


# **GENERAL EDUCATION CERTIFICATE WORKSHOP**

## **TEACHER DEVELOPMENT IMPACT ON GEC**





**THE ROLE THAT  
INITIAL AND  
INSERVICE TEACHER  
DEVELOPMENT  
SHOULD PLAY WITH  
REGARDS TO THE  
GEC**

# ALBERT EINSTEIN

Education is Not The  
Learning of Facts

It's Rather The Training  
of The Mind To Think

#mk\_official

**META  
COGNITION**



**CREATIVITY**



**COLLABORATION**

**COMMUNICATION**



**CRITICAL/  
ANALYTICAL  
THINKING**





# QUESTIONS

1. How can initial and professional development prepare teachers to effectively implement the Senior Phase CAPS and prepare learners for the GEC?
2. What plans will provinces need develop to train district subject advisors and teachers to implement the GEC in 2023 and for scaling in 2024?
3. Going forward should an integrated training course be developed to train teachers on the GEC, The Three Stream and Entrepreneurship Education?
4. What will be required for the teacher to readily implement the assessment model for GEC?

# CONTEXTUAL FACTORS IN THE SYSTEM – SENIOR PHASE

**The grey area, of the schooling system –Most policies not clarified- SBA/Teaching framework not adhered to/ Monitoring and support not well structured**

**Purpose and value Senior Phase is critical in ensuring that our learners will be better prepared as they articulated through the GEC to the Three Stream Model with an entrepreneurial mindset is not advocated enough**

**Phased by high failure and drop out rates**

**Senior Phase mostly in different School setup- impact on the progression**

**The Promotion requirement that has proved to be challenging**



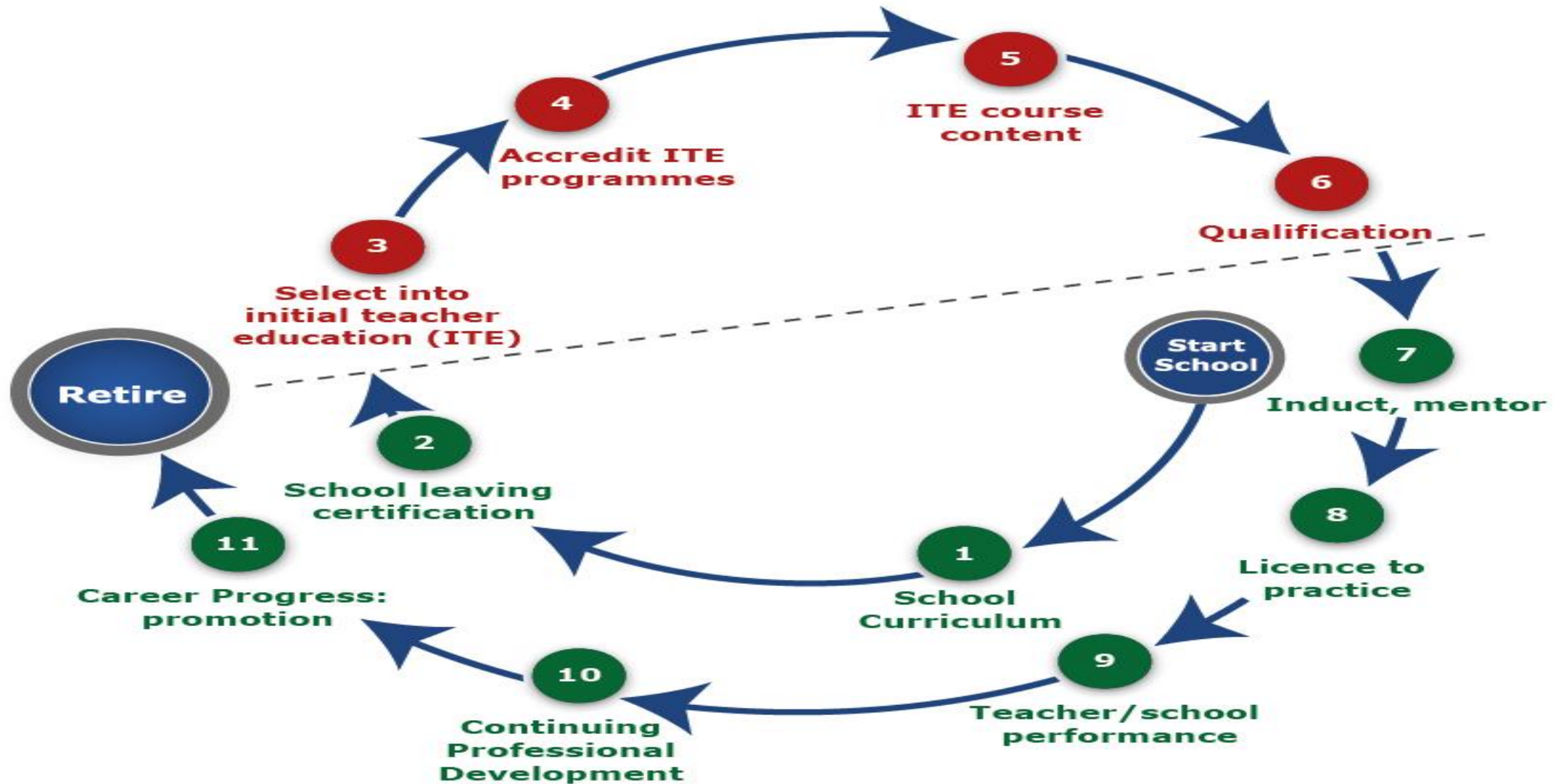
# CHALLENGES.....

