knowledge for teaching strategies.

Do it



Uses varying patterns of interaction within and across learning experiences in the classroom that enable and respect the rights of each learner.

Live it



Promotes dialogue towards enhanced pluralism and diversity appreciation in the classroom among colleagues and peers and in interactions with learners.

Ignite



Understands the intersectional identity backgrounds and orientations of individual learners.

Participates in dialogue towards enhanced pluralism and diversity appreciation in the classroom and actively seeks to broaden awareness of educational issues affected by learners' contexts and work environments.

Demonstrates dedication to the best interests of learners with impartiality, taking unique contexts and situations into account.

Spark



Is aware of and able to distinguish between opportunities available for dialogue for enhancing sensitivity, and able to prioritise accordingly.

Demonstrates respect for these intersections of identity in handling one-to-one and group learner engagements and dialogue.

Is able to generate and maintain safety of expression in the learning environment.

2

Professional
Standard

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



2.1

Competency

Teachers are responsible for their ongoing personal, academic and professional growth through reflection, study, reading and research.

Domain



Levels

Flame



Know it



Deeply understands strategies and resources for self-directed learning and development, including current educational research and best practices.

Do it



Identifies, analyses and responds to contemporary educational issues, trends, research and system initiatives, applying insights to improve teaching and learning outcomes.

Live it



Takes initiative to identify their own professional learning needs. Seeks feedback and direction from a variety of sources to plan for and participate in professional learning.

Ignite



Understands the importance of ongoing personal, academic and professional growth through reflection, study, reading and research.

Seeks out and engages with relevant educational literature, resources and research to inform and enhance teaching practice.

Actively engages in professional learning communities and collaborates with peers to share knowledge and experiences that enhance teaching practices.

Spark



Recognises the importance of ongoing personal, academic and professional growth.

Actively participates in professional development opportunities and engages in regular self-reflection to identify areas for growth.

Behaves in a manner that demonstrates a commitment to ongoing personal, academic and professional growth.

2

Professional
Standard

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



2.2

Competency

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/or private providers.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive understanding of the benefits and goals of participating in endorsed professional development activities, including how these opportunities contribute to personal and professional growth and improved student outcomes.

Do it



Leads and/or co-leads professional development activities to drive innovation and improvement in teaching.

Live it



Models the value of participating in continuing professional development activities to enhance teaching skills and knowledge.

Ignite



Understands the various types of professional development opportunities available through subject associations, PLCs, higher education institutions, teacher unions and private providers.

Actively seeks out and participates in diverse professional development programmes, applying new knowledge and skills to classroom practice.

Encourages colleagues to participate in development opportunities, contributing to a culture of continuous improvement.

Spark



Recognises the importance of participating in continuing professional development activities to enhance teaching skills and knowledge.

Attends and engages in professional development activities offered by subject associations and PLCs to enhance teaching practice.

Consistently participates in professional development activities and demonstrates enthusiasm for applying new skills and knowledge in practice.

2

Professional
Standard

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



2.3

Competency

Teachers actively involve themselves in educational debates, curriculum development initiatives and educational issues that affect them.

Domain



Levels

Flame



Know it



Actively participates in educational debates and curriculum development initiatives, contributing thoughtful insights relevant to their learning and teaching contexts.

Do it



Applies ongoing professional development and best practice in the classroom.

Live it



Advocates for the value of curriculum debates and curriculum development initiatives and encourages teacher intern colleagues' participation.

Ignite



Discerns and prioritises debates and initiatives that affect them and their work environment.

Attends educational debates and curriculum development initiatives.

Encourages participation of peers and colleagues in dialogues.

Spark



Seeks out and knows to attend and participate in professional development debates and initiatives (i.e.: curriculum development initiatives).

Participates in school initiatives, dialogues and activities towards the enhancement of their ongoing development.

Considers participation in activities aimed at enhancing student learning an essential part of teacher development.

2

Professional
Standard

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



2.4

Competency

Teachers conduct themselves in ways that earn the respect of those in their school communities and uphold the dignity of the teaching profession.

Domain



Levels

Flame



Know it



Shares an understanding of professional behaviours that contribute to earning respect and upholding the dignity of the teaching profession.

Do it



Collaborates with peers to discuss, give and receive critical feedback about how teachers conduct themselves in ways that earn the respect of those in their school communities and uphold the dignity of the teaching profession.

Live it



Actively collaborates within school communities to gauge where the problems are and find solutions to uphold the dignity of the teaching profession.

Ignite



Demonstrates an understanding of professional behaviours that contribute to earning respect and upholding the dignity of the teaching profession.

Actively seeks out colleagues' perspectives in attempting to respond to issues, problems or challenges about teaching, learning and professional development.

Provides constructive feedback to colleagues in relation to self-development and actively participates in creating a respectful and supportive school community.

Spark



Has basic knowledge of professional conduct expectations and the importance of respect in the teaching community.

Consistently listens to and acknowledges feedback from colleagues, peers, mentors and the broader school community about teaching, learning and professional development.

Displays a positive attitude, respects colleagues and actively participates in the school community to foster a supportive environment.

2

Professional
Standard

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



2.5

Competency

Teachers understand that the wellbeing of learners and the support of their learning requires communication and collaboration between teachers, parents, caregivers, other professionals and the community.

Domain



Levels

Flame



Know it



Shares an understanding of effective communication and collaboration strategies that enhance the collective support for learners' wellbeing and learning outcomes.

Do it



Proactively meets with members of the school community, including other professionals, to facilitate initiatives that enhance learner support and development.

Live it



Continuously seeks out other teachers, parents, caregivers, other professionals and the community to proactively address problems related to the wellbeing of learners and works collaboratively to find solutions.

Ignite



Understands the roles and contributions of teachers, parents, caregivers, other professionals and the community in fostering a supportive learning environment.

Organises and initiates meetings and collaborative activities with teachers, parents and caregivers to support learners' wellbeing and learning.

Proactively considers the wellbeing of the learner in the context of family, community and the broader contextual factors affecting the learner's experience.

Spark



Knows that the wellbeing of learners and the support of their learning requires communication and collaboration between teachers, parents, caregivers, other professionals and the community.

Participates in meetings and collaborative activities with teachers, parents and caregivers to support learners' wellbeing and learning.

Initiates communication with parents, caregivers and colleagues to address learners' needs and foster a collaborative support network.

2

Professional
Standard

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



2.6

Competency

Teachers contribute to creating supportive environments for new colleagues in their school, including pre-service and newly-qualified teachers, by sharing their experiences and insights and participating in induction and mentoring activities.

Domain



Levels

Flame



Know it



Demonstrates an understanding and appreciation of sharing best experiences and practices of collaboration with colleagues for teacher, school and curriculum development.

