GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 706   **11 June 2004**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Educators in Schooling

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 July 2004.* All correspondence should be marked **Standards Setting – SGB for Educators in Schooling** and addressed to

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> SAQA
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Professional Diploma: Education

SAQA QUAL ID	QUALIFICATION TITLE	
48877	National Professional Diploma: Education	
SGB NAME	SGB Educators Schooling	
ABET BAND	**PROVIDER NAME**	
Undefined		
QUALIFICATION CODE	**QUAL TYPE**	**SUBFIELD**
EDU-5-National Diploma	National Diploma	Schooling
MINIMUM CREDITS	**NQF LEVEL**	**QUALIFICATION CLASS**
360	Level 5	Regular-ELOAC
SAQA DECISION NUMBER	**REGISTRATION START DATE**	**REGISTRATION END DATE**

PURPOSE OF THE QUALIFICATION

The NPDE is a qualification that has as its purpose the upgrading of currently un- and under-qualified school and technical college educators, with a view to improving the quality of teaching and learning in schools and colleges. The NPDE will provide these educator-learners with the opportunity of becoming fully qualified professionals (REQV 13)   It does not have the purpose of providing an alternative access route to an initial educator qualification.

The NPDE will be practice-based, have a strong classroom focus and will equip educators with the foundational, practical and reflexive competences required for further study at NQF Level 6. It will be directed at Foundation, Intermediate and Senior Phase educators, as well as those who teach in the FET band.

Rationale for Qualification

The principal rationale for this qualification is to improve the quality of teaching and learning in General Education and Training (GET) Grades R-9 schools and Further Education and Training (FET) Grades 10-12 (General) and FET colleges. The award of the qualification must rest on the Accredited Provider's judgement that the candidate has indeed improved in respect to their competence and commitment as a professional educator.

According to the Norms and Standards for Educators, previous teacher education certificates, diplomas, higher diplomas and further diplomas will be phased out. There is, however, a large number of currently serving educators who are still in possession of such diplomas and certificates. Provision has been made for some of these educators to improve their existing qualifications via the new framework for professional qualifications for educators in schools (Refer Norms and Standards for Educators, page 26). However, currently serving educators with qualifications classified as REQV 12 or lower need an alternative access route into the new qualifications framework, and the main purpose of the NPDE is to provide such access. It is not available for the purposes of initial teacher education.

The original NPDE (registered by the SAQA Board in October 2000) provides access only for currently serving educators in schooling in the GET phase classified as at REQV 11 and 12. But there are additional currently serving educators who need to be provided with this access route. This revised NPDE replaces the original NPDE (as amended) and now provides access to the following categories of currently serving professionally un- or under-qualified educators:

> Professionally underqualified Grades R-12 educators classified as REQV 11 or 12;

> Some professionally unqualified Grades R-12 educators classified as at REQV 10;

> Professionally un- or under-qualified Grade R teachers or Grade R teachers with professional qualifications not recognized by the Department of Education. (Many of whom are currently being recruited from the informal sector);

> Professionally un- or under-qualified teachers of technical subjects in FET Grades 10-12 (General), and FET college educators. (Many of whom have qualifications and experience that are the equivalent of a year's post-school education, and, although they receive personal salaries that are equivalent to those for qualified educators with REQV 13, they are not eligible for promotion or for further access to post-professional study.)

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

It is assumed that educators will be able to read, write, speak and understand the language of instruction, and communicate confidently in one other South African language, have at least five years of teaching experience, and the competences developed by a NQF Level 4 qualification. Educators of technical subjects should also be in possession of practical work experience and a trade certificate in their particular field of specialization, eg engineering or business studies or utility services.

Recognition of prior learning and articulation possibilities

This qualification may be achieved in part through the recognition of prior learning and experience. Providers are required to develop structured means for the assessment of educator-learners against the exit level outcomes of the qualification. The following RPL requirements apply:

> In-service educators classified as REQV 10 may be credited with a maximum of 120 credit points through assessment for recognition of prior learning.
> In-service educators classified as REQV 11 or 12 will automatically be credited with 120 credit points on the basis of their previous professional qualification, and may be credited with a further 120 credit points through assessment for recognition of prior learning.
> Entrants from other sub-fields (for example, ABET, ECD) may be credited with a maximum of 120 credit points through assessment for recognition of prior learning.

