Policy on the Minimum Requirements for Teacher Education Qualifications
Focus of policy

• MRTEQ policy is directed to the design and development of qualifications for teachers and other professionals working in a schooling environment (i.e. Basic Education – Grades R – 12)

• Other qualifications policies to be developed for other sectors (FET Colleges; AET centres; ECD (0–4))

• Articulation between these various qualifications will be important
Why a new teacher education policy?

• Align teacher education policy with the new 10-level National Qualifications Framework (SAQA) and the Higher Education Qualifications Framework (CHE/HEQC)

Previously, no national academic qualifications policy framework higher education. Now, teacher education no longer on its ‘own playing field’ – an integral part of a broader higher education system, has to align with this.

➢ N&S, 2000 did signal that this would need to be done.

• Respond to the challenges highlighted through the experience of implementing the NSE since 2000.
Teacher Knowledge

• Foregrounds knowledge:
  Teachers as knowledge professionals; active knowledge as compared to inert knowledge; Knowledge “what, how, why” ... in the moment of practice; teacher knowledge structures, knowledge underpinning practice.

• Minimum standards defined in terms of a specified knowledge mix, specifically related to the purpose of the qualification.
Teacher Knowledge ....

- Integrated and applied knowledge is the umbrella organising concept

- Knowledge positioned actively as learning

  - Disciplinary learning (academic disciplines, foundations of education)
  - Pedagogical learning (general and specific)
  - Practical learning (learning in–and–from practice)
  - Fundamental learning (language competence, ICTs, academic literacies)
  - Situational learning (self, situations, contexts and environments)
The notions of roles and competences are not discarded, rather this policy recognises that these are underpinned by knowledge, and so it foregrounds the knowledge mix that enable the roles and competences.

The notion of beginner teacher competences is introduced.
Practical Learning

- Not just School Experience or Teaching Practice
- Integrated through the learning programme

Involves

Learning “in” practice
- Teaching in authentic and simulated contexts

Learning “from” practice
- Lesson observation
- Analysis of video records, text case studies, lesson transcripts etc
- Research

Learning through service?
- Placement or volunteering in service organisations, community project involvement

Professional Practice Schools  Teaching Schools  Community

Sites to support effective Practical Learning
Qualifications and career pathways for teachers

At least 3 clear possibilities [with obvious overlaps]:
- Teaching and Learning pathway
- Management & leadership pathway
- Research and policy development pathway

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<tr>
<th>Career Focus</th>
<th>Qualification path</th>
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<tr>
<td></td>
<td><strong>Initial qual possibilities</strong></td>
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<tr>
<td>e.g. Teaching and learning</td>
<td>B.Ed</td>
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<td>Or Undergrad degree plus Adv Dip in Teaching</td>
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# Qualifications for ITE (red)
# And CPD or PG studies (black)

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<td>Other Bachelor Degrees</td>
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<td>Bachelor of Education Degree</td>
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<td>5</td>
<td>Grade R Diploma</td>
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