Do it



Demonstrate and embodies innovative exemplary collaboration strategies for teacher, school and curriculum development activities

Live it



Creates a secure team environment in which members are encouraged to take risks and seek challenges and engage in teacher, school and curriculum professional development opportunities.

Ignite



Values and acknowledges the diversity of the debates and contributions around teacher, school and curriculum development.

Values and promotes teacher, school and curriculum development debates and initiatives.

Advocates and encourages colleagues to attend and engage in teacher, school and curriculum development activities.

Spark



Initiates contact with parents and caregivers, providing ongoing information about students and school issues.

Actively participates in and supports induction and mentoring activities for new and pre-service teachers, offering practical assistance and encouragement.

Provides a welcoming and supportive atmosphere for new colleagues and pre-service teachers, fostering positive relationships and open communication.

3

Professional
Standard

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



3.1

Competency

Teachers are committed to ensuring that learners are given the support they need for inclusive access to learning opportunities.

Domain



Levels

Flame



Know it



Applies the rights of learners in and out of the classroom.

Do it



Designs or constructs safe and well-managed spaces that promote inclusion when learners express or are shown to be experiencing barriers to learning opportunities.

Live it



Demonstrates a skill set that can be adapted as needed to meet the needs of learners in a manner that is inclusive, safe, well-managed and appropriate.

Ignite



Understands the rights of learners in and out of the classroom.

Facilitates welcoming, safe and consistent learning environments to enhance an experience of inclusivity for learners and consequently improve access to learning opportunities.

Proactively works to improve understanding of learners' needs and context-specific factors, barriers and/or impediments to accessing learning opportunities.

Spark



Knows the rights of learners in and out of the classroom.

Ensures that classroom practices and interactions are respectful, supporting learners' participation and access to learning activities.

Creates and promotes a conducive learning environment for learners to participate fully and freely during learning discussions and activities without the fear of being judged or misunderstood

3

Professional
Standard

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



3.2

Competency

Teachers develop an awareness of policies and practices that may discriminate against, marginalise or exclude learners and engage in discussions and reflections on how to promote inclusive practices under the guidance of experienced educators.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive understanding of steps and procedures to take in order to address and challenge identified and defined discriminatory policies and practices against learners.

Do it



Demonstrates the ability to effectively raise concerns regarding discrimination, marginalisation and/or exclusion of learners to relevant authorities and governance bodies across the school environment.

Live it



Advocates for fair and inclusive policies and practices through innovative and adaptable solutions applicable to any instances of discrimination, exclusion or marginalisation of learners.

Ignite



Understands the potential impact of discriminatory policies and practices on learners and is familiar with legal and institutional frameworks for promoting equity and inclusion.

Familiar with processes and procedures within and outside of the school for the protection of the rights of learners.

Takes proactive steps to address and discuss instances of discrimination or exclusion in school policies or practices, working collaboratively with colleagues to find equitable solutions.

Spark



Aware of policies and practices at relevant school levels of governance for settlement of grievances and disputes.

Understands how to escalate complaints and/or issues raised by learners and/or fellow colleagues.

Shows a commitment to creating an inclusive classroom environment and addresses immediate issues of discrimination or exclusion as they arise.

4

Professional
Standard

Teaching requires that well-managed and safe learning environments are created and maintained within reason



4.1

Competency

Teachers are teaching and managing the classroom during scheduled teaching time.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive understanding of effective and efficient use of scheduled time in relation to the lesson to be taught.

Do it



Facilitates student learning by planning and delivering coherent lessons that engage students and provide a purpose for learning.

Live it



Experiments with different approaches to teaching, addressing the needs of students and priorities of the school, in collaboration with supervisor.

Ignite



Demonstrates readiness and clarity of role functions across class times and schedules.

Demonstrates consistency in managing time and attends to duties and teaching responsibilities timeously.

Takes responsibility for determining what students will learn, to what degree and how, under supervision.

Spark



Is consistently aware of class times and schedules across the school term calendar and stays up-to-date with changes made.

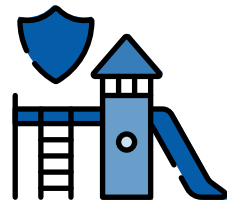
Arrives on time for scheduled classes and adheres to the teaching schedule, ensuring that lessons start and end as planned.

Consistently fulfills support role in teaching responsibilities by following the set schedule and preparing lessons that align with curriculum requirements.

4

Professional
Standard

Teaching requires that well-managed and safe learning environments are created and maintained within reason



4.2

Competency

Teachers establish class routines to make the most of the available teaching and learning time.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive awareness of different approaches for managing time and class teaching space, including how to implement and adapt these strategies to optimise teaching and learning outcomes.

Do it



Establishes and draws up classroom management strategies and teaching techniques that maximise meaningful teaching and learning for each context within the prescribed time frame.

Live it



Develops a personal philosophy of teaching and learning through extensive trialling of different approaches, confidently implementing individualised education programmes and fostering a student-centred learning environment where students are actively involved in determining their learning goals and methods.

Ignite



Understands various approaches to and impact of time and classroom management.

Practices diverse approaches proactively with support from mentor(s) and colleagues.

Applies a range of time management and classroom organisation techniques, adapting routines to improve teaching effectiveness and student engagement. Demonstrates confidence in managing the classroom and is open to refining practices based on student needs and feedback.

Spark



Recognises the importance of establishing class routines and basic strategies for managing time and teaching space effectively.

Applies professional knowledge across diverse working environments in and outside of the classroom.

Implements basic class routines and time management strategies consistently, creating a structured learning environment that supports effective teaching.

4

Professional
Standard

Teaching requires that well-managed and safe learning environments are created and maintained within reason



4.3

Competency

Teachers use fair and consistently applied rules to promote respectful behaviour, accountability and good governance in their working environments.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive understanding of the school's rules and code of conduct as well as context-specific governance processes. Knows how to apply these consistently to foster a respectful and positive learning environment.

Do it



Proactively manages classroom behaviour by implementing fair and consistent rules, providing clear expectations and addressing behavioural issues with empathy and a focus on creating a positive and respectful environment for all students.

Live it



Negotiates learning outcomes with students to support students in becoming autonomous learners. Has a more global approach and is open to new and developing trends in education, acknowledging that teachers, colleagues, specialists and parents/caregivers must all work as a team in order to provide the best education for students.

Ignite



Is familiar with the school's rules, code of conduct and relevant context-specific governance processes. Understands how these policies apply to promoting and managing respectful behaviour in the

Consistently applies and enforces school rules and code of conduct with empathy and fairness, addressing any issues related to student behaviour in a manner that promotes a respectful and safe learning environment.

Makes provisions inclusive of individual students with particular learning needs.

Spark



Is aware of the basic rules and code of conduct of the school and classroom and also of the general principles for promoting respectful behaviour.

