



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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)

Roles and Competence

- 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

Career Focus	Qualification path			
	Initial qual	2 nd qual possibilities	3 rd qual possibilities	4 th qual possibilities
<p>e.g.</p> <p>Teaching and learning</p>	<p>B.Ed</p> <p>Or</p> <p>Undergrad degree plus Adv Dip in Teaching</p>	<p><u>Further spec:</u> PG Dip (Ed)</p> <p><u>New role:</u> Adv Dip (Ed)</p> <p><u>New spec:</u> Adv Cert (Teach)</p>	<p>M.Ed</p> <p>PG Dip (Ed)</p>	<p>PhD</p> <p>M.Ed</p>

**Qualifications for ITE (red)
And CPD or PG studies (black)**

QUALIFICATION TYPES				
	DEGREES		DIPLOMAS	CERTIFICATES
10		Doctoral Degree		
9		Masters Degree		
8	Other Bachelor Degrees	Honours Degree	Post Grad Diploma	
7		Bachelor of Education Degree	Advanced Diploma in Teach. / in Edu.	
6			Gen Diploma	Advanced Certificate
5			Grade R Diploma	