Note:
> For educators who have level 4 or 5 qualifications from other subfields, a minimum of 240 new credit points of the NPDE must be earned.

QUALIFICATION RULES

The NPDE is a 360-credit NQF level 5 qualification.

The exit level outcomes for the NPDE describe the foundational, practical and reflexive competences that, together, constitute the applied competence required of educators at this level.

The Exit Level Outcomes have been grouped into fundamental, core and elective to allow for ease of articulation with qualifications in other sub-fields. The Table that follows indicates the Credit Points (at NQF Levels 4 and 5) allocated to each component of the qualification:

Components and Exit Level Outcomes:

Fundamental
> Literacy (Level 4: 24 Credit Point allocations, Level 5: 12 Credit Point allocations)
> Numeracy (Level 4: 24 Credit Point allocations)

Elective (Level 4: 60 Credit Point allocations, Level 5: 84 Credit Point allocations)
> Knowledge base
> Designing, implementing and evaluating learning programmes

Core (Level 4: 36 Credit Point allocations, Level 5: 60 Credit Point allocations)
> Teaching and learning strategies
> Classroom management
> Assessment

Core (Level 5: 36 Credit Point allocations)
> Commitment to the teaching profession
> Core values and HIV and AIDS
> Capacity to function responsibly

Provider discretion (Level 5: 24 Credit Point allocations)

TOTAL CREDIT POINTS
> Level 4: 144 credits
> Level 5: 216 credits

The Norms and Standards for Educators stipulates that professional teacher qualifications must comply with the requirements of the National Curriculum Statement for a particular phase(s) of schooling (teaching and learning) (as amended from time to time) The following are the current requirements in respect to the content of the elective component of the three phase specialisations within the GET band, and the two pathway specialisations within the FET band:

Foundation Phase (Grades R to 3)
> A study of the learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
> Expertise in the development of early literacy, particularly reading competence.
> Expertise in the development of early numeracy.
> Expertise in the development of life-skills.

Intermediate Phase (Grades 4 to 6)
> A study of the learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
> Expertise in the development of reading competence, particularly reading comprehension.
> Expertise in the development of numeracy.
> Expertise in the development of life-skills.

Senior Phase learning area specialist (Grades 7 to 9)
> A study of at least two subjects which meet the requirements of the learning area specializations as prescribed by the national curriculum.
> The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
In addition
> A study of one out of the learning areas of:
    - Mathematical Literacy, Mathematics and Mathematical Sciences
    - Natural Sciences
    - Technology
  This study must be in a learning area not taken elsewhere in the curriculum.

Further Education and Training

FET (Grades 10 to 12) (General)
> A study of one or more subjects which meet the requirements of the learning field specialisations as prescribed by the national curriculum and are suitable for this pathway.
> This study must include the disciplinary bases of content knowledge, skills, methodology and relevant pedagogic theory.

Further Education and Training: General Vocational and Trade Occupation specific: FET Colleges
> A study of one or more subjects/learning programmes which meet the requirements of the learning field specialisations as suitable for the spread of programmes across NQF Levels 1 to 5.

> This study must include the disciplinary bases of content knowledge, skills, methodology and relevant didactical knowledge for a mix of early post school youth, mature youth and adult learners.

EXIT LEVEL OUTCOMES

Exit level outcomes are grouped into four components that together reflect the work of a professional educator. The critical outcomes are integrated into the exit level outcomes. Under each component, two or more of the roles, as defined in the Norms and Standards for Educators have been integrated. Guidelines for assessing integrated and applied competence related to each exit level outcome are provided. See also the assessment criteria, which deals with integrated assessment. For a definition of the content requirements for particular specializations, please see the specialist requirements.

Component 1: Competences relating to fundamental learning

The focus in this component is on the role of Scholar, researcher and lifelong learner. However, there is some reference in the application of the literacy and numeracy competences to the roles of Learning mediator; Leader, administrator and manager; and Assessor.