Applies school rules and code of conduct in daily interactions with students, ensuring that basic expectations for respectful behaviour are communicated and upheld.

Applies rules and strategies to support individual students' learning needs and ensures that all students are treated fairly and respectfully in the classroom.

5

Professional
Standard

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



5.1

Competency

Teachers understand the subject/s they teach as bodies of knowledge in which important concepts are connected to one another.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of the subject/s they teach by explaining the relationships between important concepts and how they connect to the broader subject area.

Do it



Delivers coherent and clear lessons with clear sequential flow of key concepts of the topic, indicating the simple to complex understanding and application of the subject matter's key concepts.

Live it



Advocates for teaching practices that emphasise the interconnectedness of subject knowledge, inspiring colleagues to adopt similar approaches.

Ignite



Understands how key concepts in each topic of the subject/s they teach interrelate with each other and how they flow across the subject progression.

Prepares relevant and necessary teaching strategies and resources that support the teaching of the key concepts in a manner that shows their interconnectedness and progression.

Regularly reflects on how to present connected concepts in ways that make sense to learners.

Spark



Identifies key concepts of each topic and unit in the subject/s they teach.

Plans lessons that clearly and coherently stipulate and outline the learning objectives and key concepts of the teaching topic with consideration of the context and level at which the topic is taught.

Shows curiosity about the subject/s they teach and seeks to understand the key concepts and how they are interrelated and contribute to a topic or topics in a subject.

5

Professional
Standard

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



5.2

Competency

Teachers understand how learners process and present information in the subject/s they teach.

Domain



Levels

Flame



Know it



Demonstrates comprehensive knowledge of how learners process and present information, adjusting teaching methods to cater to diverse learning styles.

Do it



Tailors instructional strategies to match how individual learners process and present information, fostering deeper understanding and retention.

Live it



Leads discussions on improving teaching practices to better align with how learners process and present information, contributing to the overall quality of education.

Ignite

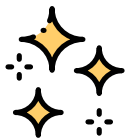


Understands different methods learners use to process and present information in the subject/s they teach.

Designs activities that engage learners in processing and presenting information in ways that indicate their understanding of the concepts in the subject matter.

Reflects on how learners' learning styles impact their learning outcomes and adjusts teaching accordingly.

Spark



Is aware of different and possible learning strategies/styles for specific topics in the subject matter.

Adapts teaching and instructional techniques to help learners process basic information.

Shows awareness of the different ways learners approach information in the different learning contexts.

5

Professional
StandardTeaching is fundamentally connected to teachers'
understanding of the subject/s they teach

5.3

Competency

Teachers understand how subject knowledge can be applied to
interpret and address real-world issues.

Domain



Levels

Flame



Know it



Demonstrates an in-depth understanding of how subject knowledge can be applied to a wide range of real-world issues, making learning more relevant to learners.

Do it



Designs lessons with activities that challenge learners to use subject knowledge creatively to solve real-world issues.

Live it



Advocates for integrating real-world issues into the curriculum and supports colleagues in making learning more practical and impactful.

Ignite



Understands the relevance of subject knowledge in addressing more complex real-world issues.

Incorporates activities that require learners to apply subject knowledge to real-world problems.

Reflects on how to make subject knowledge more applicable to learners' lives.

Spark



Identifies simple real-world issues where subject knowledge can be applied.

Introduces learners to basic applications of subject knowledge in real-world contexts.

Expresses interest in how subject knowledge relates to everyday life.

5

Professional
Standard

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



5.4

Competency

Teachers keep themselves informed of new developments and research in their subject/s.

Domain



Levels

Flame



Know it



Demonstrates a thorough knowledge of the latest research and developments in the subject/s taught, integrating them into teaching practices.

Do it



Actively engages with the latest research, applying it to enhance teaching practices and share insights with colleagues.

Live it



Leads initiatives to keep the teaching community informed about the latest research and best practices, promoting a culture of continuous learning.

Ignite



Understands how new research and developments can impact teaching and learning in subject/s taught.

Regularly seeks out and incorporates new developments into lesson plans and teaching strategies.

Reflects on how new developments can improve teaching and contribute to learner success.

Spark



Is aware of the importance of staying updated on new developments in subject/s taught.

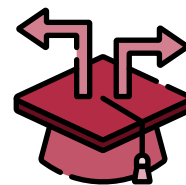
Occasionally engages with new research and updates in their subject/s.

Shows interest in ongoing subject specific professional development.

6

Professional
Standard

Teachers make thoughtful choices about their teaching that lead to learning goals for all learners



6.1

Competency

Teachers consider how learners develop and learn when choosing teaching and learning strategies.

Domain



Levels

Flame



Know it



Deeply understands learner development and applies this knowledge intuitively when selecting and adapting teaching strategies for specific subject content and learning contexts.

Do it



Designs and implements innovative teaching strategies that cater to the developmental needs of all learners, fostering inclusive learning environments.

Live it



Leads discussions and initiatives on how best to align teaching strategies with learner development, influencing peers and the broader educational community.

Ignite



Demonstrates knowledge of how different learners develop and learn and how this affects the approach to teaching.

Adjusts teaching strategies to meet the diverse developmental needs of learners.

Regularly reflects on the effectiveness of teaching strategies in supporting learner development.

Spark



Is aware of basic principles and theories of learner development.

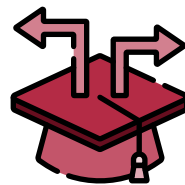
Chooses teaching strategies that align with learners' developmental stages.

Shows a commitment to meeting learners where they are in their development.

6

Professional
Standard

Teachers make thoughtful choices about their teaching that lead to learning goals for all learners



6.2

Competency

Teachers seek to understand how theoretical concepts and evidence-based research can inform the choices they make in their classroom practices.

Domain



Levels

Flame



Know it



Demonstrates a thorough understanding of how theoretical concepts and evidence-based research can be applied to optimise classroom practices.

Do it



Integrates complex theoretical concepts and the latest research into classroom practices seamlessly, driving innovation in teaching.

Live it



Champions the use of scholarly research and theory in teaching, supporting others in how to apply these insights to improve education.

Ignite



Understands key theories and research findings that can inform classroom practices.

Regularly applies evidence-based research and theoretical concepts to enhance classroom practices.

Reflects on how research and theory can enhance classroom practices towards improved learning and learner outcomes.

Spark



Is aware of some theoretical concepts related to teaching and learning.

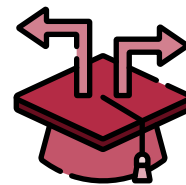
Occasionally uses theoretical concepts and evidence-based research to inform reasoning and choices in their classroom practices.

Is open to learning about and applying research to improve teaching.

6

Professional
Standard

Teachers make thoughtful choices about their teaching that lead to learning goals for all learners



6.3

Competency

Teachers can account for the design, delivery and assessment of lessons to themselves, their colleagues and to other stakeholders.

