

COMMISSION REPORT BACK

COMMISSION 2

Teacher development

QUESTION 1

ISSUE DISCUSSED	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
<p>The implementation of improved teaching, learning and assessment in the GET band, hinges on effective teacher development programmes.</p>			
<p>To what extent are the teacher development programmes that are currently initiated by the DBE and those implemented by the PEDs, effectively targeting:</p> <p>(a) Improved teaching, learning and assessment.</p> <p>(b) 21st Century skills infusion</p>	<ul style="list-style-type: none"> • TD programmes are generic in nature • Knowledge –based • Lack of funding • TD programmes driven by district and provincial office (type 3) • Lack of coordination of TD plans between PEDs and DBE • DBE-Ecubed cover 21 Skills- project based learning • Inadequate collaboration between TD and Curriculum at the level of districts • Limited number of teachers targeted by TD programmes. • Endorsement of training materials and reporting of CPTD activities 	<ul style="list-style-type: none"> • TD programmes must be specific taking into consideration for geographic and socio-economic context • TD must be differentiated to suit the context • PLCs must be encouraged as they are teacher driven • DBE must share the TD plan to avoid duplication • All content-based training must be project-based • Must be improved collaboration between TD and curriculum up to district level- there must be a policy with clear roles and responsibilities • TD must target all teachers- use subject advisors to target appropriate teachers for TD programmes which will include recruitment to courses. • TD platform must include subject specific courses • Use the DTDCs to train in 21st century skills and ICT integration • TD must support Subject Advisors to provide curriculum differentiation 	<p>DBE/PEDs TD</p>

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ISSUE DISCUSSED	KEY DISCUSSION POINTS	RECOMMENDATION	RESPONSIBILITY/ TIME FRAMES
<p>The implementation of improved teaching, learning and assessment in the GET band, hinges on effective teacher development programmes.</p>			
<p>What needs to be done to improve our teacher development programmes so that they support effective teaching, learning and assessment in the classroom.</p>	<ul style="list-style-type: none"> Inability to analyse assessment results TD programmes must focus on problematic content topics Shortage of the supply of teachers in certain subjects Increase a pool of trainers 	<ul style="list-style-type: none"> Teachers must be trained on item analyses and feedback Schools must categorise their identified training needs Appoint service providers to deal with subject content knowledge and pedagogic content knowledge Material must be SACE endorsed. The need structured programmes- rethink teacher training programme Train subject advisors and lead teachers for just in time Establish partnerships with HEIs and other training providers Subject Advisors must be capacitated to support Special Schools 	<p>DBE/PEDs TD</p>
<p>With regard to the three components to the GEC Assessment Model, viz, the Curriculum Test, SBA (including the integrated project) and the Inclinations Assessment, what are the special teacher interventions that need to be included in the Teacher Development Programme</p>	<ul style="list-style-type: none"> No adequate of quality assurance and support in developing quality assessment tasks 	<ul style="list-style-type: none"> TD structured programmes for assessment- development of quality SBAs in GET Consider centralised moderation. Focus on different assessment strategies (AfL, that encourages the use of formative assessment which include performance task that can measure learner progress) Teachers must be trained on How assessment data is utilised Technology could be used for inclination assessments Need skills transfer to increase the pool of skilled assessment developer in various levels TD programme that will focus on specific skills as well as teaching strategies like analysis of multiple choice answers 	<p>DBE/PEDs TD- working with DBE Assessment</p>