Exit level outcome 1.1 (Literacy)
> Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and their ability to facilitate learning in their classrooms.

Exit level outcome 1.2 (Numeracy)
> Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate their own academic learning and their ability to administer teaching, learning and assessment.

Component 2: Competences relating to the subject and content of teaching

The focus in this component is on the roles of Learning mediator; Interpreter and designer of learning programmes and materials; and Learning area/subject/discipline/ phase specialist.

Exit level outcome 2.1
> Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.

Exit level outcome 2.2
> In their area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes as prescribed in current national policy, and appropriate for their learners and learning context.

Component 3: Competences relating to teaching and learning processes

The focus in this component is on the roles of Learning mediator; Interpreter and designer of learning programmes and materials; Leader administrator and manager; Assessor; as well as the Community, citizenship and pastoral role.

Exit level outcome 3.1
> In their area of specialization, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meet the needs of the learners and the context.

Exit level outcome 3.2
> Demonstrate competence in managing and administering their learning environments and learners in ways that are sensitive, stimulating, inclusive, democratic and well organized.

Exit level outcome 3.3
> Demonstrate competence in monitoring and assessing learner progress and achievement in their specialization.

Component 4: Competences relating to the profession, the school and the community

Exit level outcome 4.1
> Demonstrate a respect for and commitment to the educator profession.

Exit level outcome 4.2
> Demonstrate knowledge of the core values of South African education, and competence in, and commitment to, dealing with the effects of the HIV and AIDS pandemic on and in the education system.

Exit level outcome 4.3
> Demonstrate a capacity to function responsibly within the education system, a learning institution, and the community in which the institution is located.

ASSOCIATED ASSESSMENT CRITERIA

1.1
> Read and view with understanding a range of texts for both pleasure and information;
> Write coherent and logical factual and imaginative texts;
> Communicate confidently and appropriately;
> Read aloud and narrate stories appropriate to the level of their learners (applicable in the case of only Foundation and Intermediate Phase teachers);
> Use the main language of instruction to explain, describe and discuss key concepts in their area of specialization ;
> Use an additional language to explain, describe and discuss key concepts in a conversational style;
> Demonstrate a hands-on competence in the basic use of computers;
> Use basic information and communications technology to further their own learning and facilitate the learning of others;
> Read and interpret with understanding written and graphic materials relating to their area of specialization;
> Read academic and professional texts critically, in order to integrate and use the knowledge in their own studies and in their teaching;
> Select and use study methods appropriate to their own needs as well as the demands of the specialization.

1.2
> Apply their understanding of numeracy and elementary statistics to manage classroom resources and monitor learner attendance;
> Apply their understanding of numeracy and elementary statistics to record, interpret and report on the academic progress and achievement of their learners;
> Interpret and understand numerical data relating to psychological assessment of learners;
> Use elementary procedures for financial management, including budgeting;
> Interpret with understanding numerical information in their learning area, subject or discipline;
> Apply numerical and elementary statistical knowledge to educational issues, cross-curricular activities, and their own learning.

2.1
> Demonstrate a basic understanding of the fields of knowledge which underpin their subject/s or learning area/s of specialization;
> Know how to access sources of knowledge in the relevant fields of knowledge;
> Show some understanding of the kinds of evidence, modes of argument and/or criteria of adequacy appropriate to the fields of knowledge in their area/s of specialization;
> Use the characteristic language, terminology and concepts of their subject/s or learning area/s appropriately, and with confidence;
> Show an appreciation of the values and principles which characterize the relevant fields of knowledge;
> Be able to discuss the content of curricular knowledge in their area/s of specialization;
> Be able to interpret curricular knowledge in practice, in their area/s of specialization, in terms of a broader understanding of the relevant knowledge field;
> Be able to evaluate what learning material (including textbooks) should be selected, at what level, in what sequence, and how it should be assessed, in their area of specialization (phase and subjects/learning areas).