Domain



Levels

Flame



Know it



Demonstrates comprehensive knowledge of lesson design, delivery and assessment principles and is able to communicate and justify decisions effectively to any audience.

Do it



Leads by example in designing, delivering and assessing lessons, setting a standard for transparency and accountability.

Live it



Promotes best practices in lesson design, delivery and assessment, inspiring colleagues and contributing to a culture of accountability in education.

Ignite



Knows how to articulate the rationale behind lesson design, delivery and assessment to colleagues and stakeholders.

Provides coherent explanations for lesson design, delivery and assessment decisions to colleagues and stakeholders.

Continuously improves lesson design, delivery and assessment practices based on feedback and reflection.

Spark



Understands basic principles of lesson design, delivery and assessment.

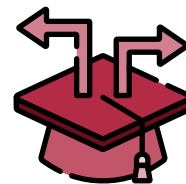
Designs and delivers lessons with clear objectives and appropriate assessments.

Reflects on the effectiveness of lesson design, delivery and assessment.

6

Professional
Standard

Teachers make thoughtful choices about their teaching that lead to learning goals for all learners



6.4

Competency

Teachers improve their teaching by reflecting on what has worked and what has not worked in the learning experiences they have created.

Domain



Levels

Flame



Know it



Recognises the importance of reflecting on teaching practices and learners' learning experiences.

Do it



Integrates reflection into daily practice, using insights to make continuous improvements in teaching and learning.

Live it



Embodies a reflective teaching and learning approach, supporting others in the process and fostering a culture of continuous improvement in education.

Ignite



Understands how reflection can lead to improved teaching outcomes.

Regularly engages in reflective practices to identify areas for improvement and enhance teaching effectiveness.

Reflects deeply on teaching and learning experiences, making informed changes to enhance learning outcomes.

Spark

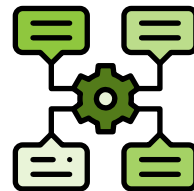


Demonstrates a deep understanding of reflective practices and how they contribute to ongoing professional growth.

Occasionally reflects on teaching practices and seeks feedback from both learners and colleagues.

Is open to feedback and committed to improving teaching practices.

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



7.1

Competency

Teachers create opportunities for learners to develop their vocabulary, their command of the Language of Learning and Teaching (LoLT) and their reading and writing skills in the lessons they teach.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of how to integrate language development into all aspects of teaching and learning to enhance learners' overall academic success.

Do it



Integrates language development seamlessly into teaching and learning, creating rich opportunities for learners to improve their vocabulary and language skills needed for each subject.

Live it



Advocates for language-rich learning environments, inspiring colleagues to prioritise language development in each subject they teach.

Ignite



Knows how to support learners in developing subject vocabulary, LoLT proficiency and reading and writing skills.

Designs lessons that explicitly focus on building subject vocabulary, LoLT proficiency and reading and writing skills.

Reflects on the effectiveness of language development strategies and adjusts teaching and learning accordingly.

Spark

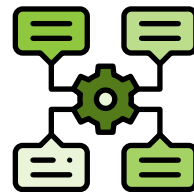


Understands the importance of vocabulary and language skills in learning the subject they teach.

Introduces subject vocabulary and basic language skills in lessons.

Shows a commitment to helping learners develop strong language skills for each lesson and subject they teach, under supervision.

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



7.2

Competency

Teachers draw on other languages, when necessary, to enhance learners' understanding of the important concepts in their lessons.

Domain



Levels

Flame



Know it



Demonstrates an ability to effectively use one or more additional languages to reinforce understanding of concepts, or, when multilingual ability is limited, knows how to collaborate with colleagues, use translation tools or leverage other resources to achieve similar outcomes.

Do it



Seamlessly code switches between languages when teaching, where necessary, either through personal multilingual skills or by facilitating access to relevant resources, ensuring all learners have the opportunity to grasp important concepts.

Live it



Consistently fosters a linguistically inclusive environment, utilising personal language skills or external resources to support all learners' understanding and engagement with the content.

Ignite



Understands basic phrases and terminology in alternative languages that can aid in explaining key concepts, and is aware of when to introduce these to clarify understanding.

Regularly uses simple or alternative language for explanations of complex concepts, either directly or with the help of available resources, to bridge understanding.

Actively seeks opportunities to expand language use in the classroom, recognising and valuing linguistic diversity as a strength.

Spark



Recognises the importance of using learners' home languages or other familiar languages (code switching) to support learners' understanding of the subject matter, when appropriate.

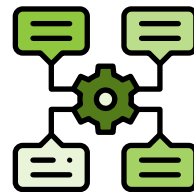
Attempts to incorporate key phrases from learners' home languages or an alternative language during instruction to support comprehension.

Shows an openness to learning and using basic expressions in learners' home languages or an alternative language to create a more inclusive learning environment.

7

Professional
Standard

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



7.3

Competency

Teachers enable learners to understand and use the specialist terminology and language of their subject/s.

Domain



Levels

Flame



Know it



Demonstrates an in-depth understanding of specialist terminology and how to embed it seamlessly into teaching, ensuring learners master its use.

Do it



Designs and implements lessons and activities that challenge learners to use specialist terminology accurately and confidently, enhancing learners' subject mastery.

Live it



Leads initiatives to integrate specialist language into the curriculum, supporting colleagues in enhancing learners' command of subject-specific terminology.

Ignite



Understands how to teach and reinforce the use of specialist terminology in a way that learners can understand and use effectively.

Regularly reinforces the use of specialist terminology, providing learners with opportunities to practise and apply these terms in context.

Reflects on the success of teaching specialist terminology and makes necessary adjustments to improve learners' understanding.

Spark

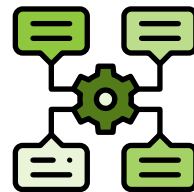


Recognises and is aware of the importance of teaching specialist terminology relevant to their subject/s.

Introduces and explains basic specialist terminology during lessons and assessment activities.

Shows a commitment to helping learners become comfortable with specialist terminology.

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



Teachers provide learners with ongoing opportunities to read, interpret, and respond to different kinds of written, graphical and visual texts.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive understanding of how to use diverse texts and visual and graphical representations to deepen learners' critical thinking and analytical skills in the subject matter.

Do it



Develops complex, integrated tasks that require learners to critically analyse and respond to diverse texts, visuals and graphs, fostering advanced comprehension and interpretation skills.

Live it



Advocates for the inclusion of diverse texts, visuals and graphs in the curriculum, promoting the development of critical reading and interpretation skills among learners.

Ignite



Understands how to select appropriate texts, visuals and graphic representations that align with learning objectives and learners' needs for the subject matter.

Designs activities that engage learners in reading, interpreting and responding to a range of texts, including written, visual and graphic.