- Senior Phase mostly in different (primary/combined) School setup- impact on the progression
- The Promotion requirement that has proved to be challenging
- Phased by high failure and drop out rates
- The grey area, of the schooling system –Most policies not clarified- SBA/Teaching framework not adhered to/ Monitoring and support not well structured
- Purpose and value Senior Phase is critical in ensuring that our learners will be better prepared as they articulated through the GEC to the Three Stream Model with an entrepreneurial mindset is not advocated enough

# **THE OVERARCHING GOAL OF THE SENIOR PHASE IS TO:**

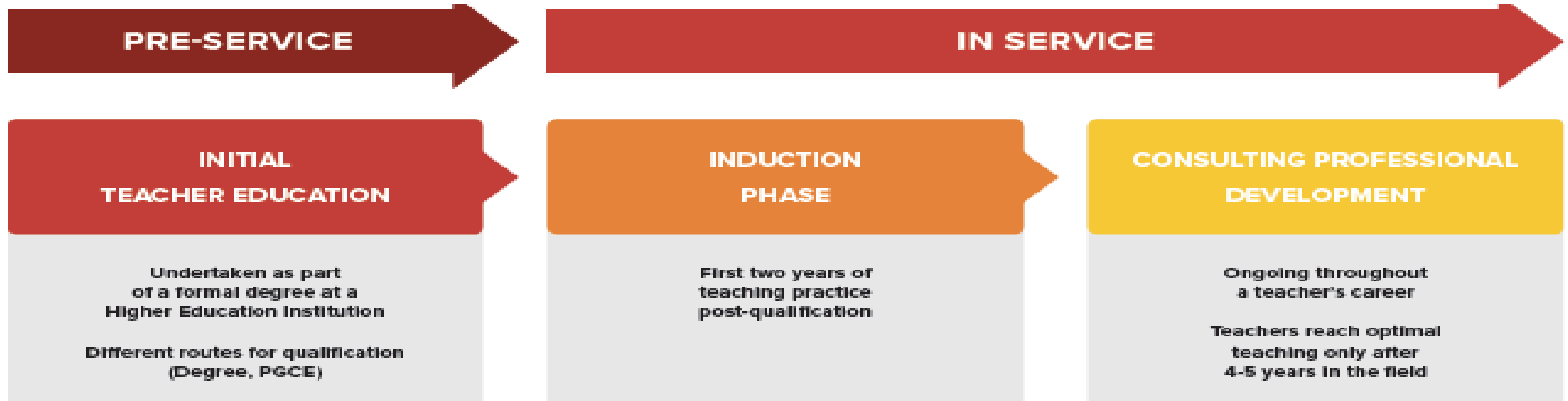
- Link Primary and Secondary School teaching determinations of which specialization to follow/ Access to NQFL1 that can open a lot of opportunities
- Through the Inclination Assessment help learner's self-knowledge, attributes, career pathways, skills, talents and competencies that will be inclusive to all learners and assist them in transition from school to entrepreneurship, employability and further education
- Provide the opportunity to address the needs of young learners who leave the education system each year without a national qualification thus making them unemployable and not being able to start up their own small businesses
- Assure quality of teaching, learning and assessment