2.2
> Demonstrate a knowledge of the range of learning materials (including textbooks) available in their area/s of specialization, and an ability to select appropriate resources for learning;
> Select appropriate teaching and learning strategies in planning lessons and other learning experiences within teaching programmes;
> Apply knowledge and understanding of a range of theories about teaching, learning, personal development and curriculum to the selection and design of learning programmes;
> Design coherent learning programmes and lessons appropriate for the learners, context and specialization, taking into account national, regional and school curriculum policies, learner contexts, and learner differences;
> Evaluate learning programmes, lessons and materials in terms of the approaches to teaching and the knowledge base underpinning the relevant learning areas or subjects being taught.

3.1
> Convey the content of their area of specialization in written, graphic and other forms which are appropriate to the developmental level/s and language ability of the learners in their care;
> Foster interactive communication with learners through the use of non-judgmental language, supportive replies, constructive feedback, acknowledgment of feelings and demonstration of mediation skills;
> Embody theoretical knowledge and understanding in discussions and debates about teaching and learning strategies;
> Select and use teaching and learning strategies appropriate to the subject, phase and topic and on the basis of careful assessment, appropriate to their learners;
> Create expectations which make appropriate demands on the learners;
> Select and use teaching and learning strategies which motivate learners to meet those demands and to take initiative;
> Accommodate differences in learning style, pace and ability in the planning and use of teaching and learning strategies;
> Identify and assist learners with special needs and barriers to learning and development;
> Facilitate occasions where learners are taught in groups, pairs and as individuals;
> Make judgements on the effect that language has on learning and make the necessary adjustments to the teaching and learning strategies;
> Adjust teaching and learning strategies to cater for cultural, gender, ethnic, language and other differences among learners;
> Use teaching and learning support materials to facilitate learner progress and development;
> Assess the teaching and learning strategies used in a particular context in the light of the extent to which the outcomes of the learning experience have been achieved.

3.2
> Demonstrate knowledge of principles and procedures which underlie establishing and maintaining orderly and creative teaching and learning environments;
> Create and maintain learning environments which are safe as well as conducive to learning;
> Manage learning environments democratically and in ways that foster creative and critical thinking;
> Discipline learners in ways that are firm, growth-promoting but fair;
> Create a learning environment that is sensitive to cultural, linguistic and gender differences;
> Resolve conflict situations within classrooms in an ethical and sensitive way;
> Perform administrative duties required for the effective management of the learning environment;
> Assist learners to manage themselves, their time, physical space and resources;
> Take appropriate action to assist learners in the solution of personal or social problems;
> Monitor the effectiveness of classroom management strategies, and adjust them where necessary.

3.3
> Demonstrate understanding of the principles that underpin various assessment approaches and methods;
> Select, adapt and/or design assessment tasks and strategies appropriate to the specialization and learning context;
> Explain the link between the method of assessment, the overall assessment purpose and the outcomes being assessed;
> Design and administer assessment tasks using clear language and instructions;
> Collect, from a variety of sources, evidence of learner competence;
> Use a range of assessment strategies to accommodate differences in learning style, pace and context;
> Evaluate their own assessment strategies in terms of their validity, fairness, reliability and sensitivity to gender, culture, language and barriers to learning and development;

> Assess, and systematically record, the progress of individual learners;
> Use assessment results to provide feedback in educationally constructive ways on learner progress and achievement;
> Interpret and use assessment results to inform future teaching, learning and assessment strategies.

4.1
> Have a thorough understanding of the SACE Code of Professional Ethics;
> Demonstrate that they have made the Code part of their daily professional life;
> Show a capacity to reflect on their own professional learning by compiling a professional portfolio;
> Show a commitment to continuing professional development by constructing a realistic on-going professional growth plan;
> Act in ways that enhance the status of professional educators.

4.2
> Articulate a critical understanding of the values embodied in the Constitution;
> Demonstrate in their own professional activities that they understand the practical implications of the core values of South African education, especially in respect to human rights and the transformation of education;
> Demonstrate a basic knowledge of HIV and AIDS and how they impact on all aspects of our schooling and society;
> Demonstrate a competence in the teaching approaches and styles appropriate to teaching about HIV and AIDS to learners;
> Demonstrate that they have the personal capacities and confidence needed by professional educators in coping with HIV and AIDS in the daily life of educational institutions;
> Demonstrate that they exercise the appropriate collegial attitudes and values to contribute to the maintenance of a caring and compassionate climate in the school and other settings of their professional activities.