Reflects on the effectiveness of using different texts, visuals and graphs and adjusts teaching methods accordingly.

Spark



Recognises the importance of exposing learners to a variety of texts, visuals and graphic representations in the various subjects.

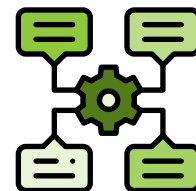
Provides learners with access to basic texts, visuals and graphs and guides them in interpreting simple information.

Shows enthusiasm for using various texts, visuals and graphs to enhance learning.

7

Professional
Standard

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



7.5

Competency

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.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of the interdependence between language and numeracy, using this knowledge to enhance overall learner development.

Do it



Creates complex tasks that challenge learners to apply both language and numeracy skills in solving real-world problems, reinforcing the interrelationship between these foundational skills.

Live it



Leads initiatives that emphasise the importance of language and numeracy integration, supporting colleagues in best practices for developing these foundational skills in learners.

Ignite



Demonstrates knowledge of how language skills support numeracy development and vice versa.

Designs lessons that integrate language and numeracy skills, ensuring learners understand the connections between the two.

Reflects on how integrating language and numeracy skills improves learning outcomes and adjusts teaching practices accordingly.

Spark



Understands the basic relationship between language and numeracy skills.

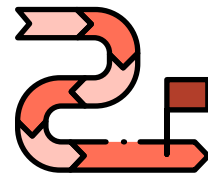
Supports learners in developing foundational language and numeracy skills through simple activities.

Shows a commitment to helping learners build strong language and numeracy foundations.

8

Professional
Standard

Teachers are able to plan coherent sequences of learning experiences



8.1

Competency

Teachers use the national curriculum to identify what learners are required to know and do.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of the national curriculum and how to effectively translate its requirements into coherently sequenced lesson plans.

Do it



Creates comprehensive learning sequences that not only align with the national curriculum but also challenge learners to exceed the expected outcomes.

Live it



Advocates for thoughtful curriculum implementation, mentoring peers in designing lessons that fulfil and enhance national curriculum objectives.

Ignite



Understands how to align lesson objectives with the national curriculum requirements.

Designs sequences of lessons that align with national curriculum goals and build progressively towards learning outcomes.

Reflects on the alignment of lessons with the national curriculum and makes adjustments to improve coherence and effectiveness.

Spark



Is familiar with the key learning outcomes outlined in the national curriculum.

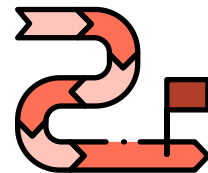
Plans lessons that meet the basic requirements of the national curriculum.

Committed to adhering to the national curriculum in lesson planning.

8

Professional
Standard

Teachers are able to plan coherent sequences of learning experiences



8.2

Competency

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.

Domain



Levels

Flame



Know it



Demonstrates an in-depth understanding of the developmental trajectory of key concepts and skills, ensuring a seamless progression in learners' knowledge.

Do it



Creates advanced learning sequences that connect past, present and future learning, facilitating deep, long-term understanding and skill development.

Live it



Leads efforts to ensure continuity and progression in curriculum planning across units and grades, supporting colleagues in creating coherent learning sequences.

Ignite



Understands how key concepts and skills develop across different units and grades according to the national curriculum.

Designs lesson sequences that intentionally build on key concepts and skills from earlier units and grades, ensuring a coherent learning progression.

Reflects on the effectiveness of lesson sequences in building on previous learning and adjusts strategies as needed.

Spark



Recognises that learning outcomes build progressively over time.

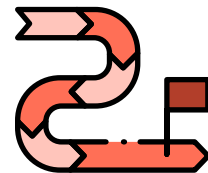
Plans lessons that build on learners' prior knowledge, including knowledge from previous units and grades.

Shows a commitment to building on learners' prior knowledge and addressing possible misconceptions in lesson planning.

8

Professional
Standard

Teachers are able to plan coherent sequences of learning experiences



8.3

Competency

Teachers base their planning on what learners know and understand in order to design coherent units of lessons with meaningful learning activities and assessments.

Domain



Levels

Flame



Know it



Demonstrates a comprehensive understanding of how to use assessment data to design coherent and meaningful learning units.

Do it



Creates integrated learning units that are deeply informed by learners' prior knowledge, ensuring that activities and assessments drive deep understanding and skill mastery.

Live it



Advocates for data-driven lesson planning, supporting colleagues in using assessments to create coherent and meaningful learning experiences.

Ignite



Knows how to gather and interpret information on learners' existing knowledge in relation to lessons to be taught to inform lesson planning.

Designs units of lessons that build on learners' existing knowledge, incorporating meaningful activities and assessments that align with learning goals.

Reflects on the effectiveness of lesson units in building on learners' prior knowledge and makes adjustments as needed.

Spark



Understands the importance of assessing learners' prior knowledge, preconceptions and alternative conceptions before planning lessons.

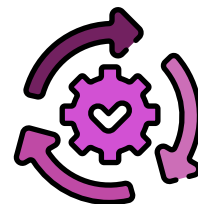
Uses basic assessments to gauge learners' prior knowledge and inform lesson planning.

Is committed to using learners' prior knowledge to inform lesson planning.

9

Professional
Standard

Teachers understand how their teaching methodologies are effectively applied



9.1

Competency

Teachers explain content knowledge to learners in ways that are understandable and accurate.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of content, explaining it in ways that are both accurate and easily understood by all learners.

Do it



Develops innovative ways to explain content that make even the most challenging concepts accessible and understandable for all learners

Live it



Leads initiatives to improve content delivery across the school, supporting peers in effective explanation techniques.

Ignite



Knows how to explain content in a clear, coherent and accurate manner.

Delivers clear, coherent, simple and accurate explanations that help learners understand complex ideas.

Reflects on the clarity of explanations and adjusts methods to improve learners' understanding.

Spark

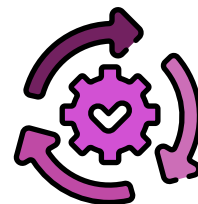


Understands the content they need to teach.

Provides simple explanations of content during lessons.

Shows a commitment to delivering content accurately.

9

Professional
StandardTeachers understand how their teaching methodologies are
effectively applied

9.2

Competency

Teachers devise tasks that give learners opportunities to consolidate
new knowledge learnt and to practise skills.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of how to create tasks that reinforce new knowledge and promote knowledge and skills mastery.

Do it



Creates complex tasks that challenge learners to apply new knowledge and skills in innovative ways, reinforcing their learning through practice.

Live it



Advocates for the use of well-designed practice tasks in lesson planning, supporting colleagues in creating opportunities for learners to consolidate new knowledge.

Ignite



Understands how to design tasks that consolidate new knowledge and allow learners to apply knowledge and practise skills.