# TEACHER EDUCATION AND TEACHING





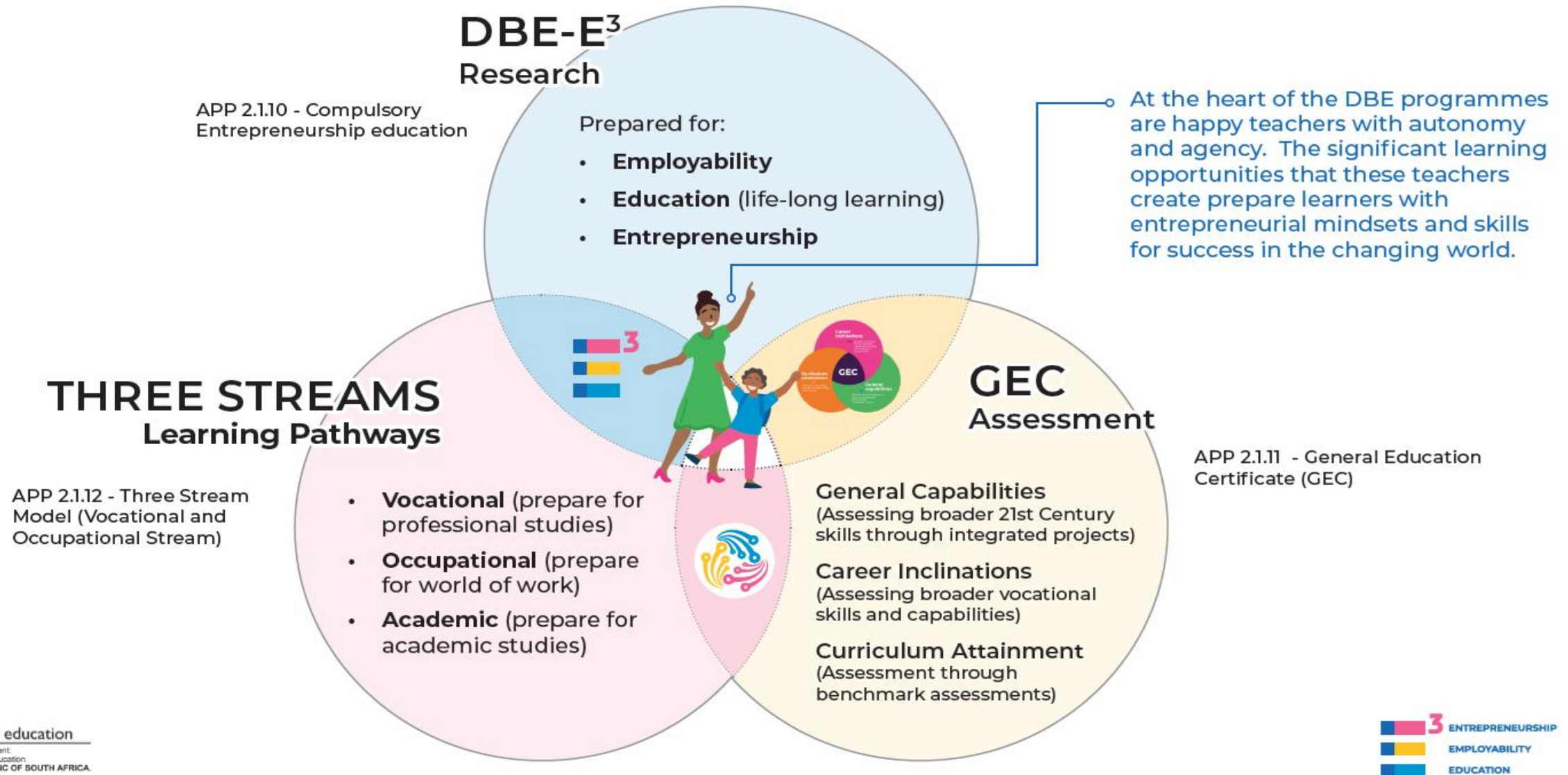
# STAGES OF TEACHER DEVELOPMENT



Source: Towards a South African Teacher Induction Framework



# STRATEGIC INTEGRATION OF THREE OF THE



# **REASONS AND EFFECTS OF CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT**

Sayed and De Kock (2019) note several reasons for undertaking CPTD, including:

- The need to keep abreast of changes in areas of specialization
- The need to keep abreast of new teaching, learning, and assessment approaches
- The need to keep up to date with crucial policy changes in education
- Teacher motivation: CPTD motivates, encourages, and revitalizes teachers. This makes staff feel more valued; and
- The enhancement of knowledge and skills, including the improvement of teachers' content and skills knowledge, individually or as a group.

# POLICY IMPLICATIONS-ITE

- MRTEQ's key priorities include:
  - ✓ The development of student teachers' academic skills and knowledge, both integrated and applied
  - ✓ Ensuring that student teachers have sufficient disciplinary knowledge (specialised subject knowledge)
  - ✓ Ensuring that student teachers are equipped with the necessary ***pedagogic skills to teach in varied contexts***
  - ✓ Developing student teachers' teaching skills and ensuring ***sufficient time on practical learning (Work Integrated Learning)***
  - ✓ Training that provides student teachers with the necessary professional dispositions and ethical requirements to successfully navigate the professional demands of teaching



# POLICY IMPLICATION IN-SERVICE

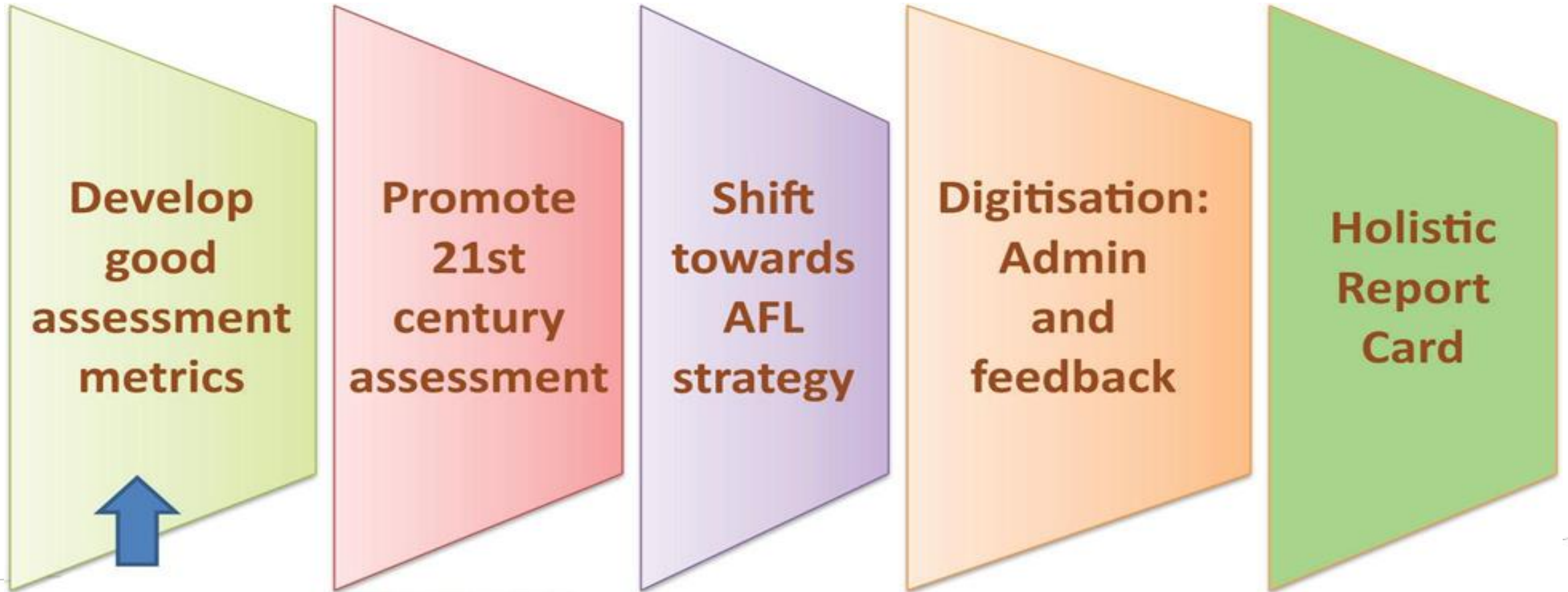
ISPFTED's (DHET, 2011b) key priorities:

- ✓ Professional Knowledge Professional Skills & Practice Professional Dispositions & Ethics Professional Leadership Continuous Professional Learning
- ✓ Sufficient time needs to be set aside for rigorous CPTD programmes
- ✓ CPTD content needs to be relevant and sensitive to the legacies of apartheid
- ✓ CPTD supporting structures need to be developed
- ✓ Improved allocation of resources (financial and otherwise)
- ✓ Teachers need to be developed to teach using ICTs
- ✓ Professional Learning Communities (PLCs) should become instrumental in developing teacher knowledge and skills

# POLICY IMPLICATION-IN-SERVICE

- ✓ Mentorship needs to form part of the CPTD process and mentors need to be trained accordingly
- ✓ The link between teachers and providers of CPTD should be strengthened
- ✓ The issue of supply and demand needs to be dealt with
- ✓ CPTD needs to occur within a framework of equity and equality in order to address current systemic challenges.

# IMPLICATION FOR BOTH ITE & IN-SERVICE



# **IMPLICATIONS FOR BOTH INITIAL TEACHER EDUCATION & IN-SERVICE**

- **Content knowledge/Curriculum attainment;**
- **Pedagogical Content Knowledge;**
- **Career Inclinations and learner talents assessment;**
- **General capabilities;**
- **Psychosocial matters;**
- **Broader learners skills and capabilities**
- **Assessment models:**



# TEACHER DEVELOPMENT

## YEARS 2021-2022:

- Senior Phase:  
Grade 8 & 9  
Maths and NS
- Groundwork  
covered

## 2023 up to now

1 st Quarter Calendar  
year  
11 districts – EMS  
Expansion – August and  
September

# DEFINE ... DESIGN...DEVELOP...DETERMINE

**WHAT TYPE OF TRAINING /SUPPORT IS NEEDED FOR TD**  
**DURATION OF TRAINING/SUPPORT**  
**FORM AND SHAPE OF SUPPORT /INTERVENTION**

**DESIGN BASED ON AREAS IDENTIFY**  
**TEACHER AGENCY AND EXPERIENCE**  
**SBA/EXAM ASSESSMENT**  
**ITEM ANALYSIS AT SCHOOLS**

**FIT FOR PURPOSE AND NOT THEORETICAL**  
**DEVELOPMENT OF TOOLS/INSTRUMENT**  
**ENDORSED PROGRAMS**

**WHO WILL BE THE FOCUS GROUP / AND FOCI**

**HOW TEACHERS CAN SUPPORT EACH OTHER THROUGH PLC1s**

**HOW IMPACT WILL BE MEASURED**

**NICPD /STAKEHOLDER INVOLVEMENT**

**TUC**

**SETA`s**

## **LEARNERS COMPLETING THE GEC MUST BE ABLE TO .....**

1. identify and solve problems-
2. Critical and creative thinking
- 3 Demonstrate entrepreneurial capabilities
4. Collaboration skills and
5. Communicate effectively
6. Use Science and Technology effectively and
- 7.critically showing responsibility towards the environment and health of others
8. Collect, analyze, organize and critically evaluate information.

## Learning Environment



Student  
Centered



Small - Group  
Instruction



Student's on  
Task



Collaboration



Project Based



Technology  
Implemented

# WAYFORWARD

- Engagements with the Deans Forum on assessment matters;
- Preparation of educators on assessment regimes;
- Exemplar papers on the 3 models of assessment;
- Emphasis on inclinations and talent





**Thank You**

*Every child is a National Asset*

*Thank you!*

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