4.3
> Demonstrate knowledge of education policies, procedures and systems which impact on institutions and learning sites, as well as on the national education and training landscape;
> Maintain a sense of respect towards others in the learning environment;
> Co-operate professionally with colleagues in an institutional setting;
> Co-operate in maintaining orderly learning environments;
> Initiate and maintain effective, professional communication with parents, guardians and other members of the community and involve them in institutional affairs;
> Engage critically with policies, procedures and systems which impact on their institution and classrooms;
> Work with colleagues to organize curricular, cross curricular and extra curricular activities.

Integrated Assessment

In the assessment strategy as a whole, evidence must be demonstrated through a variety of options: case studies, problem-solving assignments, teaching practice in simulated and in situ contexts, portfolios of learning materials, projects, written and oral examinations. Some of these options are more suited to the assessment of foundational competence, rather than practical and reflexive competence.

However, the final integrated assessment needs to have the following characteristics:
> It should assess the extent to which learners can teach competently and effectively in South African schools or further education and training institutions.
> It should measure the extent to which learners have integrated the roles and the knowledge and skills delivered through the different courses/modules that make up the educator development programme.
> It should be designed in such a way that the seven roles are assessed through the specialism.
> It should measure applied competence. In other words, it should assess whether learners are able to integrate the ability to perform important teaching activities competently (a practical competence), understand the theoretical basis for these activities (foundational competence), and reflect on and make changes to teaching practices (reflexive competence)

The assessment criteria and evidence requirements are as follows:

In a practical teaching and learning situation, a simulated situation, or a situation that combines the practical, the simulated and the written, the learner will:

> Generate, explore and consider options for appropriate action;
> Identity the most appropriate course of action in relation to the particular context, topic, learner group, level of learning and resources available;
> Explain the reasons for that particular selection as well as what was taken into account in making the selection;
> Perform the identified action, while continuously monitoring and adapting performance as required;
> Explain the reasons for the performance;
> Evaluate his/her performance and identify areas for improvement;
> Reflect on the learning and performance;
> Develop a plan or strategy for future action that reflects an integration of what has been learnt through reflection.

INTERNATIONAL COMPARABILITY

Together with the Norms and Standards for Educators, as regulated by the Department of Education on 4 February 2000, the SGB has consulted Guidelines for Initial Teacher Education Courses in Scotland from the Scottish Office Education and Industry Department (October 1998).

ARTICULATION OPTIONS

See Learning assumed in place.

MODERATION OPTIONS

The accredited provider that awards the qualification carries the responsibility for quality-assuring the assessment processes and practices . The results of assessment (ie student achievement) must be monitored and moderated by one or more external moderators. External moderators should provide written reports on the fairness and consistency of assessment, and the validity of the assessment design in terms of the Exit Level outcomes.

Both the assessment procedures and the records of assessment are subject to monitoring and the approval of the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

See Moderation options.

NOTES

Notes on the procedures followed in developing this submission:

> Although this qualification is recommended as a replacement for the current NPDE, it incorporates all the key elements of the current NPDE, and no student who has competed, or is registered for, the current NPDE will be in any way disadvantaged.

> The Revised NPDE took the current NPDE (as registered, and amended) as the basis, and merely introduced additions to make it accessible to, and suitable for, three additional categories of currently serving teachers.

> Tessa Welch, Martiens Loots and Wally Morrow developed a first draft of the Revised NPDE.

> That draft was discussed at a formal meeting (2 December 2003) of the DoE Teacher Development Directorate, and amendments were made in the light of comments at this meeting.

> The Revised draft was discussed at a meeting (19 February 2004) of the (Education) Deans' Forum, and, again amendments were made in the light of comments.

> The re-revised draft was subsequently discussed at the workshop (24 March 2004) to consider the Evaluation Report on materials used in the current NPDE.

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)