Designs activities that effectively consolidate learning and give learners opportunities to practise and refine skills.

Reflects on the effectiveness of practice tasks and adjusts them to improve learner outcomes.

Spark



Recognises the importance of practice in learning.

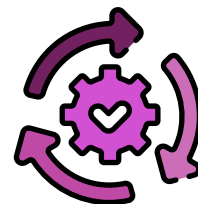
Provides learners with basic tasks to practise new knowledge and learn skills.

Committed to providing learners with opportunities to apply new knowledge and practise skills.

9

Professional
Standard

Teachers understand how their teaching methodologies are effectively applied



9.3

Competency

Teachers learn to anticipate what learners will find difficult to understand and develop effective ways to address common misunderstandings.

Domain



Levels

Flame



Know it



Demonstrates an in-depth understanding of potential learner difficulties, using this knowledge to proactively address and prevent misunderstandings.

Do it



Designs lessons and activities that preemptively tackle potential misunderstandings, ensuring that learners grasp even the most challenging content.

Live it



Leads initiatives to share best practices for addressing learner misunderstandings, supporting peers in anticipating and overcoming common learning challenges.

Ignite



Knows how to identify common areas of difficulty and misconceptions among learners.

Develops strategies to anticipate and address common misconceptions, ensuring that learners understand difficult concepts.

Reflects on common learner difficulties and adjusts teaching strategies to address them more effectively.

Spark



Understands that learners may struggle with certain concepts.

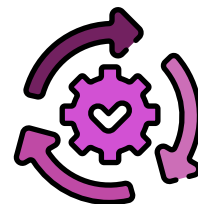
Identifies basic misunderstandings of difficult areas prior to and during lessons and provides clarifications.

Is committed to helping learners overcome misunderstandings in relation to the subject matter taught.

9

Professional
Standard

Teachers understand how their teaching methodologies are effectively applied



9.4

Competency

Teachers find, develop or modify carefully chosen physical, graphic, digital and text-based resources to enhance learning.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of how to integrate diverse resources into teaching, enhancing learner engagement and understanding.

Do it



Creates or curates a wide range of innovative resources that effectively support and extend learning, ensuring they are accessible and relevant to all learners.

Live it



Leads efforts to incorporate cutting-edge resources into teaching, supporting colleagues in finding and developing materials that enhance learning outcomes.

Ignite



Understands how to select or develop appropriate resources that align with learning objectives.

Develops or adapts a variety of resources, including digital tools and graphical materials, to enhance learning experiences.

Reflects on the effectiveness of the resources used and makes necessary adjustments to improve learner engagement.

Spark



Recognises the importance of using various resources to enhance learning.

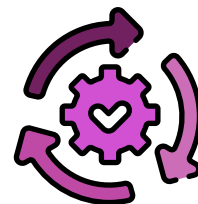
Uses basic resources such as textbooks and visual aids to support lesson delivery.

Shows enthusiasm for using different resources to support and enhance learning.

9

Professional
Standard

Teachers understand how their teaching methodologies are effectively applied



9.5

Competency

Teachers engage their learners to stimulate their curiosity about a subject and motivate them to learn more.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of how to inspire learners to explore subjects with enthusiasm and self-motivation.

Do it



Creates a dynamic learning environment where curiosity drives the learning process, motivating learners to pursue knowledge beyond the classroom.

Live it



Leads initiatives to promote a culture of curiosity and lifelong learning within the school, supporting peers in techniques to inspire and motivate learners.

Ignite



Understands how to create a classroom environment that encourages curiosity and a love of learning.

Designs activities and discussions that engage learners and encourage them to ask questions and seek further knowledge.

Reflects on the success of strategies used to stimulate curiosity and adjusts teaching methods to enhance motivation.

Spark



Recognises the importance of fostering curiosity and motivation in learners.

Provides learners with interesting facts and examples to spark curiosity.

Is committed to encouraging learners' curiosity and motivation.

Teaching involves monitoring and assessing learning



10.1

Competency

Teachers use assessment tasks that give learners opportunities to show what they have learnt and what they can do with that knowledge.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of content, explaining it in ways that are both accurate and easily understood by all learners.

Do it



Develops comprehensive assessments that challenge learners to apply their knowledge and skills in novel and complex situations, providing a true measure of their abilities.

Live it



Leads initiatives to improve assessment practices within the school, supporting colleagues in creating tasks that accurately assess and promote learner achievement.

Ignite



Knows how to explain content in a clear, coherent and accurate manner.

Designs varied assessment tasks that give learners multiple opportunities to demonstrate their understanding of what they have learned.

Reflects on the effectiveness of assessment tasks and makes necessary adjustments to better measure learning outcomes.

Spark



Understands the content they need to teach.

Creates simple assessment tasks to gauge learners' understanding.

Is committed to assessing learners' knowledge and skills accurately.

10

Professional
Standard

Teaching involves monitoring and assessing learning



10.2

Competency

Teachers provide learners with constructive feedback that helps them understand how they can improve their learning.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of the role of feedback in learning, using it to guide learners towards continuous improvement.

Do it



Provides comprehensive, insightful feedback that empowers learners to take ownership of their learning and make significant improvements.

Live it



Advocates for the importance of feedback in the learning process, mentoring peers in providing feedback that fosters growth and development in learners where relevant.

Ignite



Understands how to give feedback that is specific, constructive, and aimed at helping learners improve.

Delivers specific, actionable feedback that helps learners understand their strengths and areas for growth.

Reflects on the effectiveness of feedback provided and adjusts strategies to ensure it is constructive and motivating.

Spark



Recognises the importance of providing feedback to learners.

Provides basic feedback on learners' work, focusing on areas for improvement.

Is committed to giving learners feedback that supports and enhances their learning.

10

Professional
Standard

Teaching involves monitoring and assessing learning



10.3

Competency

Teachers analyse learner contributions, their questions and their errors as important data that shows what the learners do and do not yet understand to inform future planning.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of how to use learner contributions or lack thereof as data to inform and refine future lesson planning.

Do it



Uses insights gained from learner contributions or lack thereof to design targeted interventions that address gaps in understanding and enhance overall learning outcomes.

Live it



Leads initiatives to promote the use of learner data in planning, supporting peers in analysing and utilising learner contributions to drive teaching and learning improvements.

Ignite



Knows how to interpret learners' questions and errors or lack thereof to identify gaps in understanding.

Analyses learner contributions or lack thereof to identify common misunderstandings and inform future teaching strategies.

Reflects on the insights gained from analysing learner contributions and adjusts lesson plans accordingly.

Spark



Understands that learner contributions or lack thereof can provide insights into learners' understanding.

Takes note of learners' silence, questions and errors during lessons.

Is committed to using learner contributions to inform and improve teaching and learning.

10

Professional
Standard

Teaching involves monitoring and assessing learning



10.4

Competency

Teachers keep accurate records of assessments that track learner achievement and can report to stakeholders on the progress of learners.

Domain



Levels

Flame



Know it



Demonstrates a deep understanding of record-keeping, ensuring that assessment data is accurate, comprehensive and easily accessible for reporting purposes.

Do it



Develops and implements efficient systems for tracking and reporting learner progress, ensuring that assessment data is used effectively to inform teaching and communicate with stakeholders.

Live it



Leads efforts to enhance assessment record-keeping across the school, supporting colleagues in developing and enforcing best practices for tracking and reporting learner progress.

Ignite



Knows how to systematically record assessment data to track learner progress over time.

Organises and updates assessment records regularly, ensuring they reflect learners' progress and achievements.

Reflects on the effectiveness of record-keeping practices and makes adjustments to improve accuracy and accessibility.

Spark



Understands the importance of maintaining accurate records of learner assessments.

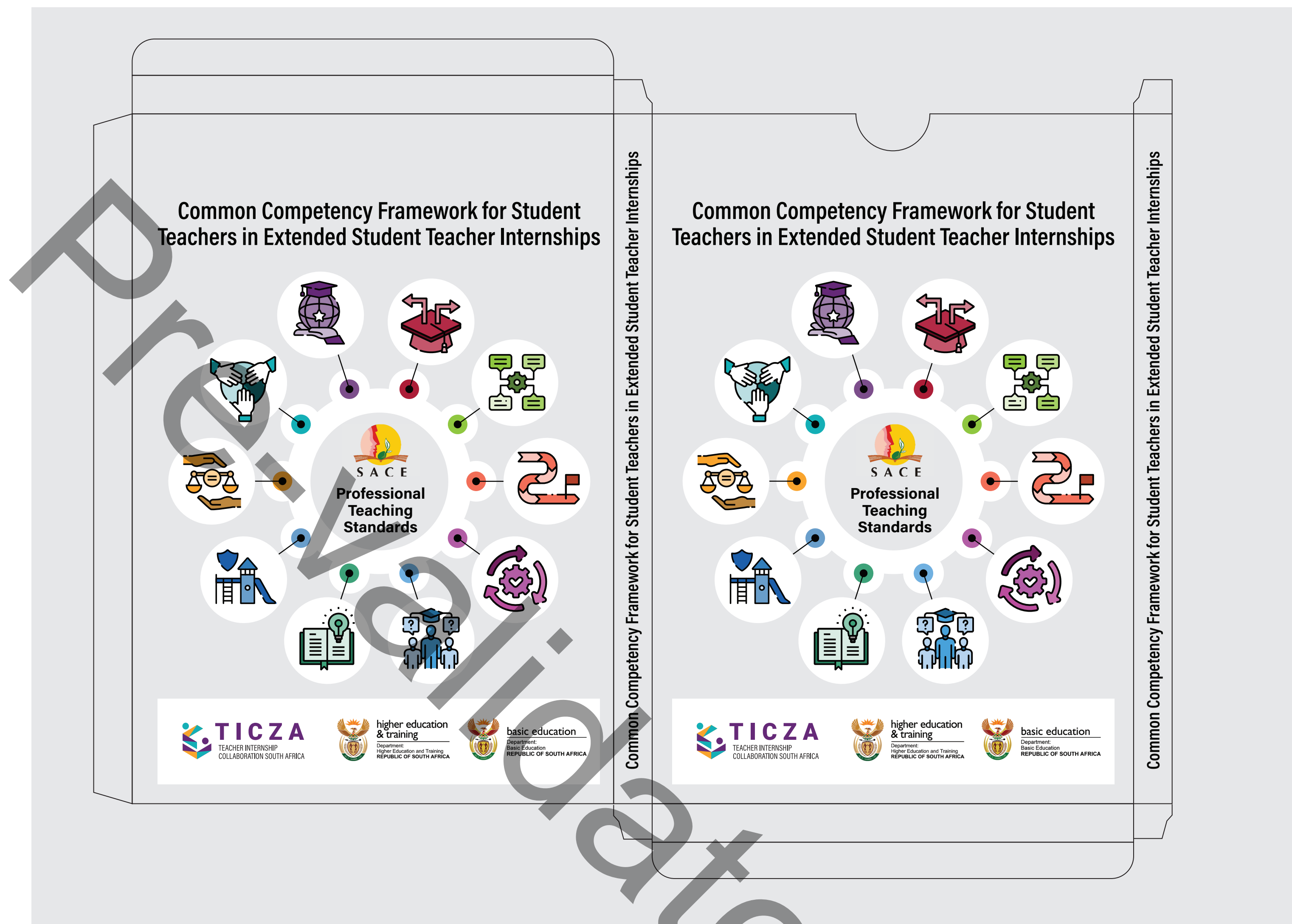
Maintains records of learner assessments.

Is committed to keeping accurate records of learner assessments.

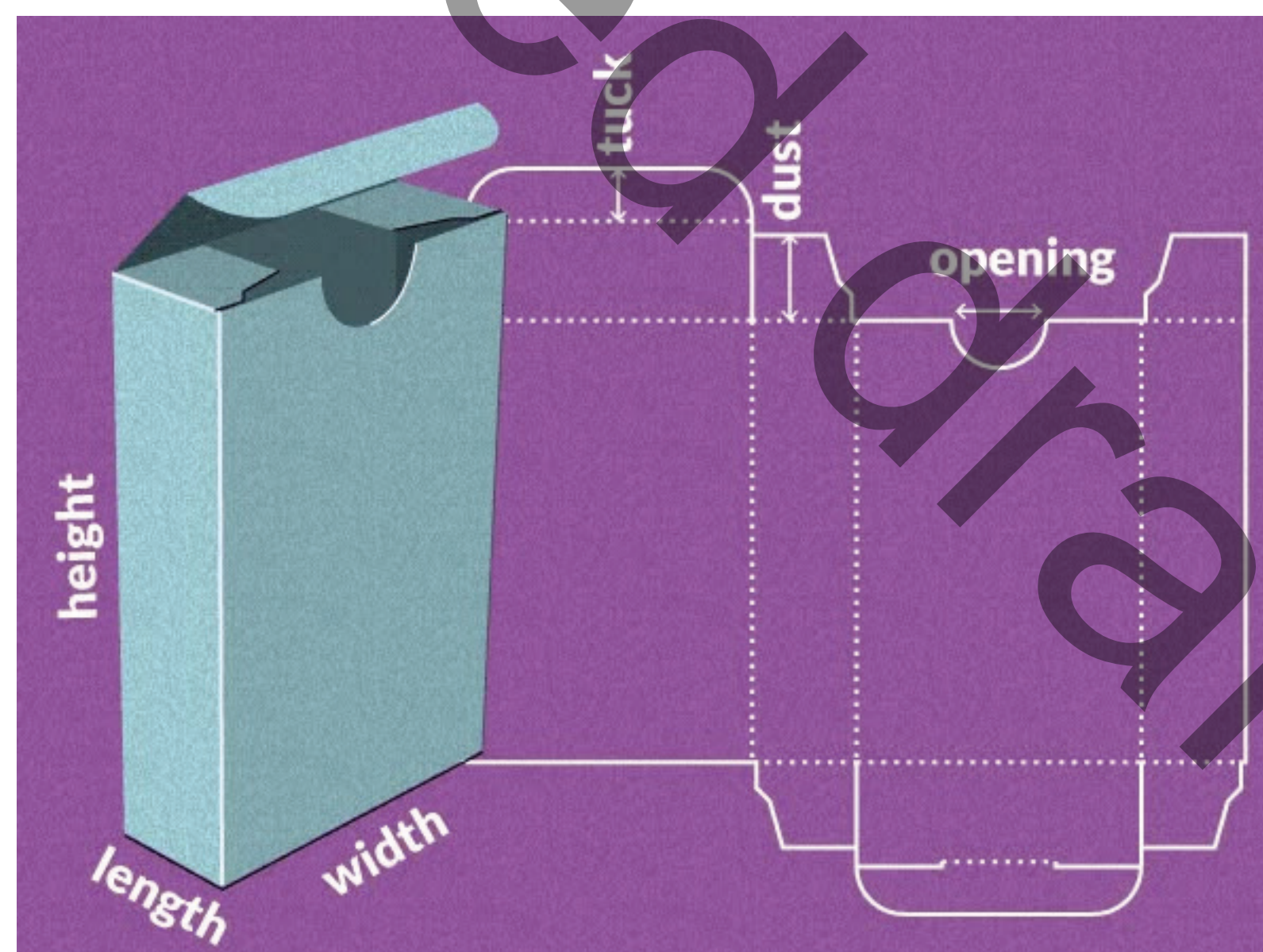
**Ethical
commitment
to learning
and learner
wellbeing**

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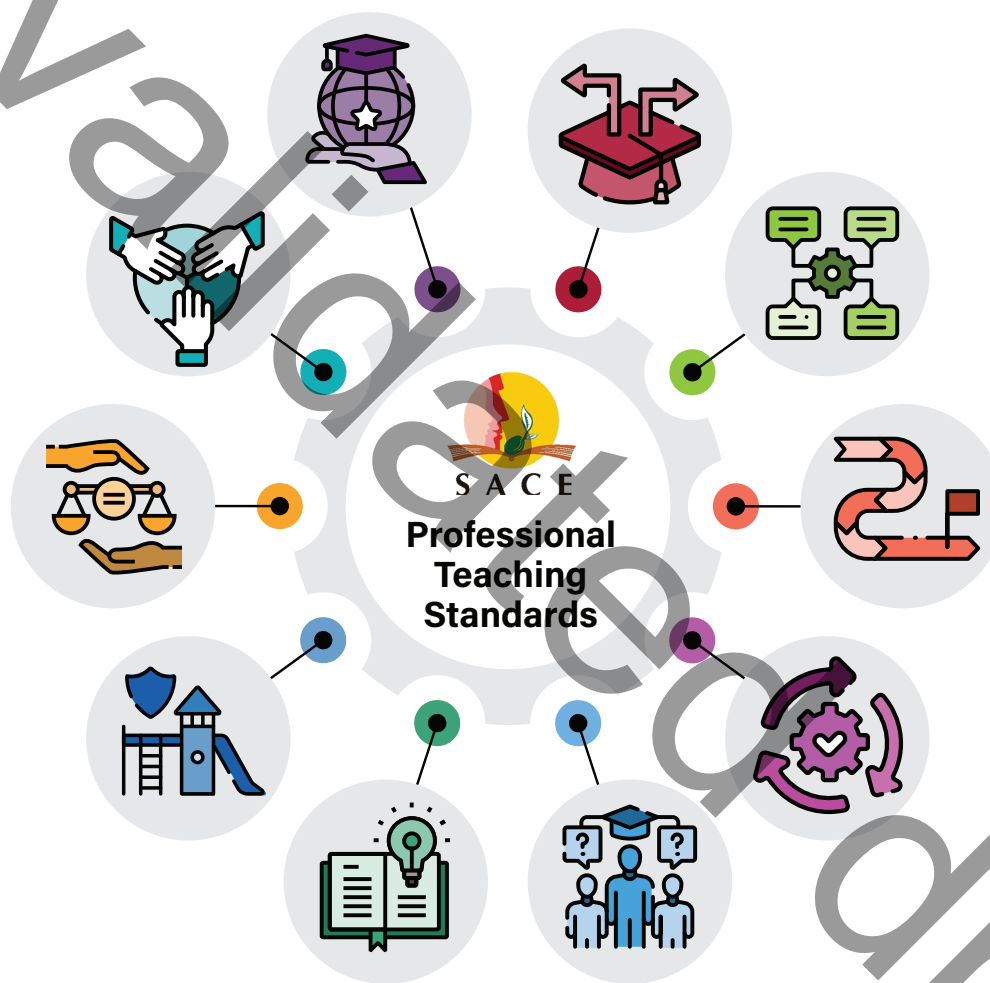
			Session 1			Session 2			Session 3			
PTS No	Descriptor	Competency	Know it	Do it	Live it	Know it	Do it	Live it	Know it	Do it	Live it	
9	Pedagogical knowledge	9.1 Teacher explains content knowledge to learners in ways that are understandable and accurate.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
		9.2 Teacher devises tasks that give learners opportunities to consolidate new knowledge learnt and to practise skills.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
		9.3 Teacher learns to anticipate what learners will find difficult to understand and develops effective ways to address common misunderstandings.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
		9.4 Teacher finds, develops or modifies carefully chosen physical, graphic, digital and text-based resources to enhance learning.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
		9.5 Teacher engages their learners to stimulate their curiosity about a subject and motivate them to learn more.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
10	Assessment, monitoring and evaluation knowledge	10.1 Teacher uses assessment tasks that give learners opportunities to show what they have learnt and what they can do with that knowledge.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	
		10.2 Teacher provides learners with constructive feedback that helps them understand how they can improve their learning.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
		10.3 Teacher analyses learner contributions, their questions and their errors as important data that shows what learners do and do not yet understand to inform future planning.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
		10.4 Teacher keeps accurate records of assessments that track learner achievement and can report to stakeholders on the progress of learners.	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame	Flame
			Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite	Ignite
			Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark	Spark
Signature mentor:												
Signature mentee:												



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WIDTH: 215 MM



Common Competency Framework for Student Teachers in Extended Student Teacher Internships



TICZA
TEACHER INTERNSHIP
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 **higher education
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 **basic education**
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA