



Republic of Namibia

## **MINISTRY OF EDUCATION**



# National Professional Standards for Teachers in Namibia



**Namibia  
Qualifications  
Authority**



## Table of Contents

No.	Content	Page
<b>1.</b>	<b>Chapter 1: Why standards?</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• ETSIP</li> <li>• A Rationale for ETSIP</li> <li>• ETSIP: Programme Overview</li> <li>• A Model for Teacher Training and Development in Namibia</li> </ul>	<b>3</b> <b>3</b> <b>4</b> <b>4</b> <b>5</b> <b>7</b>
<b>2.</b>	<b>Chapter 2: What is a standard?</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• What is the NQF (National Qualifications Framework)?</li> <li>• What are standards?</li> <li>• Information Presented in the Professional Standards for Teachers</li> </ul>	<b>8</b> <b>8</b> <b>9</b> <b>9</b> <b>11</b>
<b>3.</b>	<b>Chapter 3: What do the standards mean for me?</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Standards</li> <li>• Intern and Professional Teachers</li> <li>• Licensed Teachers</li> <li>• Who will measure me against the National Standards...?</li> <li>• What is the role of School Managers...?</li> <li>• Standards for School Managers...?</li> <li>• Opportunities for professional growth...?</li> <li>• Exciting times...</li> </ul>	<b>14</b> <b>14</b> <b>15</b> <b>15</b> <b>16</b> <b>16</b> <b>17</b> <b>17</b> <b>18</b> <b>19</b>
<b>4.</b>	<b>Chapter 4: Meeting the challenge</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Will standards help to retain good quality teachers?</li> <li>• What if I was never trained in these competences?</li> <li>• What can I do right now?</li> <li>• How could I lose my license, and what does that mean for me?</li> <li>• What will I do, as a school manager, if most of my teachers become unlicensed?</li> </ul>	<b>20</b> <b>20</b> <b>21</b> <b>21</b> <b>22</b> <b>22</b> <b>23</b>

## CHAPTER 1:

### Why standards?

#### In this chapter...

We look at:

- A model for teacher development
- The ETSIP document
- Education's contribution to Vision 2030
- Plans to develop teacher competence



#### Introduction

In order to answer the question, “Why standards” it is necessary to look at the development of Namibia at a more strategic level. In August of 2005 the Government of Namibia released an exciting and ambitious strategic plan for the delivery of Vision 2030. The passages below quote directly from that document, available on the NIED website.

Key to the strategy is the *Education and Training Sector Improvement Programme (ETSIP)*, focus of many of the quotations.

Please note:

Passages quoted from Vision 2030 and the ETSIP document in this chapter are *selected* passages, and as a result, the numbering may not be sequential. Perhaps points 1, 3 and 6 are quoted, and 2, 4 and 5 omitted because they are not relevant to the National Professional Standards For Teachers.

## Education and Training Sector Improvement Programme (ETSIP)

“Education and training in Namibia is at a turning point.

We have analysed the education and training system in detail. Although the many positive developments, achievements and the progress in the sector over the last 15 years are recognised and appreciated, the analysis focused on the shortcomings of the system in order to enable us to design an improvement programme. We now know what is working and what is not working. Indeed, it has been shown, quite alarmingly, that too many of our children are not gaining the basic skills of functional literacy. Progress towards equity in education has not been rapid enough. More than that, **at the current level of performance in education**, we will not be producing citizens who are capable of making Namibia a knowledge-based economy as is expected of us in Vision 2030...”

“We have taken time, as this document shows, to set objectives and to plan what we must do to turn the system around and bring about big improvements. Namibia has never before had such a detailed, complex and broad-based plan of action for education. In fact, readers should be aware that for each component mentioned here there is a detailed programme setting out what should be done by whom and by when to achieve it.

The time has therefore come for ETSIP to be implemented with energy, and for the effects to be felt on the ground, in the schools and colleges, in vocational training centres, and wherever organized learning is taking place. Education systems are always difficult to change; they are so huge and involve almost every one of us personally. It is therefore very important that all of us go about this historic change in education with clarity, determination and unity of purpose. After all, how successful we are in the education system will largely determine how successful we are in creating that better future that we long for...”

### A Rationale for ETSIP (selected quotations)

1. Inspired and guided by our national vision statement, *Vision 2030*, Namibia is currently undergoing a dramatic reform of its overall national development strategy. *Vision 2030* sets a very ambitious target that, by 2030, *Namibia should join the ranks of high income countries and afford all its citizens a quality of life that is comparable to that of the developed world*. With emphasis on enhanced quality of life for **all**, *Vision 2030* calls for the intended rapid *economic growth* to be accompanied by *equitable social development*. These twin goals of growth with equity are to be pursued within a broader strategic framework of transforming the economy into a knowledge-based economy...
6. Shortages of **skilled labour** persist within a context of unmet labour market demand... Given the demand for labour, a key constraint lies on the supply side - or basically, the education and training system.

7. Other than economic benefits, an **effective education** and training system has well-documented broader benefits that are critical to development. These benefits include: poverty reduction and social equity; social vaccine for HIV/AIDS; improved absorptive capacity for other social services, including health and education itself; low fertility rates; higher use of contraceptives; better social participation and the resultant participatory democracy; and good governance.
8. The expected economic and social benefits of education notwithstanding, recent analyses have characterised Namibia's education and training system as a very weak tool for supporting the realisation of national development goals, especially the intended transition to knowledge-driven growth and equitable social development. In a nutshell, **the current education and training system is not able to rise to the call of *Vision 2030***, and heighten its contribution to the actualisation of Vision 2030, and the realisation of national development goals.

### **ETSIP: Programme Overview** (selected passages)

ETSIP is based on a realisation that a weak education and training system cannot facilitate the attainment of complex and ambitious development goals. ETSIP represents a sustained response of the sector, based on a fifteen-year strategic plan accepted by the Namibian Government in 2005.

The first phase of ETSIP will *strengthen the quality, effectiveness, and efficiency of the general education and training system*.

Components that will operationalise the quality improvement element of the above sector strategic goal include:

#### **Component 1. Learning standards and curricula**

*... strengthening of educators to ensure that they can effectively facilitate the acquisition of set skills and competencies...*

#### **Component 2. Teacher professional development and incentives**

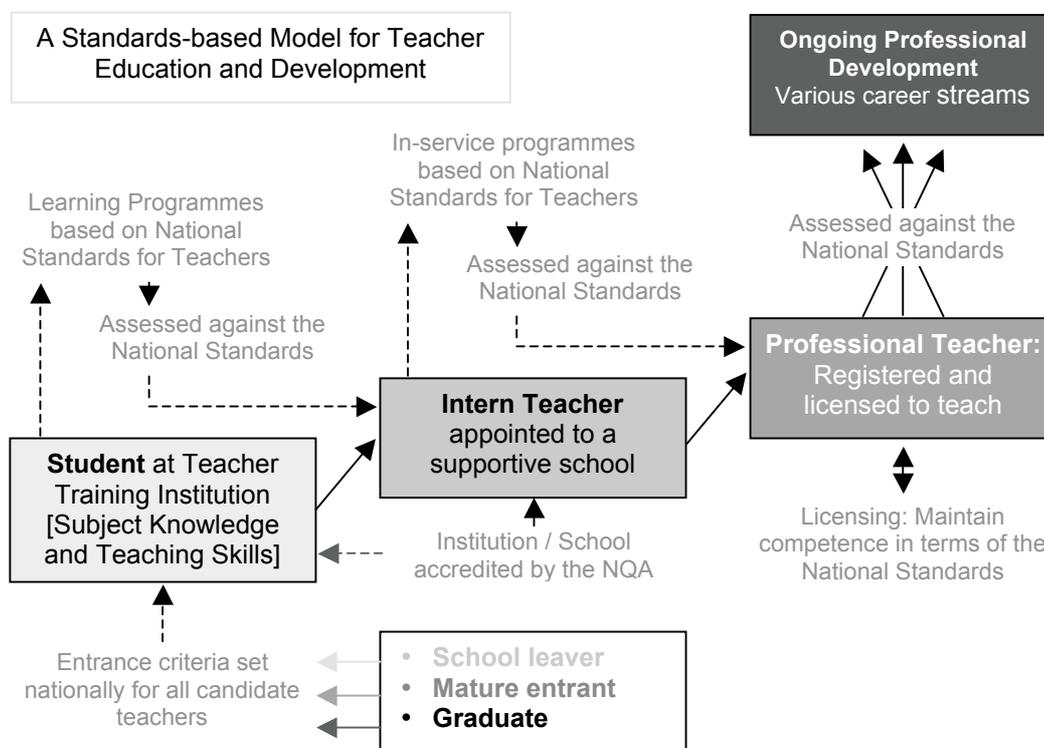
*Objective:* (a) Teacher competencies strengthened in subject mastery and pedagogical skills...

The first step towards improved teacher performance is to **define the competencies required and develop teacher standards**. A second step is to implement the currently planned system of teacher licensing. Finally, incentives of various kinds will be developed within the means available.

**A Model for Teacher Training and Development in Namibia**

The National Professional Standards for Teachers in Namibia will bring about a new approach to teacher training and development. From now on:

1. Teacher education and development will be based on the National Professional Standards.
2. Pre-service providers – Universities, Colleges and private providers – will all be required to align their curricula, programmes and qualifications to meet the requirements of those standards.
3. Pre-service providers will need to be accredited by the Namibian Qualifications Authority (NQA) before offering programmes of learning towards the National Standards. This applies to in-service teacher training providers as well.



4. A qualification teachers obtain at the end of pre-service training will allow teachers to enter into a managed internship, in a supportive environment. Intern Teachers will work over a two-year period to achieve a Professional Qualification.

In-service teachers will also be supported as they work towards new qualifications. Teachers will also have new career opportunities as mentors, support teachers, and teacher educators.

5. The Professional Qualification awarded at the end of the internship will equip teachers to become licensed (registered) teachers.

## **Chapter 1: Why Standards?**

6. Teacher Qualifications – after pre-service training, and at the end of the internship – will be registered on the National Qualifications Framework (NQF).
7. There will be an independent Professional Board to oversee the professionalisation of teaching, and to be the final arbitrator on matters of professional registration and licensing.

## CHAPTER 2:

### What is a standard?

#### In this chapter...

We look at:

- What is a standard?
- For whom are the standards intended?



#### Introduction

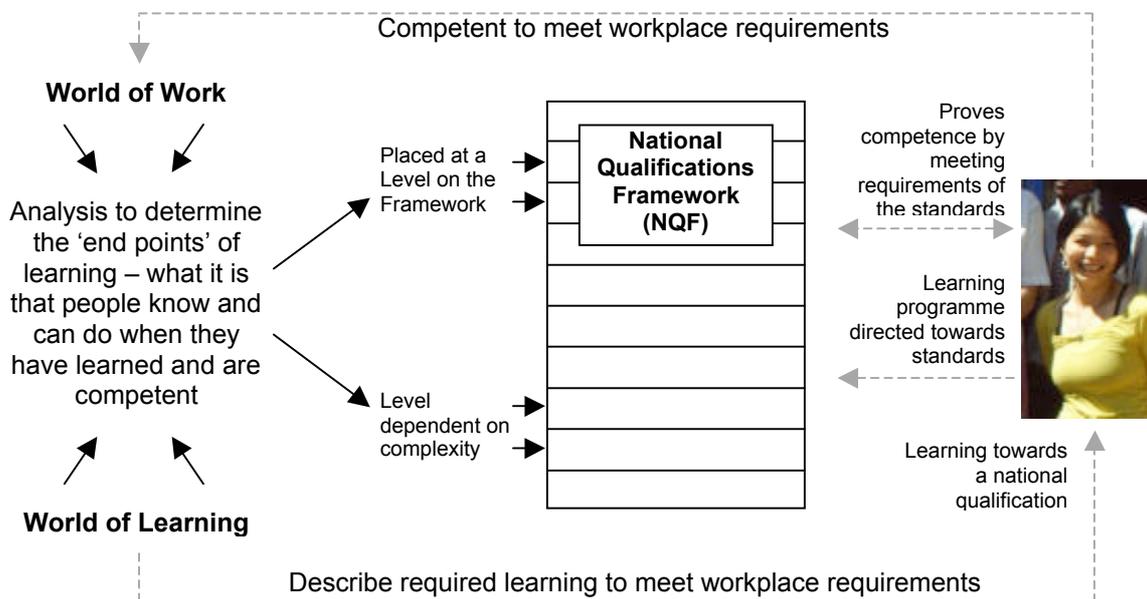
In order to meet the challenges of the future and compete within the global economy, organisations of all shapes and sizes need to make sure that their most important resources, people, have the skills and knowledge required to meet the organisation's purpose. Before organisations start out on major development and delivery of education and/or training programmes, they need to carry out a careful analysis of the skills and knowledge they need within the organisation. They should also be able to say what standard of performance they expect from individuals, so that the **purposes** of the organisation will be met.

Once standards have been set for that organisation, it is up to the organisation to ensure that people *perform* at the standard required. This means on-going assessment of performance, and training that enables people to meet those standards.

The Namibian Qualification Authority (NQA) has developed a National Qualifications Framework (NQF) to promote a *competence-based approach* to education and training. Its starting point is the intended **outcomes** or end-points of learning. These outcomes are described in documents called **standards** which form the building blocks of the NQF. Linking to the NQF will ensure that the essential skills needs of organisations are supported, the needs of individual learners are met, and the competitiveness of Namibia is enhanced.

### What is the NQF (National Qualifications Framework)?

The NQF might be seen as a *National Recognition System* aimed at transforming education and training in Namibia.



The end points of learning are clearly described so that learning programmes are focused on producing people able to achieve those end points.

The NQF is a framework that enables us to **recognise** the skills and achievements of people and brings together all education and training into a single co-ordinated system designed to encourage lifelong learning. The framework consists of ten levels with the complexity of skill and knowledge (how difficult it is to learn) increasing from level 1 up to level 10.

### What are standards?

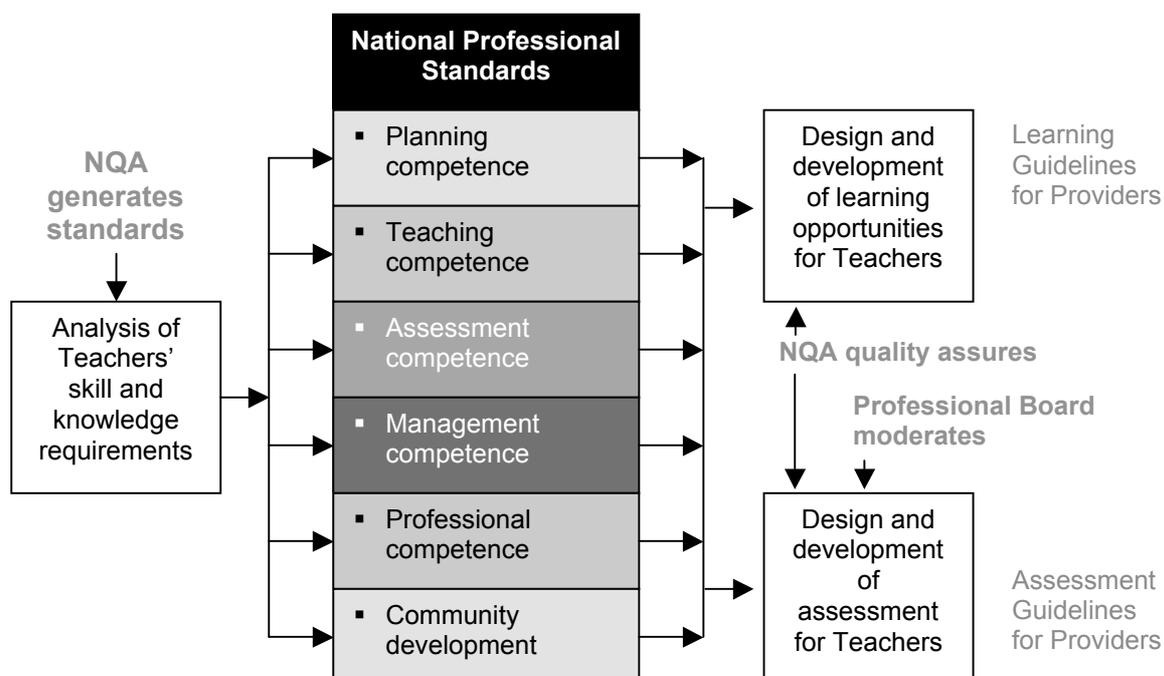
The statements of competence are described in documents called National Standards, and these standards are registered on the NQF at the appropriate level of complexity.

The model on the following page will give more detail on the national standards.

## Chapter 2: What is a Standard?

<i>What is a standard?</i>	
A standard is a document that describes:	
<ul style="list-style-type: none"> <li>a coherent and meaningful <i>outcome</i> (milestone/end point) of learning or training that "we" want formally recognised, which is broken down into smaller more manageable outcomes</li> </ul>	⇒ <b>TITLE</b>
	⇒ <b>ELEMENTS</b>
<ul style="list-style-type: none"> <li>the associated <i>standard of performance</i> required as proof that the outcome has been met, and</li> </ul>	⇒ <b>PERFORMANCE CRITERIA</b>
<ul style="list-style-type: none"> <li>the <i>scope and context/s</i> in which the individual is expected to perform.</li> </ul>	⇒ <b>RANGE INFORMATION</b>

The National Professional Standards for Teachers in Namibia were developed through a consultative process involving all key stakeholders – teachers, school managers, teacher educators to name a few. The model below illustrates the process:

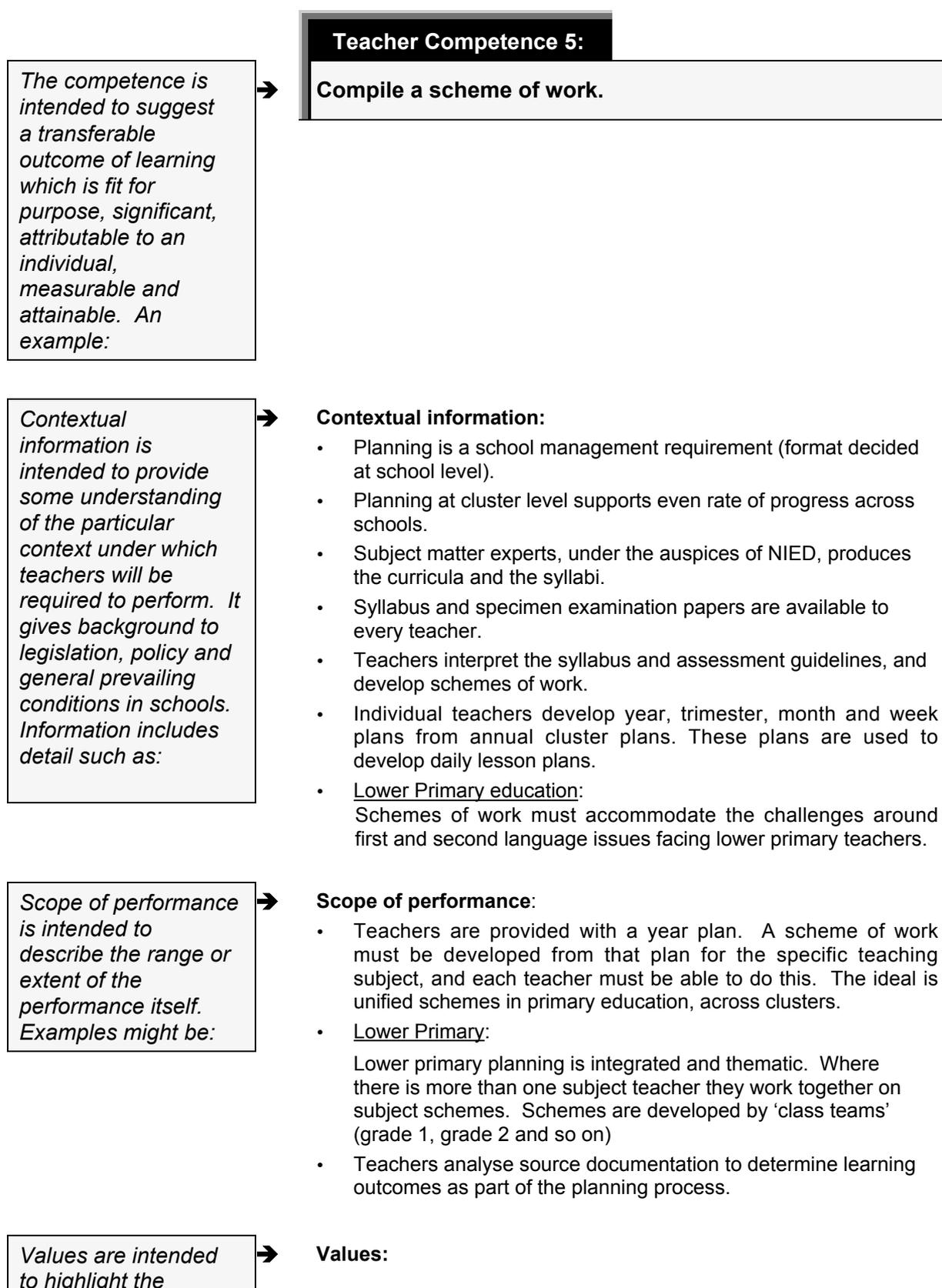


It must be emphasised that standards describe what people should *be capable of* and are not descriptions of work processes or of the content or procedure or methodology of learning, nor do they replace curriculum documents and guidelines.

In the same way, standards are not assessment activities nor do they replace assessment documents and guidelines. Standards do, however, inform learning programme developers of what the outcomes of learning ought to be, and inform assessors as to what must be assessed and the quality of evidence (or performance) required.

### Information Presented in the Professional Standards for Teachers...

Information has been organised under the following headings in the standards for teachers in Namibia.



*particular requirements of teachers in practice which are not statements of competence, but which are required as a component of the performance.*

- Commitment to cross-curricula issues of national concern.
- Self-awareness and awareness of the nature of work as a teacher, as part of a greater education and Human Resource Development whole.
- Awareness of the purpose of teaching as part of a bigger system.
- Commitment to cross-curricula issues of national concern.
- Commitment to the spirit of the subject syllabus and

implementation of the teaching guide (rather than just working through the textbook).

*Elements are the smaller, more manageable parts of the whole*

**ELEMENTS AND PERFORMANCE CRITERIA**

**Element 1: Analyse the curriculum, syllabus and the learning context, and articulate learning outcomes.**

**Performance Criteria:**

*Performance criteria describe the quality of performance we would observe in a competent teacher.*

5.1 The analysis is based on a demonstrated understanding of national and regional education aims and strategies, the founding bases of curricula, the curriculum and syllabus, and programme initiation and development processes.

*Performance criteria specify the nature and quality of evidence we expect.*

- 5.2 Curriculum and syllabus expectations are identified in terms of the aims, objectives, grade levels and links between learning components and subject content.
- 5.3 ...and so on.

*Where the competence is different for different phases, this is indicated.*

*Lower Primary:*  
Understanding of the syllabus includes in particular the differences between the thematic and subject approaches, and the implications of a thematic approach for integration.

*Where competence requirements are different for Professional and Intern teachers, this is indicated.*

- 5.8 Learning outcomes for each main component of learning are defined clearly and in line with syllabus objectives. The objectives of the syllabi are explicitly reflected in the scheme of work for the various subjects.
- 5.9 Confidence in subject matter knowledge promotes effective and insightful planning.

- ✓ Intern
- ✓ Professional
  
- ✓ Professional

*Theoretical underpinning contains guidelines for syllabus development and content in providing the knowledge essential for competent performance.*



**Theoretical underpinning:**

- Mastery of school subject content, and how to teach it.
- Cross-curricular themes and integrated teaching
- Education Theory and Practice: curriculum and curriculum instruction studies
- Curriculum development steps and processes
- Child Development – developmental stages
- Learner-centred education
- Critical inquiry and reflective practice: Learner Study
- The school as an organization

## CHAPTER 3:

### What do the standards mean for me?

#### In this chapter...

We look at:

- Compliance with standards
- Standards and the license
- Assessment and teacher development
- Standards for Managers



#### Introduction

The National Standards for Teachers in Namibia have been eagerly awaited by many. They have been the focus of discussion in Parliament, and in speeches by the Ministry of Education. Standards are seen as an important part of transformation, and key to re-establishing the dignity of the teaching profession.

There have been many questions, though, from those whose lives will be affected.

- Do I have to comply with all the standards to get a license? If not, which standards do I have to comply with?
- What will happen if I do not comply with the standards?
- Who will assess my competence, or evaluate my performance?
- Will licensing be considered for promotion?
- How will the standards influence my salary?
- What will they mean for underperforming teachers?
- What is my role as manager in implementing the standards?
- What opportunities for professional growth will standards provide?
- Will there be standards for management?

### **The Standards...**

The National Standards describe what competent teachers will know and be able to do. The standards also:

- Differentiate competence for primary and secondary teachers
- Differentiate between the competence required of newly qualified teachers (Intern Teachers), and teachers who meet the requirement for licensing as Professional Teachers.

The standards, then, describe the competence required to hold a post in teaching, and to continue to do so. They are, in effect, the requirements for employment.

It follows then that all teachers will need to meet the standards if they are to be licensed after their two-year internship period, and that meeting the standards will be a consideration in the re-award of licenses to teachers after the five-year period.

Naturally, only licensed professional teachers will be considered for promotion positions.

### **Intern and Professional Teachers...?**

When a newly qualified teacher enters the teaching profession, they still have a lot to learn about teaching, and about applying their theoretical knowledge in practice, with real learners, in schools.

The newly qualified teacher is in a structured and supported internship programme.

This does **not** mean that they are “on trial”. It is, rather, an opportunity for them to learn under the best possible conditions. Each Intern Teacher will be assigned to a Mentor who will continue their development in a planned and structured way.

Intern Teachers will be:

- measured against *some* of the standards when they leave College or University (These standards will be marked as intended for Intern Teachers in the National Standards)
- registered to teach in schools, according to their qualifications
- assigned to a Mentor Teacher, who is a skilled practitioner tasked with continuing teacher development
- inducted into the school (by the Mentor), so that they understand the way that the school works, and what their particular roles and responsibilities are
- trained, so that their practical skills are developed over a two year period until they are ready to be recognised as competent professionals
- assessed to determine whether they meet the National Standards.

Once they have completed their further development period, and found competent, they will be licensed to teach for a five year period.

### **Licensed Teachers...?**

Teachers who meet the requirements of the National Standards will be licensed for a five

### Chapter 3: What do the standards mean for me?

year period.

This license is to be renewed every five years. What this means is:

- teachers will need to show that they meet the National Standards consistently
- teachers will need to continue their professional development so that they grow and continuously improve over time.

The intention of the National Standards is, as we have said earlier, to spell out clearly and unambiguously the quality of performance that we expect from a registered and licensed professional teacher. The intention is not to ‘catch people out’; rather it is to be clear on the competence required if we are to meet the national challenges mentioned in Chapter 1.

The approach will be to work with teachers who are not meeting the requirements of the standards, and help them to improve to the level required. Teachers who are unwilling or unable to meet the required standards will not be re-licensed until they can do so.

*Important point!* There is nothing for the competent professional to fear, and much that will improve the status of the profession.

#### **Who will measure me against the National Standards...?**

There is already provision for evaluation of teachers in schools. The challenge in future will be for teachers to take this up as part of life and practice, and use it in their own evaluation of their roles. Teachers will be supported in this in a variety of ways.

By way of example, NIED’s in-service training requirements specify:

- a pre-visit interview
- the visit itself, followed by
- structured reflection on practice, which identifies strengths and areas of growth
- results kept on file

Competence in terms of the National Standards – for teachers already in schools – will be facilitated by Mentors, who will check that teachers are able to meet the requirements, and are ready for assessment: whether they “know” and “can do”.

Formal assessment, and performance appraisal will be conducted by:

- Subject Heads will contribute to the assessment, by gathering evidence of competence in practice.
- Principals will evaluate aspects of performance on the job.

### Chapter 3: What do the standards mean for me?

- Where advisory teachers visit schools, their input will also contribute to the picture of competence that is developed.

All of these persons will be gathering evidence of the teacher's competence to perform to the requirements of the National Standards. They will examine the standards and the criteria to identify what is expected of competent teachers; in particular, they will take note of the evidence that a competent teacher is expected to produce as proof of their competence. They will gather that evidence in an open and transparent manner. Because the standards are available to teachers, there will be no 'nasty surprises' – teachers will know what is required.

#### What is the role of School Managers...?

School management (Principals, Deputies, and Heads of Department) will have a key role to play in the implementation of the National Standards.

School management will need to:

- identify Mentor Teachers
- plan induction programmes
- plan for ongoing evaluation of teachers
- conduct and report evaluations
- provide for professional development

The attitude of school management is critical to the process. They will need to be committed to continuous improvement and professional development, in the spirit of transformation required by Vision 2030.

Critical to this will be to reduce the 'fear factor', and move away from a culture of blame. The onus will be on development, and continuous improvement.

#### Standards for School Managers...?

Of course, managing schools and the competence of teachers is a challenge, and school managers will need to be highly competent if the whole initiative is to succeed.

There are already Guidelines for Principals, and standards for schools, which offer guidance to school management. They spell out clearly '**what**' is to be done.

The National Standards for School Managers – to be developed – will focus on the competence to carry out the '**what**'. The process will be as indicated on the following page:

#### Identify roles



Possible roles include: scheduling; reviewing;

evaluating; and so on...

**Describe the competence**

→ One competence might be...

“Conduct a classroom evaluation”...and so on.

**Describe the criteria**

→ 1.1 (Spells out who is critical, what is critical and in what way...; what is evidence?)

**Opportunities for professional growth...?**

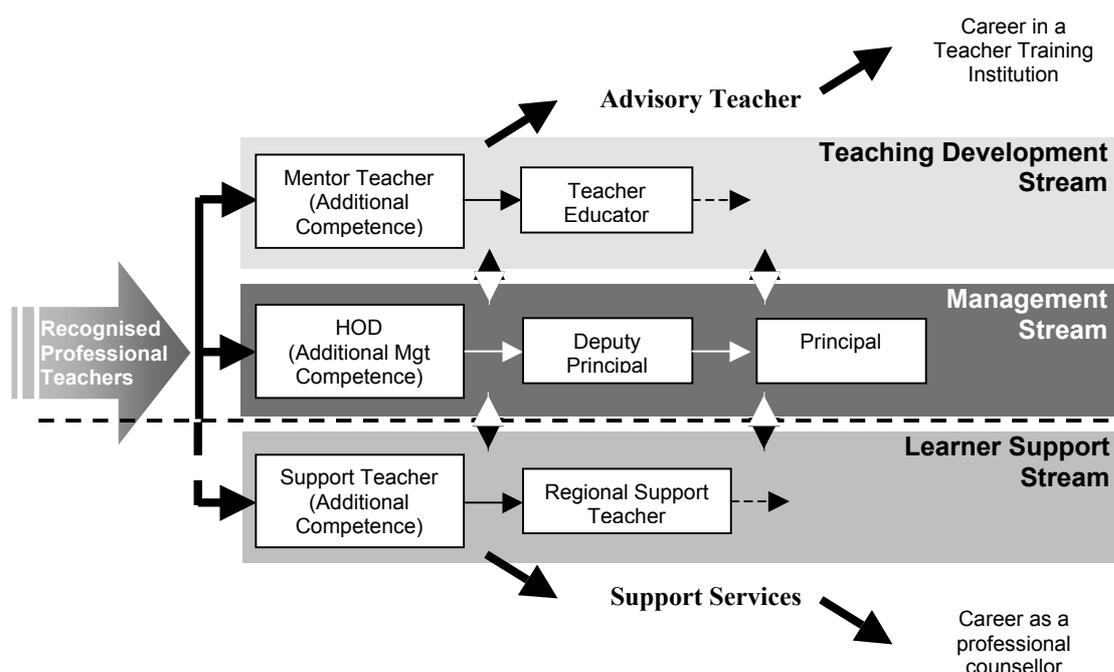
We have already made mention of the Mentor Teacher.

One of the possibilities suggested by the new National Standards for teachers is that of professional growth without leaving the classroom.

At present, the only route for growth and promotion is, ironically, to get out of the classroom and become a manager. Sometimes this leads to the old adage: “lose a good teacher, gain a poor manager”. These concerns have been addressed above in providing for proper development and growth for management.

What about the teacher who does not necessarily want to become a manager?

Excellent teachers, who want to remain more directly ‘in the classroom’ and in teaching, will have the option to become Mentor Teachers. They will be responsible for the professional growth of Intern Teachers, as well as assisting colleagues to maintain their professional status, where required.



Mentor Teachers will be paid for what they do – it will be an option on the career path for

### **Chapter 3: What do the standards mean for me?**

teachers – and they will have the time to do it. They will be an important part of the delivery system for ongoing professional development – or in-service training as it is known. Where schools have effective quality systems in place, and qualified Mentor Teachers, they will become part of the teacher training system – in effect, they may become accredited training providers; able to train, assess, and certificate parts of teacher qualifications.

There is another route suggested by the diagram on the previous page – that of ‘support teacher’. There are some teachers who wish to work in support roles with learners. As teachers need support to develop to their full potential, so do learners. Support teachers will be skilled to provide this ongoing support. There are possibilities for these teachers to work in counselling roles, and to grow eventually into counselling and support service professionals.

#### **Exciting times...**

Vision 2030 is an exciting and challenging document; far reaching and ambitious in its attempt to put Namibia on the global map. Teachers have a central and vital role in making that vision a reality.

## CHAPTER 4:

### Meeting the challenge

#### In this chapter...

We look at:

- continuous teacher development
- teachers “in place”
- the license challenge



#### Introduction

We end our journey through the National Standards where it began – with the challenge issued to the teaching profession:

“Education and training in Namibia is at a turning point... We now know what is working and what is not working... at the current level of performance in education, we will not be producing citizens who are capable of making Namibia a knowledge-based economy as is expected of us in Vision 2030...”

In a nutshell, the current education and training system is not able to rise to the call of *Vision 2030*...

Interesting times; but the old Chinese curse said: “May you be born to live in interesting times”. Inevitably there are challenges, and concerns, and valid questions.

### **Will standards help to retain good quality teachers?**

It is difficult to imagine a good teacher – a competent professional teacher – who would not want to be proud of what they did, and enjoy the respect of the community with which they work.

Will standards chase teachers away?

Will standards retain good teachers?

The first thing to realise is that good teachers – competent professionals – will not be in the least bit frightened by the National Standards.

Why?

They will recognise immediately the advantages to them of having clear standards in place. The standards will:

- make open and transparent the criteria against which they will be measured
- provide a meaningful basis for reviews of their performance
- provide useful and objective points for discussion of strengths and areas for development
- distinguish them from colleagues who are not yet competent
- make a clear statement to the community, and to other professions, what competence means in the teaching profession
- provide a mechanism for the transformation of the profession

Good teachers – competent professionals – will read the standards and see that the standards reflect what they as teachers are already doing in most cases. They may see areas for growth pointed out, and be pleased at the opportunity to reflect in a meaningful way on their practice, and look for opportunities to improve. Their pride in their profession will be enhanced, and they will be made aware, once more, that they are involved in vital and worthwhile work.

That sort of satisfaction cannot be bought. It is worth striving for.

### **What if I was never trained in these competences?**

There are teachers – good teachers – who were not fortunate enough to receive quality training at the outset, through no fault of their own. They may be concerned, when reading the standards, to see that there are areas where they will not be able to meet the standards. Perhaps their subject knowledge is not all that it should be. Perhaps they are not up-to-date on the latest theories. Perhaps the new ways are confusing. Perhaps language skills are a problem.

There is no need to fear.

If teachers-in-place are not yet competent against the standards, they will have the opportunity to develop competence. Where teachers are committed, and want to

improve their practice, they will be given the opportunity to do so as part of a continuing

professional development process. This may involve:

- short course with external providers
- training from Mentor Teachers in the schools and across clusters
- structured on-the-job practice and coaching

The process will be fair, and teachers-in-place will have the opportunity to develop competence before being assessed for licensing purposes.

### **What can I do right now?**

Education systems are difficult to change, and it will take time to bring about the improvements we dream of. That does not mean that teachers should wait for the Education Department, or the Ministry of Education, to do what every teacher has in their power to do. After all, we all know that the way to eat an elephant is ‘one bite at a time’.

The National Standards are gazetted. They are part of our law. They set the targets for excellence. It is possible for responsible teachers to act now to improve teaching, and Namibia’s prospects. What can teachers do *now*:

- evaluate your own teaching practice against the standards and see where you can improve
- form study groups at your school, or in your cluster and ask “how are we doing?”
- develop action plans in small groups to share resources and improve practice
- put the standards on the agenda of subject, department, or general staff meetings
- identify possibilities for in-service training assistance

The mark of any profession is that it takes responsibility for its own standards and continuous improvement.

### **How could I lose my license, and what does that mean for me?**

The most obvious answer is that teachers will lose their licenses if they do not meet the requirements of the National Standards AND do not take up the opportunities to develop themselves towards the requirements specified in the National Standards. They would not be able to teach in state schools until they had met the requirements.

It is important to remember, though, that:

- ***No-one will lose a license on a single assessment.***

If there are indications that people are not meeting standards, the first step will be to identify this fact, and give feedback to the teacher. The next step will be to agree steps to make sure that the necessary development takes place. Goals will be specific, measurable, attainable, realistic and time-bound (there will be deadlines in place).

Only when teachers are unwilling or unable to meet requirements will licenses be refused.

- ***The purpose of the National Standards and licenses is continuous improvement, not blame.***

Mentor Teachers, Subject Heads, Principals and Subject Advisors want and need good, competent, professional teachers in place in schools. The emphasis is on development and continuous improvement.

- ***Licenses can be regained.***

Even if a license should be lost, it is not a ‘life sentence’.

As soon as the teacher has taken the necessary steps, and is able to demonstrate competence, they will be entitled to apply for a teaching license.

### **What will I do, as a school manager, if most of my teachers become unlicensed?**

This would, of course, be a disaster.

It would also mean, though, that:

- the school manager had failed to provide the necessary leadership and support
- teacher training providers had failed in their efforts to produce able candidates
- subject advisors had failed to identify and solve difficulties
- the teaching profession is in more trouble than we believed possible

It is highly unlikely that all of these things are true.

With the focus firmly on development and support, we are likely to identify a number of development areas. We are likely to put in place individual development plans for many teachers. We are likely to provide support and input (formal and informal; internal and external) until people grow to be able to achieve the outcomes; to be declared competent. We may find that some teachers fall by the wayside; we will find at the same time that the teacher body grows stronger and more able.

And that sounds rather like a job well done!



## Table of Contents

Item	Contents	Page
<b>1</b>	Chapter 1: Background to National Professional Standards	3
<b>2</b>	Chapter 2: National Professional Standards	11
Area of Competence	Key Competences	Page
Subject Expertise	1. Demonstrate understanding of the concepts, theories, principles and facts related to the curriculum subject/s being taught.	12
Human Development	2. Demonstrate knowledge and understanding of the development of children and teenagers in physical, cognitive and language, and socio-emotional domains.	16
Education Theory	3. Demonstrate understanding of education theory in general, with particular application to the subjects being taught.	18
Planning	4. Develop long and medium term plans for teaching 5. Analyse curriculum and syllabus requirements and develop a scheme of work.	24 27
Design and Development	6. Design learning sessions and learning experiences 7. Access and prepare learning resources	30 34
Facilitation of Learning	8. Organise and manage the learning environment 9. Apply strategies to promote English competence across the curriculum 10. Facilitate learning using a variety of group orientated methodologies 11. Facilitate learning through interactive presentations, instruction and demonstrations 12. Manage learning and learners 13. Work with special needs learners	37 40 44 49 52 55
Assessment of Learning	14. Analyse learner syllabus standards and develop multiple assessment strategies 15. Use multiple assessment strategies to assess learners 16. Provide feedback on assessments 17. Analyse assessment results	58 63 69 73
Administration of Learning	18. Meet classroom administrative requirements 19. Participate in school decision making structures and processes	76 78
Guidance, Counselling and Support	20. Provide guidance to learners on educational, academic and career issues. 21. Provide advice and support to learners on personal, social and educational issues.	81 84
Health and Safety	22. Promote awareness and understanding of HIV/AIDS 23. Provide care and protection for learners 24. Provide primary emergency care as first responder	87 91 97
Networking	25. Build relationships with parents, guardians, families and agencies in the larger community to support learner's learning and well-being.	101
Professional Development	26. Evaluate own performance in each teacher role 27. Engage in own professional development, and participate as a member of the professional learning community. 28. Demonstrate understanding of, and uphold, the professional code of conduct for teachers	104 107 112
Community Development	29. Contribute to community welfare	116
Mentoring	30. Contribute to developing and/or enhancing the professional expertise and practice of other teachers	119
<b>GLOSSARY</b>	A Glossary of Terms used in the standards and other policy documents	123

## Chapter 1:

### Background to National Professional Standards

#### In this chapter...

We look at:

- A rationale for national standards for teachers
- A rationale for ETSIP
- A model to guide the development of professional standards
- Framework for the professional standards for teachers
- The analysis process for the professional standards for teachers
- Information presented in the professional standards for teachers



#### Introduction

By now it will be clear that Namibia has embraced a standards-based approach to education and training. In a school context, standards are, in effect, subject-matter benchmarks to measure academic achievement (what learners are supposed to know and be able to do). The intention is to emphasize actual learner accomplishment rather than focusing on the inputs to the process.

Standards-based teaching is teaching directed toward student mastery of defined standards, and teachers are expected to teach in such a way that students achieve the standards. This means that teachers must have a clear idea what each standard means, including how it can and will be assessed, and that teachers should monitor individual student achievement of each important standard.

## A Rationale for National Standards for Teachers

The National Professional Standards for Teachers in Namibia are a direct outcome of the Education and Training Sector Improvement Programme (ETSIP) published in August 2005. The following passages (from the *Education and Training Sector Improvement Programme* document) point to the envisaged role of ETSIP, a rationale for improvement in the sector, and a few key aspects programme overview.

“Education and training in Namibia is at a turning point. We have analysed the education and training system in detail. Although the many positive developments, achievements and the progress in the sector over the last 15 years are recognised and appreciated, the analysis focused on the shortcomings of the system in order to enable us to design an improvement programme. We now know what is working and what is not working. Indeed, it has been shown, quite alarmingly, that too many of our children are not gaining the basic skills of functional literacy. Progress towards equity in education has not been rapid enough. More than that, **at the current level of performance in education**, we will not be producing citizens who are capable of making Namibia a knowledge-based economy as is expected of us in Vision 2030...”

“We have taken time, as this document shows, to set objectives and to plan what we must do to turn the system around and bring about big improvements. Namibia has never before had such a detailed, complex and broad-based plan of action for education. In fact, readers should be aware that for each component mentioned here there is a detailed programme setting out what should be done by whom and by when to achieve it.

The time has therefore come for ETSIP to be implemented with energy, and for the effects to be felt on the ground, in the schools and colleges of education, in vocational training centres, and wherever organized learning is taking place. Education systems are always difficult to change; they are so huge and involve almost every one of us personally. It is therefore very important that all of us go about this historic change in education with clarity, determination and unity of purpose. After all, how successful we are in the education system will largely determine how successful we are in creating that better future that we long for...”

### A Rationale for ETSIP (selected extracts)

Four of the motivating points under the rationale for improvement, as they affect schools directly, are quoted below:

1. Inspired and guided by our national vision statement, *Vision 2030*, Namibia is currently undergoing a dramatic reform of its overall national development strategy. *Vision 2030* sets a very ambitious target that, by 2030, *Namibia should join the ranks of high income countries and afford all its citizens a quality of life that is comparable to that of the developed world.*

With emphasis on enhanced quality of life for **all**, *Vision 2030* calls for the intended rapid *economic growth* to be accompanied by *equitable social development*. These twin

goals of growth with equity are to be pursued within a broader strategic framework of transforming the economy into a knowledge-based economy...

6. Shortages of skilled labour persist within a context of unmet labour market demand... Given the demand for labour, a key constraint lies on the supply side - or basically, the education and training system.
7. Other than economic benefits, an effective education and training system has well-documented broader benefits that are critical to development. These benefits include: poverty reduction and social equity; social vaccine for HIV/AIDS; improved absorptive capacity for other social services, including health and education itself; low fertility rates; higher use of contraceptives; better social participation and the resultant participatory democracy; and good governance.
8. The expected economic and social benefits of education notwithstanding, recent analyses have characterised Namibia's education and training system as a very weak tool for supporting the realisation of national development goals, especially the intended transition to knowledge-driven growth and equitable social development. In a nutshell, the current education and training system is not able to rise to the call of *Vision 2030*, and heighten its contribution to the actualisation of Vision 2030, and the realisation of national development goals.

### **Programme Overview (selected extracts)**

ETSIP is based on a realisation that a weak education and training system cannot facilitate the attainment of complex and ambitious development goals. ETSIP represents a sustained response of the sector, based on a fifteen-year strategic plan accepted by the Namibian Government in 2005.

The first phase of ETSIP will *strengthen the quality, effectiveness, and efficiency of the general education and training system.*

Components that will operationalise the quality improvement element of the above sector strategic goal include:

#### **Component 1. Learning standards and curricula**

*... strengthening of educators to ensure that they can effectively facilitate the acquisition of set skills and competencies...*

#### **Component 2. Teacher professional development and incentives**

*Objective:* (a) Teacher competencies strengthened in subject mastery and pedagogical skills...

The first step towards improved teacher performance is to **define the competencies required and develop teacher standards.** A second step is to

implement the currently planned system of teacher licensing. Finally, incentives of various kinds will be developed within the means available.

### A Model to guide the development of Professional Standards

The model below is intended to illustrate the relationship between the parts of the system of standards suggested by the brief, within a coherent quality management system.

The first Output listed in the brief (and quoted above) focuses on the development of Professional Standards for Teachers.

Professional Standards are concerned with the recognition and development of the **competence** of teachers. The standards will be located in the bold block marked “Competence Management” below.

Provider Standards	Competence Management		Professional Management	Performance Management	School Management
	Primary	Secondary			
Accredited to provide: -----> [Guidelines for Delivery and Assessment]	Pre-service Qualification (Primary)	Pre-service Qualification (Secondary)	Registered for practice ↓	(Training Provider determines readiness)	
	Induction Programme	Induction Programme	Employed Intern Teacher	Internship: (focus on induction)	Provide induction
Accredited to provide: ----->	In-service training and professional development (Primary)	In-service training and professional development (Secondary)	Employed Intern Teacher (2-year in-service development)	Internship: (develop competence)	Support professional development
Registered to assess: ----->	Formal Assessment	Formal Assessment	Licence: (Professional Teacher – 5 years)	[School accredited: Conducts assessment of competence]	
Accredited to provide: -----> (Ongoing Prof. Development]	Competent Professional Teacher	Competent Professional Teacher	Management in terms of Competent Practice	Management in terms of Professional Standards	Management in terms of Standards for Schools.

The *Framework of Competence* that follows this model describes at outcome level the required competence. The Framework reflects the results of further analysis.

The major portion of the document concerns the professional standards for teachers, together with all of the information that provides an indication of the quality of the required performance and specifications for assessment.

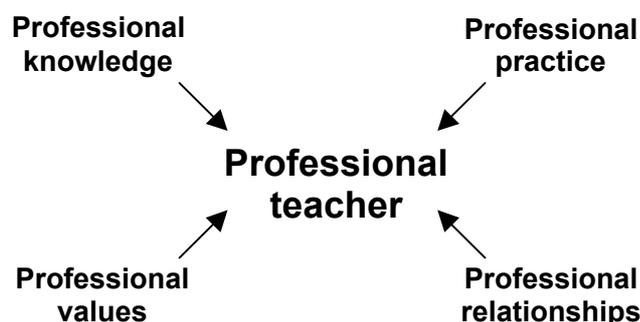
## **Framework for the Professional Standards for Teachers**

The following is an extract from the Scoping Study Report.

*The establishment of clearly articulated professional teaching standards is an essential element of any strategy for enhancing teaching quality. (The Report) has highlighted some of the key influences that need to be considered in the design of such standards. These include:*

- *international trends and development in the design of standards for teachers*
- *the context of schooling and education in Namibia*
- *existing and emerging government education policy*
- *key initiatives of the Ministry of Education aimed at enhancing teacher quality*
- *the views of key stakeholders, including teachers, students, school communities, government, teacher unions, teacher education providers and non government organisation, on the professional needs and education and training of teachers.*

*In response, the Project Team has proposed a framework for defining the content of the proposed Professional Standards for Teachers. This framework, illustrated on the following page, comprises four broad domains that describe the professional competencies or areas of skills and knowledge required by teachers.*



An in-depth analysis and verification process has been conducted with stakeholders regarding the standards of performance required of teachers, and the work that follows represents standards (defined through competences, scope of performance, values, performance criteria and theoretical underpinnings). The analysis and standards generation process has attempted to specify the quality of performance of teachers in terms of their:

- Professional knowledge,
- Professional values,
- Professional practice, and
- Professional relationships.

The Standards and Criteria document further clarifies the competences by providing contextual information to guide assessment of teachers.

The definition of the four domains, as presented in the Scoping Study Report, is indicated below:

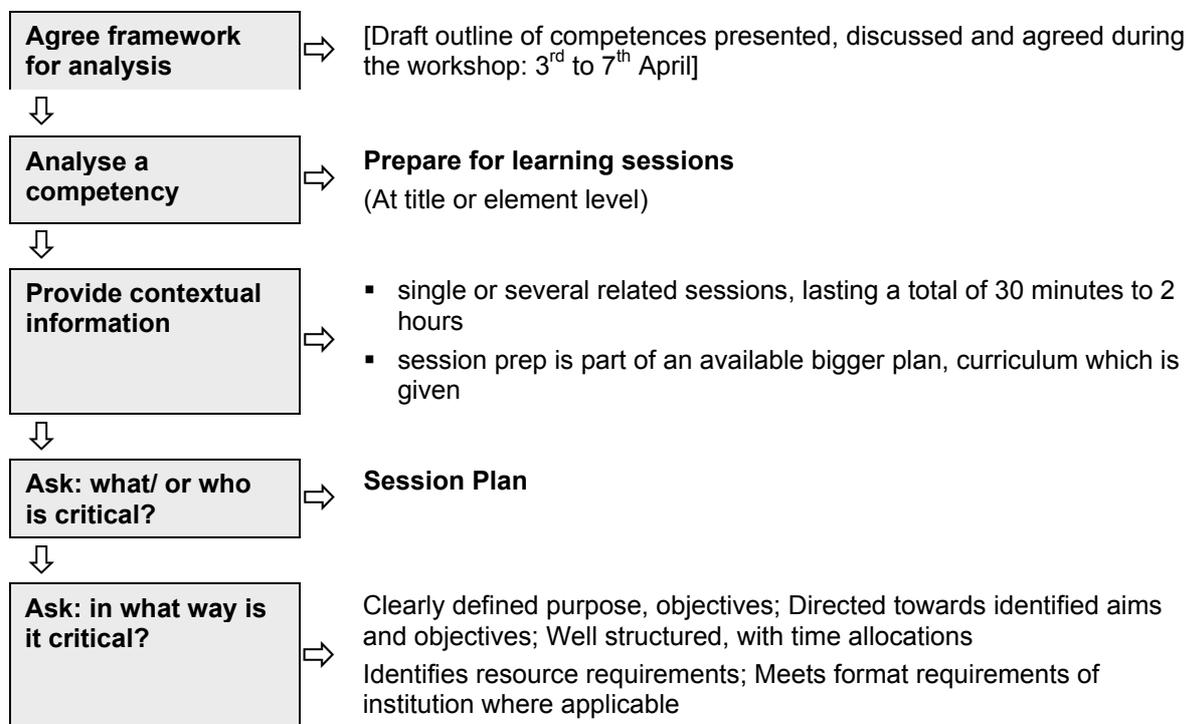
- Professional knowledge** – refers to the knowledge that teachers require to effectively teach and facilitate student learning. This domain includes content / subject area knowledge as well as pedagogical knowledge.
- Professional values** – refers to the ethical and professional values of teachers. This domain includes the responsibility of teachers to uphold the Code of Conduct for Teachers and to reflect on and improve their professional practice.
- Professional practice** – refers to the capacity of teachers to plan and implement innovative, learner centred programs that incorporate continuous assessment to enhance student learning
- Professional relationships** – refers to the professional relationships that teachers establish with learners, parents, carers, colleagues and the community in order to enhance student learning.

The analysis process conducted with the SGB Task Team proceeded against the background of the Four Domains, and our subsequent generation of standards has been informed by the domains, the analysis, and international models. All of this has suggested that the ‘elements’ in the domains as they currently stand are not necessarily statements of the competences teachers require, but should inform the generation of standards. Our findings in this regard are consistent with the Draft Interim Report which states:

*It is important to acknowledge that each of the domains describe critical components of the work of teachers, as such no domain is more important than another and all four domains must be incorporated in the proposed Professional Standards for Teachers. The four domains provide the basis on which the standards will be built. Whilst each domain must be incorporated in the standards, it is not envisaged that there will be a separate standard for each domain or for the elements identified in each domain. In fact, it may be desirable to integrate elements from different domains in some standards as this may more accurately reflect the integrated nature of teachers’ work. (Draft Interim Report – Page 33).*

## The Analysis Process for the Professional Standards for Teachers

The following process was followed during the analysis process with the subject matter experts from the SGB:



## Information Presented in the Professional Standards for Teachers

The following headings have been adopted in presenting the information which makes up the standards for teachers in Namibia.

### Teacher Competence 1:

★ *The competence is intended to suggest a transferable outcome of learning which is fit for purpose, significant, attributable to an individual, measurable and attainable. An example:*

**Demonstrate understanding of the concepts, theories, principles and facts related to the subject/s being taught.**

### Contextual information:

★ *Contextual information is intended to provide some understanding of the particular context under which teachers will be required to perform. It gives background to legislation, policy and general prevailing conditions in schools. Information might include detail such as:*

- Entry level to teacher training is Grade 12
- Subject matter knowledge: Grade 12+2 years for a 'major'; Grade 12+1 for a 'minor'.

**Scope of performance:**

★ *Scope of performance is intended to describe the range or extent of the performance itself. Examples might be:*

- Subject matter knowledge for secondary school teachers applies to one or two specialist subject areas, such as Mathematics, Biology, and so on.
- Subject matter knowledge for primary teachers means the broad range of subjects included in general class provision

**Values:**

★ *Values are intended to highlight the particular requirements of teachers in practice which are not statements of competence, but which are required as a component of the performance.*

- Teachers explain the meaning, application and significance of knowledge in ways that bring knowledge to life, and provide enriching and exciting learning experiences.

**Elements:**

★ *Elements are the smaller, more manageable parts of the whole*

**ELEMENTS AND PERFORMANCE CRITERIA**

**Element 1: Analyse the curriculum, syllabus and the learning context, and articulate learning outcomes.**

**Performance Criteria:**

★ *Performance criteria describe the quality of performance we would observe in a competent teacher. Performance criteria specify the nature and quality of evidence we expect.*

- 1.1 Learning content is communicated, in the target language of education, in ways that make concepts simple and understandable.
- 1.2 ...and so on.

**Theoretical underpinning:**

★ *Theoretical underpinning contains guidelines for syllabus development and content in providing the knowledge essential for competent performance.*

- Education Theory and Practice related to subject/s
- Learning Theories and Teaching Principles related to subject/s
- Cross-curricular themes and integrated teaching

## Chapter 2:

### National Professional Standards

#### In this chapter...

We look at:

- 30 Competences for Teachers in Namibia
- a definition of terms frequently used in education



#### Introduction

The following pages present the National Professional Standards for Teachers in Namibia. The standards describe what it is that competent, professional teachers are expected to know and be able to do.

The standards tell us “what” (in the competence statements and the elements), and how we will recognise competent performance when we see it (in the performance criteria).

**Teacher Competence 1:**

**Demonstrate understanding of the concepts, theories, principles and facts related to the curriculum subject/s being taught.**

**Key Competence Area:** Subject expertise

**Organising Domain:** Professional Knowledge

**Contextual information:**

- Entry level to teacher training is Grade 12.
  - Namibia will issue a Grade 12 exemption certificate. Candidates will need a certain minimum number of points to qualify (Cambridge: 18 points in 6 subjects).
  - The University of Namibia currently requires grade mark 'C' and above in English, and in any prospective teaching subject (25 points in 5 subjects).
  - Colleges of Education – currently require 'E' in English; 'D' in subject.  
Requirement for Lower Primary: language requirement is– 'E' English; and one other Namibian language.
- Language proficiency is critical.
- University approach:  
The University is aiming for 9 semesters of content over 3 years (2 less than normal degree majors). The aim is to for 2 years above the level they will teach.  
Teaching methodology is separate. The University is modifying their approach to make content more school relevant.
- Colleges of Education:  
Subject and method are integrated.  
Students specialise from year 1. There are three years of subject teaching instruction for lower primary, upper, junior secondary.
- There is a disparity in the levels of complexity of content matter taught at University and Colleges of Education. This is to be addressed using NQA Level Descriptors.
- Primary and Secondary:  
There are differences between Primary and Junior Secondary and Senior Secondary subject expertise – i.e. phase-level specialisation.  
Lower Primary requires integrative/multi-discipline expertise.  
Specialisation in a subject emerges at Upper Primary.  
Senior secondary requires more in-depth knowledge in one or two (preferably) content areas.

**Scope of performance:**

- The subjects taught by the teacher; their specialist areas.

**Values:**

- Genuine enthusiasm (passion) for, and interest in, subject.
- Brings knowledge to life so that it is enriching and interesting.
- Emphasises the meaning, value, significance and application of knowledge.
- Appreciates multiple points of view – more than one way of thinking about things.

**Competence 1:** Demonstrate understanding of concepts, theories, principles and facts related to the curriculum subject/s being taught.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate mastery of subject content and constructs.**

#### **Performance Criteria:**

Note:

A key distinguishing feature between Lower Primary and other areas is the degree of *integration* involved.

<p>1.1 Knowledge and understanding of the subject is demonstrated as per the curriculum requirements in relation to:</p> <ul style="list-style-type: none"> <li>• historical development (the philosophy) of the subject,</li> <li>• tools of inquiry (research/ways of developing knowledge),</li> <li>• current and possible future developments in the subject,</li> <li>• the meaning of central concepts,</li> <li>• language (discourse) and facts,</li> <li>• relationships between concepts, process skills and facts,</li> <li>• underpinning principles,</li> <li>• organisation of the subject,</li> <li>• the way knowledge is structured within the subject.</li> </ul>	<p>✓ Intern ✓ Professional</p>
<p>1.2 Links are made between the subject content and the Namibian curriculum and syllabus, so that what has been learned is made relevant in context for learners.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.3 Connections and applications are made between the particular subject and other subjects, as well as its place as part of the total body of knowledge and other areas of life. Opportunities are identified for thematic integration between and within subjects.</p>	<p>✓ Professional</p>
<p><i>Junior Primary:</i> Teaching content is integrated in ways that show how knowledge is interrelated as suggested by the thematic approach.</p> <p><i>Secondary:</i> Integration is managed where possible within school constraints of subject focus and timetabling issues.</p> <p><i>Cluster schools:</i> Cluster schools are used as a means of integration through cooperation in planning; examination scheduling; and mentoring.</p>	<p>✓ Professional</p>
<p>1.4 Descriptions are provided of the ways in which the concepts and principles of the subject are applied to real life.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.5 Evidence is identified and/or supplied to support the facts, concepts and principles of the subject. Areas of contention are identified.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.6 Key components of the subject are identified and sequenced for logical development and integration (<i>what needs to be taught first in order to learn something else</i>).</p>	<p>✓ Intern ✓ Professional</p>
<p>1.7 Resources related to the subject are identified, organised and adapted in ways that help to promote awareness and understanding of the subject.</p>	<p>✓ Intern ✓ Professional</p>

**Competence 1:** Demonstrate understanding of concepts, theories, principles and facts related to the curriculum subject/s being taught.

- |     |   |  |
|-----|---|--|
| 1.8 | Developments within or about the subject are monitored and currency is maintained in own field. | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
|-----|---|--|

**Element 2: Communicate about the subject to learners.**

**Performance Criteria:**

- |     |   |  |
|-----|---|--|
| 2.1 | Links are made between the subject content and curriculum and syllabus aims.  | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.2 | Learning content is communicated, in the language of education, in ways that: <ul style="list-style-type: none"> <li>• make concepts understandable to learners,</li> <li>• lead to integration of learning, and</li> <li>• reveal the relevance and educational value of the subject.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.3 | Key concepts are explained clearly, confidently and at a level appropriate to learners.   | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.4 | Concepts are linked in ways that promote whole learning and conceptual development.   | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.5 | Learners are engaged in formulating and testing hypotheses according to the methods of inquiry within the discipline, thus promoting the development of: <ul style="list-style-type: none"> <li>• critical and creative thinking</li> <li>• problem solving, and</li> <li>• decision making skills.</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.6 | Engagement with others in team teaching and/or peer coaching approaches, where practical and feasible, promotes integration within the learning experience.<br><i>Primary School:</i> Team teaching is used effectively within thematic approaches in primary school.<br><i>Senior secondary:</i> Team teaching is managed within school constraints of subject focus and timetabling issues. | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.7 | Examples used during communication help to illustrate and contextualise the subject area in everyday life experiences.  | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |
| 2.8 | Subject knowledge is relayed and used in ways that promote broader educational aims. These aims include teaching problem solving skills and creating awareness of current issues such as HIV/AIDS.  | <ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul> |

**Additional Related Competence:**

**Unit ID: ICTED01 - Operate ICT applications in an education context**

- Element 1: Apply audio/visual hardware and software in presenting information
- Element 2: Use ICT presentation applications
- Element 3: Access educational software
- Element 4: Use learning management systems
- Element 5: Use word processing and spreadsheets to support teaching and learning

**Competence 1:** Demonstrate understanding of concepts, theories, principles and facts related to the curriculum subject/s being taught.

**Theoretical underpinning:**

- Education Theory and Practice related to subject/s
- Learning Theories and Teaching Principles related to subject/s
- Cross-curricular themes and integrated teaching

**Teacher Competence 2:**

**Demonstrate knowledge and understanding of the development of children and teenagers in physical, cognitive and language, and socio-emotional domains.**

**Key Competence Area:** Human development

**Organising Domain:** Professional Knowledge

**Contextual information:**

- Teachers may have to deal with large classes with learners of varied ages.

**Scope of performance:**

- Knowledge and understanding of child and teenager development to be demonstrated in each of the following domains:
  - *physical includes gross-motor and fine-motor development, health and nutritional status*
  - *cognitive and language development includes perceiving, remembering, conceiving, judging, reasoning, creativity*
  - *socio-emotional development includes attitudes, personal and social identity, autonomy, attachment, self concept, self esteem, feelings, self-control and relationships with others*
- Knowledge and understanding of child and teenager development is to be informed by own experiences as a child and teenager, own experiences with children and teenagers, and at least two recognisable theories and/or theorists e.g. socio-cultural, behavioural, neuroscience, maturation theories; and theorists including: Piaget, Vygotsky, Freud, Eriksson, Gardener.
- The term “established theories or literature” refers to theories recognised within the field, as well as established indigenous theories.
- “Special needs” could be in a variety of areas such as physical, social, psychological, environmental, gifted, disadvantaged, circumstances.

**Values:**

- Commitment to cross-curricula issues of national concern.
- Commitment to the growth and development of young people
- Commitment to the transformation of Namibian society.

**Competence 2:** Demonstrate knowledge and understanding of the development of children and teenagers in physical, cognitive and language, and socio-emotional domains.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate knowledge and understanding of the development of children and teenagers in socio-emotional, physical, and cognitive and language domains.**

#### **Performance Criteria:**

Note:

Teachers should have a broad understanding of all stages. The specialist (lower primary, for example) would have in-depth understanding of that phase.

*Intern Teacher* will have the theory.

*Professional Teacher* may not have the new theories, but will have the insight.

1.1	Key stages in the development of children and teenagers in each domain are identified in line with at least two selected theories. Different ways of seeing the development of children and teenagers are compared, highlighting key differences and similarities in the theories.	✓ Intern ✓ Professional
1.2	Explanations are given of how race, gender, class, age, culture, language and special needs impact on the development of children and teenagers in each domain. These explanations are consistent with established theories or literature and the principles of inclusion and anti-bias.	✓ Intern ✓ Professional
1.3	Factors that promote the development of children and teenagers in each domain are identified in line with at least two selected theories.	✓ Intern ✓ Professional
1.4	Descriptions are provided to show how development in each domain is linked to, and affected by, development in other domains.	✓ Intern ✓ Professional
1.5	Descriptions are provided to show how development is shaped by socio-cultural influences. <i>(Socio-cultural influences refers to: beliefs, values and practices; interpersonal relationships; and relationships with the environment).</i>	✓ Intern ✓ Professional
1.6	Development theories are discussed in terms of their cultural appropriateness in a Namibian context. The discussion refers to indigenous information, theory and practices.	✓ Intern ✓ Professional
1.7	Suggestions are made for creating new ways of understanding, accessing and incorporating culturally relevant development theories in a Namibian context. The suggestions are realistic and show an understanding of the usefulness and shortfalls of mainstream theories in explaining behaviour in Namibian contexts.	✓ Professional

#### **Theoretical underpinning:**

Note: Professional – applies with greater wisdom and insight over time.

- Education Theory and Practice
- Child Development Theories
- Learner-centred education
- Multi-cultural education

**Teacher Competence 3:**

**Demonstrate understanding of education theory in general as well as in a Namibian context, with particular application to the subjects being taught.**

**Key Competence Area:** Education Theory

**Organising Domain:** Professional Knowledge

**Contextual information:**

- Teaching practice is informed by theories, and teachers need to understand, critique and apply these theories in classroom practice.
- Learner-centred education is the prevailing approach in Namibia.

**Scope of performance:**

Teachers are required to understand and apply:

- the Namibian education system
- learner-centred education
- criterion referenced assessment
- critical inquiry and reflective practice
- diversity
- teaching subject methodology.

**Values:**

- Willingness to engage with subject, explore in the light of prevailing theories, applies lessons from reflection, and continuously improve practice.

**Competence 3:** Demonstrate understanding of education theory in general as well as in a Namibian context, with particular application to the subjects being taught.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate understanding of the Namibian Education system.**

#### **Performance Criteria:**

Note:

Teachers should have a broad understanding of mainstream theories informing teaching practice. Some theorists have greater application for different phases.

The *Intern Teacher* is expected to be familiar with key concepts relevant to their phase.

The *Professional Teacher* is expected to have insight and understanding of how the theories relate to their classroom practice.

- |   |                                    |
|---|------------------------------------|
| <p>1.1 Understanding of the following is demonstrated in line with Theories of Education prevailing in Namibia:</p> <ul style="list-style-type: none"> <li>• Concept, aims, goals and forms of education in Namibia</li> <li>• Social, political, historical and economic background to educational reform in Namibia</li> <li>• Philosophy underpinning educational reform in Namibia</li> <li>• Characteristics of the Namibian education system</li> </ul> | <p>✓ Intern<br/>✓ Professional</p> |
| <p>1.2 An analysis of the Namibian education system reveals ways in which education takes place in informal and formal settings.</p>  | <p>✓ Intern<br/>✓ Professional</p> |

### **Element 2: Demonstrate understanding of learner-centred education.**

#### **Performance Criteria:**

- |   |                                    |
|---|------------------------------------|
| <p>2.1 The work of at least the following theorists is explained with reference to their learning theories, views on epistemology and the learner.</p> <ul style="list-style-type: none"> <li>• Piaget, stages of development;</li> <li>• Bruner, cognitive development;</li> <li>• Vygotsky, zone of proximal development;</li> <li>• Dewey, prior experience of learners.</li> </ul> <p>[Epistemology is the branch of philosophy that studies the nature of knowledge, its presuppositions and foundations, and its extent and validity – see the Glossary].</p> | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.2 Constructivist, Behaviourist and Cognitivist views of knowledge are explained and contrasted. The explanation highlights their applications, benefits, weaknesses and differences from traditional approaches.</p>   | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.3 Critiques are provided of the application of Constructivism, Behaviourism and Cognitivism in practice.</p>   | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.4 Links are identified between theories of development, views on epistemology and theories of learning.</p>  | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.5 Deductive and inductive teaching approaches are contrasted. The discussion highlights key differences and applications.</p>  | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.6 Learner-centred approaches are described and explained with reference to expected application in Namibian schools.</p>   | <p>✓ Intern</p>                    |

**Competence 3:** Demonstrate understanding of education theory in general as well as in a Namibian context, with particular application to the subjects being taught.

2.7	Learner-centred approaches are analysed and evaluated through reflections on theory and experience.	✓ Professional
2.8	Key principles of intrinsic and extrinsic motivation are described.	✓ Intern ✓ Professional
2.9	The principles of learner-centred education are applied to: <ul style="list-style-type: none"> <li>• planning and designing learning activities</li> <li>• producing teaching resources</li> <li>• facilitating learning</li> <li>• managing learning, and</li> <li>• evaluating learning.</li> </ul>	✓ Intern ✓ Professional
2.10	Descriptions are provided of different philosophies underpinning programme design. The description makes particular reference to prevailing philosophies in Namibia ( <i>the emphasis is on learner centred education and competency based education philosophies</i> ).	✓ Intern ✓ Professional

### Element 3: Demonstrate understanding of assessment.

#### Performance Criteria:

Note:

Grades 1 to 10 are assessed by means of informal and formal assessments.

3.1	Comparisons are made between various forms of assessment. These comparisons highlight key differences in the: <ul style="list-style-type: none"> <li>• underlying philosophies and approaches to assessment</li> <li>• advantages and disadvantages of each approach.</li> </ul> In particular, the features of and differences between normative assessment and competency-based assessments are described.	✓ Intern ✓ Professional
3.2	A variety of assessment methods are described and compared. Their use when conducting assessments in different situations is described and explained, in particular when assessing: <ul style="list-style-type: none"> <li>• problem solving ability</li> <li>• knowledge and understanding</li> <li>• practical and technical skills, and</li> <li>• attitudinal skills and values.</li> </ul>	✓ Intern ✓ Professional
3.3	Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles with reference to the possible effect on the assessment process and results. <i>Note: Assessment principles:</i> <ul style="list-style-type: none"> <li>• use appropriate, fair and manageable methods that are integrated into the learning process;</li> <li>• judge evidence on the basis of its validity, currency, authenticity and sufficiency; and</li> <li>• ensure assessment processes are systematic, open and</li> </ul>	✓ Intern ✓ Professional

**Competence 3:** Demonstrate understanding of education theory in general as well as in a Namibian context, with particular application to the subjects being taught.

	consistent.	
3.4	Key concepts related to assessment are explained in line with accepted understandings of the concepts. The concepts include: <ul style="list-style-type: none"> <li>• of continuous assessment</li> <li>• integrative assessments</li> <li>• formative assessment</li> <li>• diagnostic assessment, and</li> <li>• summative assessment.</li> </ul> These concepts are illustrated with reference to classroom practice.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
3.5	Various approaches to reporting results and giving feedback on assessment results are described. The descriptions highlight the possible impact that feedback can have on: <ul style="list-style-type: none"> <li>• learners</li> <li>• further learning, and</li> <li>• future assessments.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional</li> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
3.6	The role and importance of assessment in learning are described.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>

**Element 4: Demonstrate understanding of critical inquiry and reflective practice.**

**Performance Criteria:**

4.1	The concepts of critical inquiry and reflective practice are defined and explained in terms of their roles in teacher education and teaching.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
4.2	The concepts of critical inquiry and reflective practice are applied meaningfully and appropriately within own learning, and in particular, through own research.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>

**Element 5: Demonstrate understanding of diversity.**

**Performance Criteria:**

Note:  
Issues of first and second language acquisition and code sharing are key to this element.

5.1	Explanations are provided of how a person’s world view is shaped by his or her life experiences, as mediated by factors such as social class, culture, gender, ethnicity, language, sexual orientation, age and special needs, with particular reference to orphans and vulnerable children.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
5.2	Culturally responsive teaching in school environments is described. Supports and barriers to culturally responsive teaching are identified.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>

**Competence 3:** Demonstrate understanding of education theory in general as well as in a Namibian context, with particular application to the subjects being taught.

<p>5.3 The process of second language acquisition and strategies to support the learning of those whose first language is not English are described.</p> <p><i>Lower Primary School:</i> Theories on literacy and literacy development are described. Various strategies are developed to cope with code-switching in the lower primary phase, and develop in learners the ability to think in the target language.</p>	<p>✓ Intern ✓ Professional</p>
<p>5.4 The impact of bias, prejudice and discrimination on learners and society is described.</p>	<p>✓ Intern ✓ Professional</p>
<p>5.5 Strategies for coping with, and utilising diversity in, the classroom are explained in terms of implications for planning, design and facilitation of learning and assessment.</p>	<p>✓ Intern</p>
<p>5.6 Strategies for coping with, and utilising diversity in, the classroom are identified and applied within the planning, design and facilitation of learning and assessment.</p>	<p>✓ Professional</p>
<p>5.7 Learning difficulties are classified by identifying:</p> <ul style="list-style-type: none"> <li>• how they are exhibited</li> <li>• possible causes, and</li> <li>• strategies for overcoming such barriers.</li> </ul>	<p>✓ Intern ✓ Professional</p>
<p>5.8 Resources are analysed and evaluated in terms of their suitability for coping with and promoting diversity.</p>	<p>✓ Intern ✓ Professional</p>

**Element 6: Demonstrate understanding of teaching subject methodologies.**

**Performance Criteria:**

<p>6.1 Teaching methodologies for own subject are described and explained in relation to:</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• learning styles</li> <li>• learning theories, and</li> <li>• the Namibian context.</li> </ul> <p><i>Lower Primary phase:</i> Teaching methodologies and strategies used are consistent with the theme teaching approach, and facilitate integration of learning.</p>	<p>✓ Intern ✓ Professional</p> <p>✓ Professional</p>
<p>6.2 Methods are linked to their applications in ways that achieve different objectives and cater for different learning styles.</p>	<p>✓ Intern ✓ Professional</p>
<p>6.3 Recent and current developments within subject teaching methodologies are identified and critiqued for application in the classroom.</p>	<p>✓ Intern ✓ Professional</p>

**Competence 3:** Demonstrate understanding of education theory in general as well as in a Namibian context, with particular application to the subjects being taught.

**Theoretical underpinning:**

- Education Theory and Practice: Assessment; teaching methods and strategies; literacy and language teaching; Critical and reflective practice
- Child Development Theories
- Learner-centred education
- Multi-cultural approaches

**Teacher Competence 4:****Develop long and medium term plans for teaching.**

**Key Competence Area:** Planning

**Organising Domain:** Professional Practice

**Contextual information:**

- Planning is a school management requirement (format decided at school level).
- Planning at cluster level supports an even rate of progress across schools.
- Individual teachers develop year, trimester and/or month and week plans from annual cluster plans. These plans are used to develop daily lesson plans.
- Subject matter experts, under the auspices of NIED, produce the curricula and the syllabi.
- Syllabus and specimen examination papers are available to every teacher.
- Teachers interpret the syllabus and assessment guidelines, and develop schemes of work.

**Scope of performance:**

- Long-term plans refer to annual and/or trimester plans that form a basis for detailed lesson planning.
- Medium term plans refer to monthly and/or weekly plans.

**Values:**

- Commitment to cross-curricula issues of national concern.
- Learning must have relevance to *own* learners
- Commitment to timeous planning, and to meeting deadlines (respect for time as a scarce resource)

**Competence 4:** Develop long and medium term plans for teaching.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Plan in accordance with national requirements.**

#### **Performance Criteria:**

Note:

Planning at Lower Primary level is according to themes.

- 1.1 Plans are linked to syllabus aims and objectives, and provide sufficient detail to guide the development of detailed lesson plans.

*Lower Primary:*

Planning is consistent with the broad themes established in the syllabi for each subject.

- 1.2 Plans have the following key characteristics. They:

- meet national policies and guidelines
- suit the overall school programme and calendar, and
- are sufficiently flexible and adaptable to meet changing circumstances and time constraints.

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

### **Element 2: Develop plans for teaching.**

#### **Performance Criteria:**

Note:

Intern teachers do not produce long-term plans, but are involved in the planning processes. Typically, they generate day-to-day plans in response to given year-plans.

- 2.1 Plans employ a balance of developmentally appropriate strategies to promote:

- social skills
- critical thinking skills
- practical skills
- problem-solving, and
- enquiry based learning.

- 2.2 Plans are consistent with the principles of inclusive education and cater realistically for:

- the learning outcomes to be achieved,
- the relevant content to be covered, and
- the learning abilities of the learners. .

- 2.3 Plans make provision for continuous assessment, thus meeting the need for adequate formative and summative assessment (formal and informal) in line with curriculum subject needs, and national assessment guidelines.

Note:

Continuous assessment at Lower Primary is informal.

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

✓ Professional

**Competence 4:** Develop long and medium term plans for teaching.

2.4	The sequence and timing of learning activities are clearly specified and are appropriate to meet the given year plan outline.	✓ Intern ✓ Professional
2.5	The sequence and timing of learning activities are clearly specified and are appropriate to meet the developmental requirements of learning.	✓ Intern ✓ Professional
2.6	Plans make allowance for the possible need for remedial or compensatory teaching.	✓ Intern ✓ Professional
2.7	Plans incorporate lessons learned from experience and reflection on past practice to improve future delivery. <u>Note:</u> Professionals support intern teachers with respect to planning.	✓ Professional
2.8	Plans identify the materials, resources and technologies required to make subject matter accessible to learners. Resource requirements are: <ul style="list-style-type: none"><li>• referenced to planned activities</li><li>• make provision for alternatives and contingencies, and</li><li>• reflect the 'on-the-ground' reality of the schools. (<i>resources: media; additional input material; raw material; equipment</i>).</li></ul>	✓ Intern ✓ Professional

**Element 3: Plan for events and/or issues beyond the classroom.**

**Performance Criteria:**

Note:  
Plans are to address cross-curriculum issues, as well as major local and national events.

3.1	Plans accommodate cross-curriculum issues that need to be addressed. Learning opportunities include significant social issues as well as career related information and learning.	✓ Intern ✓ Professional
3.2	Planning takes cognisance of major events (global/regional/local) and looks for opportunities to include these as teaching and learning opportunities.	✓ Intern ✓ Professional

**Theoretical underpinning:**

- Subject related knowledge
- Curriculum Theory and Practice including: thematic teaching; sequential/progressive development of skill – conceptual development; assessment (diagnostic)
- Planning (in context)
- Child Development
- Learner-centred education
- Critical inquiry and reflective practice: Learner Study
- The school as an organization
- Cross-curricular themes and integrated teaching

**Teacher Competence 5:****Analyse curriculum and syllabus requirements and develop a scheme of work.****Key Competence Area:** Planning**Organising Domain:** Professional Knowledge and Professional Practice**Contextual information:**

- Planning is a school management requirement (format decided at school level).
- Planning at cluster level supports an even rate of progress across schools.
- Subject matter experts, under the auspices of NIED, produce the curricula and the syllabi.
- Syllabus and specimen examination papers are available to every teacher.
- Teachers interpret the syllabus and assessment guidelines, and develop schemes of work.
- Individual teachers develop year, trimester, month and week plans from annual cluster plans. These plans are used to develop daily lesson plans.
- Lower Primary education:  
Schemes of work must accommodate the challenges around first and second language issues facing lower primary teachers.

**Scope of performance:**

- Teachers are provided with a year plan. A scheme of work must be developed from that plan for the specific teaching subject, and each teacher must be able to do this. The ideal is unified schemes in primary education, across clusters.
- Lower Primary:  
Lower primary planning is integrated and thematic. Where there is more than one subject teacher they work together on subject schemes. Schemes are developed by 'class teams' (grade 1, grade 2 and so on)
- Teachers analyse source documentation to determine learning outcomes as part of the planning process.

**Values:**

- Commitment to cross-curricula issues of national concern.
- Self-awareness and awareness of the nature of work as a teacher, as part of a greater education and Human Resource Development whole.
- Awareness of the purpose of teaching as part of a bigger system.
- Commitment to cross-curricula issues of national concern.
- Commitment to the spirit of the subject syllabus and implementation of the teaching guide (rather than just working through the textbook).

**Competence 5:** Compile a scheme of work.

## **ELEMENTS AND PERFORMANCE CRITERIA**

**Element 1: Analyse the curriculum, syllabus and the learning context, and articulate learning outcomes.**

### **Performance Criteria:**

1.1	The analysis is based on an understanding of: <ul style="list-style-type: none"><li>• national and regional education aims and strategies</li><li>• the founding bases of curricula</li><li>• the curriculum and syllabus, and</li><li>• programme initiation and development processes.</li></ul> <p><i>Lower Primary:</i> Understanding includes in particular the differences between the thematic and subject approaches, and the implications of a thematic approach for integration.</p>	✓ Intern ✓ Professional
1.2	Curriculum and syllabus expectations are identified in terms of <ul style="list-style-type: none"><li>• the aims and objectives</li><li>• grade levels, and</li><li>• links between learning components and subject content.</li></ul>	✓ Intern ✓ Professional
1.3	The curriculum and syllabus is interpreted in terms of the prevailing national educational philosophy. Particular reference is made to learner-centred education and competency based education philosophies.	✓ Intern ✓ Professional
1.4	Analysis of the syllabus identifies ways to connect syllabus expectations to resources and technologies.	✓ Intern ✓ Professional
1.5	Analysis of the syllabus provides a useful basis for long, medium and short term planning. In particular, the analysis provides a basis to organise and sequence the scheme of work to increase learner understanding.	✓ Intern ✓ Professional
1.6	The analysis of syllabus and learning context includes critical reflections on the usefulness, relevance and application of the curriculum and syllabus to contemporary learners and the national interest.	✓ Intern ✓ Professional
1.7	The analysis of the learning context identifies the key factors that could have an impact on planning and designing learning. ( <i>Key factors related to the teaching environment, resources, socio-economic backgrounds of learners, special needs</i> ).	✓ Intern ✓ Professional
1.8	Planning and learning design reflects provision for the key factors.	✓ Professional

## Element 2: Compile a scheme of work.

### Performance Criteria:

Note:

Both Intern and Professional Teachers are able to compile schemes of work; those of the Professional Teacher show the impact of greater experience and reflection.

2.1	The scheme of work identifies the learning outcomes for each main component of learning with clear reference to the syllabus objectives.	✓ Intern ✓ Professional
2.2	Confidence in subject matter knowledge promotes effective and insightful planning.	✓ Intern ✓ Professional
2.3	The scheme of work reflects and meets the aims of the curriculum and the objectives of syllabus and assessment guidelines through clear descriptions of: <ul style="list-style-type: none"><li>• learning activities</li><li>• learning strategies, approaches, techniques and resources</li><li>• assessment strategies, approaches, techniques and resources.</li></ul>	✓ Intern ✓ Professional
2.4	The scheme of work identifies instructional activities that demonstrate key concepts and their interrelationships.	✓ Intern ✓ Professional
2.5	The scheme of work helps to organise subject matter effectively to reveal and value different cultural perspectives.	✓ Intern ✓ Professional
2.6	The scheme of work provides a developmentally appropriate sequence and structure for lessons, as per the intentions of the syllabus and/or teaching guides.	✓ Intern ✓ Professional
2.7	The scheme of work provides a clear framework for the development of lesson plans and for keeping track of teaching progress.	✓ Intern ✓ Professional
2.8	The scheme of work reflects the different philosophies underpinning learning design, with particular reference to prevailing philosophies in Namibia.	✓ Intern ✓ Professional
2.9	The scheme of work is informed by inputs from evaluations, performance appraisals, learner assessments, colleagues and relevant publications.	✓ Intern ✓ Professional

### Theoretical underpinning:

- Mastery of school subject content, and how to teach it.
- Cross-curricular themes and integrated teaching
- Education Theory and Practice: curriculum and curriculum instruction studies
- Curriculum development steps and processes
- Child Development – developmental stages
- Learner-centred education
- Critical inquiry and reflective practice: Learner Study
- The school as an organization

**Teacher Competence 6:****Design learning sessions and learning experiences.**

**Key Competence Area:** Design and Development

**Organising Domain:** Professional Practice

**Contextual information:**

- All teachers must prepare lessons and gather teaching aids based on their scheme of work and syllabus requirements.
- Plans are checked.
- Some teachers sit together and prepare lessons; shared input and planning is voluntary.
- Planning is a dynamic process; it is not one plan forever.
- Principals and HODs are involved.
- Experienced teachers already in schools may require additional training in the new learner-centred approach, as well as in language across the curriculum.

**Scope of performance:**

- Design will be within the context of an established medium-term plan, and in relation to a given syllabus, aims and objectives.
- Design to include descriptions of learning activities, sequencing, facilitation methods, learning theories to be applied, methodologies, strategies, structure, approach to assessment; resources, time allocations.
- Primary Teachers:  
Must work with broad and subject themes.
- Provision is made for input from reflective practice.

**Values:**

- Appreciate differences and the richness of cultural diversity, and the potential for reaching and touching lives.
- Open to change, adaptable, flexible, and willing to act as a change agent.
- Ensure that there is no discrimination from school, pupils or community (including parents).
- Development of creativity.
- Development of holistic person.
- Awareness of learner as an individual.

**Competence 6:** Design learning sessions and learning experiences.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Design learning in terms of broad and specific aims.**

#### **Performance Criteria:**

1.1	The design has the following key features: <ul style="list-style-type: none"><li>• It reflects the teaching and assessment priorities identified in the syllabus, and</li><li>• It incorporates lessons from evaluations and previous teaching and assessment experiences.</li></ul>	✓ Intern ✓ Professional
1.2	Aims and objectives of the sessions are clearly stated and contribute towards the achievement of the broader curriculum and syllabus aims and objectives.	✓ Intern ✓ Professional
1.3	The learning design promotes integration across and between content areas and adequately accommodates cross-curricula issues. <i>Cross-curricula issues include: environmental learning; HIV/AIDS; ICT; thinking skills; ethics, morals and character development; lifelong learning skills.</i> <u>Note:</u> Professional are more able to manage integration, and include opportunities for cross-curriculum learning.	✓ Intern ✓ Professional  ✓ Professional
1.4	Learning activities are relevant to, and consistent with, the lesson objectives. The activities are appropriate to: <ul style="list-style-type: none"><li>• the learners' needs</li><li>• the learning context, and</li><li>• previous learning experiences.</li></ul> The activities promote active participation and can be completed in the allocated time.	✓ Intern ✓ Professional
1.5	The design is consistent with prevailing philosophies in Namibia. In particular, there is application of learner centred education and competency based education philosophies.	✓ Intern ✓ Professional
1.6	The design promotes active engagement with the local and wider community.	✓ Intern ✓ Professional
1.7	The design supports the broad curriculum goals of the national education system.	✓ Intern ✓ Professional

### **Element 2: Design for learner-centred learning experiences.**

#### **Performance Criteria:**

2.1	The design connects the learners' prior knowledge, life experience and interests with learning goals. The design also creates and supports a culture of learning.	✓ Intern ✓ Professional
2.2	Insight into learners' current competence and progress is accurate and assists in decisions around pace and opportunity for consolidation.	✓ Professional

**Competence 6:** Design learning sessions and learning experiences.

*Lower Primary:*

'Placement assessments' at lower primary level help to place learners appropriately in terms of 'readiness' for further learning. [See the ETSIP document on ECD].

- |     |  |                            |
|-----|--|----------------------------|
| 2.3 | The design takes into account the attention span of learners at different stages of development.   | ✓ Intern<br>✓ Professional |
| 2.4 | The design takes into account and reflects diverse social and cultural backgrounds of learners.  | ✓ Intern<br>✓ Professional |
| 2.5 | The design takes into account the identified language, literacy and numeracy skills of the learners. This is done through the application of strategies that minimize the impact of deficiencies in these areas, and support the development of language skills across the curriculum. | ✓ Intern<br>✓ Professional |
| 2.6 | Methodologies selected are explained and justified in terms of their relevance, effectiveness and appropriateness.<br>Methodologies include: <i>learner-centred; competency-based; problem solving; enquiry-based; group work.</i>   | ✓ Intern<br>✓ Professional |
| 2.7 | The design makes use of developmentally appropriate, creative and relevant learning experiences. In this way, the design makes the subject matter accessible and meaningful to all learners.   | ✓ Intern<br>✓ Professional |
| 2.8 | The design accommodates identified learning difficulties and special needs.  | ✓ Intern<br>✓ Professional |
| 2.9 | The design sequence is appropriate to the learners' needs in terms of pace and logic of structure.   | ✓ Intern<br>✓ Professional |

**Element 3: Design learning around required resources within organisational constraints.**

**Performance Criteria:**

Note:

Professional Teachers are likely to have a better idea of local resource availability and constraints.

- |     |   |                            |
|-----|---|----------------------------|
| 3.1 | The design meets school budgetary constraints and can be implemented within planned time frames, as per the scheme of work and long-term plans. | ✓ Intern<br>✓ Professional |
| 3.2 | The design makes effective and creative use of existing resources without compromising the quality of the learning experiences.                 | ✓ Intern<br>✓ Professional |

**Competence 6:** Design learning sessions and learning experiences.

#### **Element 4: Design learning for mastery.**

##### **Performance Criteria:**

Note:

Professional Teachers will have a better idea of what is involved in providing for the development of mastery in learners.

- |     |  |                            |
|-----|--|----------------------------|
| 4.1 | The design ensures sufficient opportunities for learners to practice and in this way achieve mastery of the required outcomes. | ✓ Intern<br>✓ Professional |
| 4.2 | Provision is made for the integration of formative and summative assessment.   | ✓ Intern<br>✓ Professional |

##### **Additional Related Competence:**

##### **Unit ID: ICTED02 - Design and deliver lessons using ICT applications**

Element 1: Design lessons integrating ICT applications

Element 2: Prepare teaching and learning materials using ICT tools

Element 3: Manage ICT resources and facilities

Element 4: Deliver lesson plans using ICT tools

##### **Theoretical underpinning:**

- Mastery of school subject content, and how to teach it.
- Learning Theories and Teaching Principles and their implications for learning design
- Designing Teaching & Learning Experiences and Managing learning Environments
- Education Theory and Practice: curriculum and curriculum instruction studies
- Child Development – developmental stages
- Learner-centred education
- Individual differences and children with general learning difficulties
- Specific Learning Problems and children with special needs
- Cross-curricular themes and integrated teaching
- Teaching, learning, assessment (formative and summative) strategies
- Role and use of ICT to support teaching and learning

**Teacher Competence 7:****Access and prepare learning resources.**

**Key Competence Area:** Design and Development

**Organising Domain:** Professional Practice

**Contextual information:**

- All teachers must prepare lessons and gather teaching aids based on their scheme of work and syllabus requirements.
- Some teachers sit together and prepare lessons; shared input and planning is voluntary.
- Teacher Resource Centres, where accessible, do provide resources to teachers.
- ICT – policy has been approved, and ICT resources have become a major issue and the focus of a major planned roll-out and implementation.

**Scope of performance:**

- Resources to include common items and materials such as visual aids, worksheets, instructions, exercises, notes, reference material, models.
- Planning is a dynamic process; plans must be regularly reviewed and adjusted.
- Resources become obsolete, and must be refreshed and renewed to remain relevant. Resources include new ICT.
- Primary Education:  
Resources and teaching aides are more extensive at lower primary levels.

**Values:**

- Appreciate differences and the richness of cultural diversity, and the potential for reaching and touching lives.
- Ensure that there is no discrimination from school management and teachers, learners or community (including parents).
- Development of creativity.
- Development of holistic person.
- Awareness of learner as an individual.
- Willingness to embrace new technologies (ICT).
- Willingness to share resources, and care for shared resources.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Access and prepare learning resources.**

#### **Performance Criteria:**

Note:

Creation of resources is, ideally, a shared activity, and teachers share ideas and generate resources jointly, to the benefit of learning across the school community as a whole.

<p>1.1 Resources are appropriate for use in the planned lessons. These resources are able to support the achievement of the identified outcomes.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.2 Resources are safe, durable and within applicable resource limitations. There is creative and innovative use of low-cost and/or waste material where possible.</p> <p><i>Primary Schools:</i> General safety issues are carefully monitored to ensure that children are not placed in potentially dangerous environments, or work with potentially dangerous materials and equipment. Children are closely monitored and supervised during activities.</p> <p><i>Secondary Schools:</i> Specific high risk situations are identified and close supervision minimises risks to learners. High-risk situations include: <i>science experiments; industrial workshops; sport.</i></p>	<p>✓ Intern ✓ Professional</p>
<p>1.3 The value of joint creation and sharing of resources is explained, highlighting the benefit to learning across the school community as a whole.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.4 Creativity is applied to the development of resources that are appropriate to the learning experience and the learning context. Resources produced are likely to stimulate interest and participation.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.5 Personal knowledge base of what is available or possible includes a wide range and variety of sources and possibilities, including up-to-date technology. Selected resource options enhance the learning experience.</p>	<p>✓ Professional</p>
<p>1.6 Resources are free from cultural, religion or systems of belief, ethnic and gender bias. Resources are also adaptable for learners with special needs.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.7 Resources are appropriate to:</p> <ul style="list-style-type: none"> <li>• the levels of the learners</li> <li>• their developmental needs, and</li> <li>• their interests.</li> </ul> <p>Planned resources meet requirements for ethical practice, and reflect awareness of the sensibilities of learners and the community.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.8 Resources are available on time and in sufficient numbers.</p>	<p>✓ Intern ✓ Professional</p>

**Competence 7:** Access and prepare learning resources.

**Additional Related Competence:**

**Unit ID: ICTED02 - Design and deliver lessons using ICT applications**

Element 1: Design lessons integrating ICT applications

Element 2: Prepare teaching and learning materials using ICT tools

Element 3: Manage ICT resources and facilities

Element 4: Deliver lesson plans using ICT tools

**Theoretical underpinning:**

- Subject related knowledge – with reference to appropriate resources to transfer learning
- Child Development
- Multi-culturalism
- Learner-centred education
- Learning Theories and Teaching Principles and their implications for learning design
- Designing Teaching & Learning Experiences and Managing learning Environments (focus on creative options for selection and/or production of illustrations and supporting materials)
- Individual differences and children with general learning difficulties
- Specific Learning Problems and children with special needs
- Cross-curricular themes and integrated teaching
- Teaching, learning, assessment (formative and summative) strategies
- Role and use of ICT to support teaching and learning

**Teacher Competence 8:****Organise and manage the learning environment.**

**Key Competence Area:** Facilitation of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- The school sets tone for the learning environment; area is important (urban, rural).
- Induction and mentorship of teachers into the school is critical in setting the tone.
- Some classes are permanently set up to preclude group work (particularly where space is shared). Some school managers do not like rearrangement of classes for this reason, or for the disruption implied.

**Scope of performance:**

- Teachers set the tone and manage in their own classrooms.
- Teachers support one another in maintaining the general learning environment.

**Values:**

- Understands the values reflected in the constitution and laws of the land.
- Presents values which protect learners, promote trust and create a positive, enhancing, educational environment.
- Conveys the value of learning to learners, and assist learners to become lifelong learners
- Demonstrates care for and commitment to learners, and dedicate their efforts to teach and support learning.
- Encourages learners to grow as individuals and as contributing members of society.
- Promotes democratic attitudes, styles, values and expressions in the learning environment.
- Accepts responsibility for own learning and behaviour.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Organise and manage the learning environment.**

#### **Performance Criteria:**

Note:

Learning environment means: *the physical space and appearance of the area in which learning happens.*

1.1	The learning environment is organised and managed to promote learning.	✓ Intern ✓ Professional
1.2	The learning environment is ensured to be supportive and safe, encouraging: <ul style="list-style-type: none"><li>• positive social interaction</li><li>• active engagement in learning, and</li><li>• self-motivation.</li></ul> <p><i>Lower Primary:</i> Supervision and management of learners is constant and more intensive than in higher grades. Intensity of supervision is consistent with the shorter attention spans of lower primary learners, and the consequent need for more varied activity.</p> <p>Parental and community involvement is actively encouraged, particularly at lower primary level, and 'new' parents are oriented to the school and its expectations with respect to support.</p>	✓ Intern ✓ Professional
1.3	The learning environment reflects cultural diversity in a balanced and unbiased manner.	✓ Intern ✓ Professional
1.4	The learning environment, classroom procedures and routines are managed so as to support learners and promote a culture of learning.	✓ Intern ✓ Professional
1.5	Management of the learning environment promotes positive relationships, cooperation and purposeful learning activities.	✓ Intern ✓ Professional
1.6	Management and discipline is guided by and consistent with national and school policy and guidelines.  Guidance provided to Intern teachers draws on own experience and best practice and contributes to the development of the Intern Teacher.	✓ Intern ✓ Professional ✓ Professional
1.8	Management of the learning environment promotes responsibility among learners for themselves, others and the environment.	✓ Intern ✓ Professional

**Competence 8:** Organise and manage the learning environment.

## **Element 2: Organise and manage space and resources.**

### **Performance Criteria:**

2.1	The environment is organised to maximise available space. The space is organised so it can be re-arranged to suit the requirements of particular learning activities on an ongoing basis.	✓ Intern ✓ Professional
2.2	The environment is sufficiently adaptable to accommodate special needs of learners within a conventional learning environment.	✓ Intern ✓ Professional
2.3	The environment is set up to cater for individual, pair and group space.  <i>Primary and Pre-vocational Schools:</i> Workspace is organised so that individual workspace and space for group work exist simultaneously to facilitate easy movement from one to the other.	✓ Intern ✓ Professional
2.4	Materials and physical resources are stored in an organised and accessible manner.	✓ Intern ✓ Professional

### **Theoretical underpinning:**

- Designing Teaching & Learning Experiences and Managing learning Environments
- Planning and implementing teaching and learning
- The school as an organization
- Behaviour, discipline, motivation
- Group dynamics
- Social skills and interaction.

**Teacher Competence 9:****Apply strategies to promote English competence across the curriculum.**

**Key Competence Area:** Facilitation of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- Language is a critical issue in schools – lack of language and English skills severely slows down learning as a whole.
- Recent World Bank report highlights this as a major issue in Namibia.
- All teachers must be drawn into a cross-curriculum approach to language.
- Grade 4 (in some schools/classes) is the first time when learners have to use English as the medium of instruction.
- Research shows that learners learn better and their learning lasts longer in language-intensive classrooms.

**Scope of performance:**

- Create an environment which supports the learning/acquisition of the target language (spoken; access to books and a reading culture).

**Values:**

- Value cultural diversity.
- Promote cross-cultural and multilingual opportunities
- The belief in the importance of language skills for learning (“No matter what the subject, the people who read it, write it, and talk it are the ones who learn it best”).

**Competence 9:** Apply strategies to promote English competence across the curriculum.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate understanding of language across the curriculum.**

#### **Performance Criteria:**

Note:

English across the curriculum refers to the practice through which the study and use of English takes place throughout the curriculum. Its purpose is to prepare students for the cross-cultural and multilingual demands and opportunities of a global society.

English across the curriculum is appropriate at all levels of education after Year 4.

1.1	The goals of language across the curriculum are described and explained with reference to <ul style="list-style-type: none"><li>• integration of language into all disciplines,</li><li>• cross-cultural and multilingual inquiry, and</li><li>• the use of language skills in the pursuit of knowledge and skills in other domains.</li></ul>	✓ Intern ✓ Professional
1.2	The process of language learning across the curriculum is explained with reference to <ul style="list-style-type: none"><li>• language use as a means of accessing knowledge and skills in other domains, and</li><li>• creating a climate immersed in, and supportive of, the target language.</li></ul>	✓ Intern ✓ Professional
1.3	The advantages of English skills in a Namibian context are explained with reference to <ul style="list-style-type: none"><li>• cross-cultural competence and</li><li>• the ability of learners to function in an increasingly multicultural society and a globalised economy.</li></ul>	✓ Intern ✓ Professional
1.4	Key features of English across the curriculum are described in relation to activities and strategies employed to develop English without compromising learning in other disciplines. <i>Strategies include: peer teaching; logging what is not understood; interacting in group learning tasks in English; oral presentations to share learning; learner involvement (setting questions to guide future discussion and study; choosing topics for study); development of portfolios (including essays, notes, completed homework, projects, drawings, lab reports, field notes, word problems, research data, proofs, graphs, tests.</i>	✓ Intern ✓ Professional
1.5	Thinking and teaching is grounded in current language research and theory.	✓ Professional

**Competence 9:** Apply strategies to promote English competence across the curriculum.

## **Element 2: Review learner language use and develop strategies to engage learners in English.**

### **Performance Criteria:**

Note:

Strategies here are for teachers other than language teachers.

2.1	Strategies are investigated and trialled to create a more active, language-centred teaching and learning environment. Investigations are based on a critical review of own teaching and learner interactions and participation.	✓ Intern ✓ Professional
2.2	Language use in the classroom is critically reviewed in order to establish <ul style="list-style-type: none"><li>• who is talking</li><li>• who is asking questions, and</li><li>• how many modes of language (talking, listening, writing, and reading) are actively used.</li></ul> Activities and assignments introduced promote an increase in the range and extent of learner language.	✓ Intern ✓ Professional
2.3	A democratic approach is adopted in order to <ul style="list-style-type: none"><li>• facilitate involvement and active participation, and</li><li>• increase opportunities for language use for both learners and teachers.</li></ul>	✓ Intern ✓ Professional
2.4	Classrooms are characterised by <ul style="list-style-type: none"><li>• talk-intensive activities,</li><li>• frequent work in groups, and</li><li>• active participation in a variety of projects.</li></ul>	✓ Intern ✓ Professional
2.5	Assignments have the following key features: <ul style="list-style-type: none"><li>• they engage and guide learners through the learning process</li><li>• they incorporate feedback from teachers and peers, and</li><li>• they require a variety of different ways of using language.</li></ul>	✓ Intern ✓ Professional
2.6	Learners are actively encouraged to share their enthusiasm for active exploration, talking, writing, and reading with others in their school community.	✓ Intern ✓ Professional
2.7	The need for support from school management is described with respect to professional development opportunities, as well as practical issues of timetabling and staff scheduling.	✓ Intern ✓ Professional
2.8	Information shared with parents provides them with insight into new approaches, and enlists support for an English language environment.	✓ Intern ✓ Professional

### **Theoretical underpinning:**

- Learning to write and writing to learn at primary level; language across the curriculum in the elementary grades.
- Content Area Reading-Writing Lessons; Guidelines for writing assignments in the content areas; learning through writing: study skills in the content areas.

**Competence 9:** Apply strategies to promote English competence across the curriculum.

- Models and methods for writing across the curriculum.
- Critical reading/thinking across the curriculum
- Journal writing across the curriculum; journals across the disciplines; diaries, logs and journals in the elementary classroom.
- Writing assignments across the curriculum.
- Talking to learn; oral language in the classroom.
- Classroom inquiry: Learning about learning

**Teacher Competence 10:****Facilitate learning using a variety of group-orientated methodologies.**

**Key Competence Area:** Facilitation of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- Average class size is officially recommended as 1:32 for Secondary and 1:35 for Primary. Classes are over-crowded in general and exceed these numbers.
- There are no or few textbooks and learning support materials available.
- There are currently un- and under-qualified teachers in Namibia. At times teachers are not within their areas of speciality (prevalent in lower primary, with the new reform)
- The culture and quality of learning and management effectiveness is unevenly distributed.
- There are inadequate resources to support teachers.
- Teaching has a crucial role to play in developing moral values in society.
- Learner-centred learning is a significant policy position at the current time (2006).

**Scope of performance:**

- Teachers are to be able to demonstrate a range of techniques such as role-plays, case studies, experimentation and practical work, problem solving, group discussions, group study, action research, projects.

**Values:**

- Advocate reading and promote communication that is more effective.
- Facilitate learning experiences that promote autonomy, interaction and choice.
- Promote self-directed, reflective learning for all learners.
- Development of language across the curriculum.
- Commitment to learner-centred principles and practices.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Facilitate learning using groups.**

#### **Performance Criteria:**

Note:

Professional Teachers are familiar with, and employ, a wider range of techniques.

- |     |   |                            |
|-----|---|----------------------------|
| 1.1 | Learners are grouped to meet their learning needs and to fit the nature and purpose of the learning activities.                                   | ✓ Intern<br>✓ Professional |
| 1.2 | Groups are managed in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members. | ✓ Intern<br>✓ Professional |
| 1.3 | Groups are managed in line with their needs in terms of pace and logic of structure.  | ✓ Intern<br>✓ Professional |
| 1.4 | Behaviour and conflict management is positive, sympathetic, constructive, supportive, respectful and in line with relevant legislation.           | ✓ Intern<br>✓ Professional |
| 1.5 | Behaviour and conflict management is less a conscious feature of practice, and more integrated into teaching.                                     | ✓ Professional             |
| 1.6 | Relationships are fostered with learners that are underpinned by trust, respect and confidence.   | ✓ Intern<br>✓ Professional |

### **Element 2: Apply a range of facilitation techniques.**

#### **Performance Criteria:**

Note:

Professional Teachers are familiar with and employ a wider range of techniques.

- |     |   |                            |
|-----|---|----------------------------|
| 2.1 | Facilitation approaches apply learner-centred and competency-based principles.  | ✓ Intern<br>✓ Professional |
| 2.2 | Facilitation employs a variety of developmentally appropriate strategies to promote: <ul style="list-style-type: none"><li>• critical thinking</li><li>• problem solving, and</li><li>• the learning and performance skills of all learners.</li></ul>  | ✓ Intern<br>✓ Professional |
| 2.3 | Facilitation approaches successfully integrate learning across and between content areas.<br><br><i>Primary Teaching:</i><br>Facilitation focuses around theme teaching, and promotes integration of learning.<br><br><i>Secondary Teaching:</i><br>Integration is applied where possible within school constraints, in ways that avoid compartmentalisation, and fragmentation of the learning experience. | ✓ Intern<br>✓ Professional |

**Competence 10:** Facilitate learning using a variety of group-orientated methodologies.

2.4	The facilitation approach promotes open interaction and ensures learners are active and continuous participants in their own learning.	✓ Intern ✓ Professional
2.5	The facilitation approach and use of carefully planned and sequenced activities enables learners to <ul style="list-style-type: none"><li>• draw from and share their own experiences, and</li><li>• work out and apply concepts for themselves.</li></ul> <p><i>Primary Teaching:</i> Own experienced is drawn out through appropriate methodologies including 'show and tell'.</p>	✓ Intern ✓ Professional
2.6	The facilitation approach: <ul style="list-style-type: none"><li>• supports the intellectual, social, emotional and physical development of the learners</li><li>• ensures the physical and emotional safety, security and comfort of the learners.</li></ul>	✓ Intern ✓ Professional
2.7	Facilitation approaches are integrated into teaching.	✓ Professional
2.8	An appropriate range of media is used to support learning.	✓ Intern ✓ Professional
2.9	School based teams are used as an effective resource to support learning. <p><i>Primary Teaching:</i> Team based approach is applied consistently in primary teaching contexts.</p>	✓ Intern ✓ Professional
2.10	Facilitation approaches are adapted to suit the learning needs and the prevailing conditions in the learning environment.	✓ Intern ✓ Professional
2.11	The facilitation approach is multi-cultural, avoids bias and is sensitive to the knowledge, experiences and needs of all the learners.	✓ Intern ✓ Professional

**Element 3: Facilitate learning using effective communication skills.**

**Performance Criteria:**

Note:

Professional Teachers have are familiar with, and employ, a wider range of techniques.

3.1	The language medium and level is: <ul style="list-style-type: none"><li>• appropriate for the learners, and</li><li>• consistent with the terminology used in the subject area.</li></ul> English is used with confidence during facilitation where it is the medium of instruction.	✓ Intern ✓ Professional
3.2	Clear instructions and explanations are provided to promote understanding. Instructions to learners include clear direction for the use of resources.	✓ Intern ✓ Professional

**Competence 10:** Facilitate learning using a variety of group-orientated methodologies.

3.3	Facilitation makes use of effective verbal, nonverbal and written communication techniques to encourage the use of inquiry and collaboration among learners. <i>Secondary Schools:</i> The tools of information literacy are used effectively to encourage the inquiry and collaboration among learners.	✓ Intern ✓ Professional
3.4	Verbal and non-verbal interactions value learners and are encouraging, supportive, participatory, warm, caring and responsive to emotional and developmental needs.	✓ Intern ✓ Professional
3.5	Active listening is employed consistently to monitor learner progress and understand learner perspectives.	✓ Intern ✓ Professional
3.6	Active listening is integrated into teaching.	✓ Professional
3.7	Communication is sensitive to cultural, religion or systems of belief, linguistic, gender, sexual orientation, economic, ability and social differences.	✓ Intern ✓ Professional

**Element 4: Facilitate learning using questioning techniques.**

**Performance Criteria:**

Note:

Professional Teachers are familiar with and employ a wider range of techniques.

4.1	Questioning techniques are: <ul style="list-style-type: none"><li>• consistent with the facilitation approach</li><li>• promote learner involvement</li><li>• stimulate critical thinking, and</li><li>• contribute towards learning.</li></ul>	✓ Intern ✓ Professional
4.2	Questioning is integrated into teaching to prompt thinking among learners and to probe their understanding.	✓ Intern ✓ Professional
4.3	Questioning techniques are open, positive and responsive to learner needs.	✓ Intern ✓ Professional
4.4	An appropriate mix of open, closed and probing questions are used. The type of question is consistent with the purpose of the learning activities and subject matter. Questions provoke thoughtful responses.	✓ Intern ✓ Professional

**Competence 10:** Facilitate learning using a variety of group-orientated methodologies.

### **Element 5: Monitor progress and the achievement of learning outcomes.**

#### **Performance Criteria:**

Note:

Professional Teachers have more experience and insight of establishing and measuring learner achievements.

- 5.1 Opportunities are created to monitor learner's progress in terms of the agreed outcomes, and where possible facilitate the gathering of evidence for assessment purposes. Where necessary, modifications are made to the facilitation approach to ensure the learners' needs are addressed.
- 5.2 Opportunities for learning, discovery, consolidation and practice are sufficient to ensure learner competence is achieved in terms of the defined outcomes.

- ✓ Intern  
✓ Professional
- ✓ Intern  
✓ Professional

#### **Theoretical underpinning:**

- Critical inquiry and reflective practice
- Planning and implementing teaching and learning
- Knowledge of strategies, methodologies, questioning skills, interpersonal approaches
- Knowledge of the application of language across the curriculum
- Development of effective social skills (what skills and how to develop)
- Learner-centred principles and approaches
- Competency-based principles and approaches
- Assessment techniques

**Teacher Competence 11:****Facilitate learning through interactive presentations, instruction and demonstrations.**

**Key Competence Area:** Facilitation of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- Average class size is officially recommended as 1:32 for Secondary and 1:35 for Primary. Classes are over-crowded in general and exceed these numbers.
- There are few or no textbooks and/or learning support materials available.
- There are currently un- and under-qualified teachers in Namibia. At times teachers are not within their areas of speciality (prevalent in lower primary, with the new reform)
- The culture and quality of learning and management effectiveness is unevenly distributed.
- There are inadequate resources to support teachers.
- Teaching has a crucial role to play in developing moral values in society
- Many teachers currently placed in schools do not have good language skills.

**Scope of performance:**

- Presentations, instruction and demonstrations that include learner involvement and interaction.

**Values:**

- Advocate reading and promote communication that is more effective.
- Development of language across the curriculum.
- Promote the value of mutual respect.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Facilitate learning through interactive presentations, instruction and demonstrations.**

#### **Performance Criteria:**

Note:

More experienced teachers may become more inhibited with time.

<p>1.1 The use of presentations, instruction and demonstrations contributes meaningfully towards expected learning outcomes.</p> <p><i>Primary Teaching:</i> Games, songs, and demonstrations of activities and skills provide variety and interest, and contribute towards expected learning outcomes.</p> <p><i>Secondary Teaching:</i> Demonstrations of techniques (baking, sewing, crafts), as well as experiments (science) are used to teach core skills and contribute towards expected learning outcomes. Safety principles are applied consistently throughout to minimise risks.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.2 Key learning points are reinforced through effective presentations, instruction and demonstrations. There is sufficient variety through the effective use of eye contact, voice modulation, body language, non-verbal communication, and support material.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.3 Non-verbal communication is effective and enhances the effectiveness of presentations.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.4 Information is presented at a level of complexity appropriate to the subject matter and the learners.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.5 Target audience is accurately assessed and presentation adjusted to meet learner level, expectations and needs.</p>	<p>✓ Professional</p>
<p>1.6 Information is suitably structured, accurate and relevant to the presentation purpose.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.7 English is used with confidence in presentations and demonstrations.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.8 Visual and audio aids are used effectively to support learning. [Visual and audio aids include ICT].</p>	<p>✓ Intern ✓ Professional</p>
<p>1.9 Delivery is modified where necessary to accommodate the learning environment, resource availability, learner needs and time constraints.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.10 Presentations, instruction and demonstrations incorporate sufficient interaction with and between learners to ensure the learning objectives are achieved.</p>	<p>✓ Intern ✓ Professional</p>
<p>1.11 Questioning techniques are used effectively to promote learner involvement, stimulate critical thinking and contribute towards learning.</p>	<p>✓ Intern ✓ Professional</p>

**Competence 11:** Facilitate learning through interactive presentations, instruction and demonstrations.

1.12	Questioning techniques are integrated into teaching as a necessary means for prompting thinking by learners and probing their understanding below the surface effectively.	✓ Intern ✓ Professional
1.13	Presentations, instruction and demonstrations help to integrate learning across and between content areas.	✓ Intern ✓ Professional
1.14	Relationships are fostered with learners that are underpinned by trust, respect and confidence. <u>Note:</u> Intern Teachers will take time to develop trust and respect. They are “proving” themselves.	✓ Professional

**Theoretical underpinning:**

- Language skills in target language; non-verbal communication
- Critical inquiry and reflective practice
- Planning and implementing teaching and learning
- Knowledge of strategies, methodologies, questioning skills, interpersonal approaches
- Presentation media and techniques

**Teacher Competence 12:****Manage learning and learners.****Key Competence Area:** Facilitation of Learning**Organising Domain:** Professional Practice**Contextual information:**

- There is a disciplinary code in the schools (that excludes corporal punishment), but there is not much confidence in the code, and it is not universally applied.
- The principle is discipline from within.
- Each school has its own policy on discipline. Where schools have primary and secondary, the behaviour of the one may influence the behaviour of the other.
- Teachers do not always receive support from school management and parents; managers do not always receive support from regional offices.
- Serious disciplinary actions against teachers and learners are cumbersome and drawn out; militates against effective discipline.
- The "Guidelines for Principals" contains the "what" teachers should do, but not the "how".

**Scope of performance:**

- Manage learning progress and related records.
- Manage learner behaviour and classroom dynamics.

**Values:**

- Care for learners.
- Promote learner social and emotional development and group responsibility.
- Manage behaviour in culturally appropriate and sensitive ways.
- Awareness that own behaviour will influence learners
- Learners' rights to learn (and the Teacher's right to teach) should not be compromised by the behaviour of others
- The expression and use of democratic values in the classroom
- Taking responsibility for establishing a positive climate in the learning environment

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Manage learning.**

#### **Performance Criteria:**

Note:

Professional Teachers employ strategies that have been tried and found to be effective over time.

1.1	Learning is managed in accordance with short and long-term plans.	✓ Intern ✓ Professional
1.2	Learning progress is monitored against checkpoints established during preparation.	✓ Intern ✓ Professional
1.3	Estimation of progress is accurate and supported by valid evidence.	✓ Professional
1.4	Learners who fall behind the expected rate of progress are supported through supplementary teaching or appropriate alternative methods.	✓ Intern ✓ Professional
1.5	Own, school-based and regional resource networks are identified and accessed to support the management of learning.	✓ Intern ✓ Professional
1.6	Networks are extensive and established and contribute significantly to effective learning management.	✓ Professional
1.7	Learning management is consistent with school policies and procedures.	✓ Intern ✓ Professional
1.8	Records of learning management are accurate, up to date and support planning of learning.	✓ Intern ✓ Professional

### **Element 2: Manage learners.**

#### **Performance Criteria:**

Note:

Professional Teachers employ strategies that have been tried and found to be effective over time.

2.1	Standards established and maintained for learner behaviour promote the development of self-managing behaviour and promote a healthy learning environment.	✓ Intern ✓ Professional
2.2	Standards set are realistic, and are applied consistently in the effective management of discipline.	✓ Professional
2.3	Learner management practices are based on an understanding of age-appropriate behaviour and of the principles, strategies and techniques of behaviour management.	✓ Intern ✓ Professional
2.4	Learner management includes lessons from own experience of successful practice.	✓ Professional

## Competence 12: Manage learning and learners.

2.5	Language used in behaviour management is culturally and gender sensitive and constructive, yet assertive. Learner management fosters relationships with learners that are underpinned by trust, respect and confidence.	✓ Intern ✓ Professional
2.6	Own behaviour provides a constructive and motivational model for learners concerning their behaviour and the need to manage their emotions.	✓ Intern ✓ Professional
2.7	Learner management is based on an awareness of the links between needs, motivation and behaviour.	✓ Intern ✓ Professional
2.8	Needs and motivations are accurately identified, and resulting learner management includes successful strategies developed in own practice.	✓ Professional
2.9	Learner management promotes the broader development of life skills and responsibility beyond the classroom.	✓ Intern ✓ Professional
2.10	Learner management promotes learner understanding of <ul style="list-style-type: none"><li>• the importance of rules</li><li>• consequences of behaviour, and</li><li>• the relationship between rights and responsibility.</li></ul>	✓ Intern ✓ Professional
2.11	Responses to behaviour are appropriate to the behaviour and are directed towards achieving developmental objectives. Responses include: <i>praise, support, rewards, and natural and logical consequences.</i>	✓ Intern ✓ Professional
2.12	Responses are appropriate to specific contexts, and include successful strategies developed in own practice.	✓ Professional
2.13	Responses to behaviour are appropriate to age, gender and culture.	✓ Intern ✓ Professional
2.14	Learner management is characterised by a willingness to develop new and improved learner management techniques and strategies.	✓ Intern ✓ Professional

### Theoretical underpinning:

- Learner-centred education
- Designing Teaching & Learning Experiences and Managing learning Environments
- Principles, strategies and techniques of behaviour management
- Human relationships and their role in behaviour management
- How the learning environment influences learning and behaviour
- Time management in the classroom and as a motivator
- Emotional intelligence and maturity and the Teacher

**Teacher Competence 13:****Work with special needs learners.****Key Competence Area:** Facilitation of Learning**Organising Domain:** Professional Practice**Contextual information:**

- “Inclusive education policies” in Namibia implies educating learners with special needs together with learners in the mainstream.
- There is a gap between policy intentions and practical realization (inadequate resources).
- There is insufficient attention to competencies; what is attainable by those with special needs.
- There are also policy issues around passing/failing before referral (‘fail’ twice before referral; age of referral).
- Special needs include:
  - physical disabilities (sight / hearing)
  - learning disabilities (reading / writing, learning delays)
  - psychological (emotional / behavioural)
  - intellectual
  - orphans and vulnerable children
  - gifted and talented learners.

**Scope of performance:**

- Teachers in mainstream education are to identify and accommodate the following type of special needs: dyslexia; emotional and behavioural difficulties; reading; writing; hyperactivity; language delay; vision and hearing; epilepsy; cerebral palsy; malnutrition.
- Teachers in special education are to identify and accommodate the following type of special needs in addition to the above: autistic learners; intellectual difficulties.

**Values:**

- Ensure that there is no discrimination from school management and teachers, learners or community (including parents).
- Respect for individual differences.
- Protect and recognise rights of the individual – especially to receive the best education possible
- Recognition that it is acceptable to be different.
- Teachers act as advocates for working effectively and compassionately with special needs learners.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Identify learners with special needs.**

#### **Performance Criteria:**

Note:

Most of these diagnoses are made at lower and senior primary levels.

Professional Teachers are more adept at recognising and diagnosing learners with special needs. Intern Teachers know about, but take time to make accurate diagnoses.

- |     |   |  |
|-----|---|--|
| 1.1 | Learning difficulties and special needs are identified and matched to possible approaches and strategies to deal with them.<br><br><i>Primary Education:</i><br>Every effort is made to access learner history from parents to promote accurate and prompt diagnosis. | ✓ Intern<br>✓ Professional<br><br>✓ Professional |
| 1.2 | Diagnoses are supported by reference to own experience and practice.  | ✓ Professional                                   |
| 1.3 | Syllabus gaps in the provision for special needs are addressed through appropriate learning activities.   | ✓ Intern<br>✓ Professional                       |
| 1.4 | Gaps are accurately identified, and proposals to meet these are realistic and appropriate. Teacher networks are used to bring syllabus gaps to the attention of appropriate authorities.  | ✓ Professional                                   |
| 1.5 | Extreme cases are referred for specialist assessment in line with school procedures. Decisions are taken in consultation with school management, parents and specialists in the best interest of the learner.   | ✓ Intern<br>✓ Professional                       |
| 1.6 | Referrals are consistently accurate over time.  | ✓ Professional                                   |

### **Element 2: Adapt and/or access learning resources and activities.**

#### **Performance Criteria:**

Note:

Intern Teachers are expected to focus on uniform delivery. Professional Teachers are expected to differentiate for various groups within learning contexts.

- |     |  |                            |
|-----|--|----------------------------|
| 2.1 | Learning content and approaches are adapted to develop relevant and attainable learning experiences.   | ✓ Intern<br>✓ Professional |
| 2.2 | Differences within groups are successfully accommodated by means of a range of strategies.   | ✓ Professional             |
| 2.3 | Adaptations to learning activities and resources are suited to learners with special needs, while still supporting their development towards the identified learning outcomes. | ✓ Intern<br>✓ Professional |
| 2.4 | Adaptations are appropriate and support the diverse needs of different groups.   | ✓ Professional             |

**Competence 13:** Work with special needs learners.

2.5	Cultural diversity and special needs are used as far as possible as resources or opportunities to promote learning for all learners.	✓ Intern ✓ Professional
2.6	Special equipment is obtained and used where possible to enhance special needs learning. Creative use is made of resources, including equipment and people, to maximise learning opportunities for special needs learners.	✓ Intern ✓ Professional
2.7	Use of special equipment and resources promotes meaningful learning.	✓ Professional
2.8	Knowledge is applied of learners' abilities, special needs, experiences, talents, interests and prior learning, as well as language, culture, economics, family and community values to positively impact on learning.	✓ Intern ✓ Professional

**Element 3: Provide advocacy and support for learners with special needs.**

**Performance Criteria:**

3.1	Teacher and learner support initiatives and resources are identified. Initiatives and resources are accessed for use in working with learners with special needs.	✓ Intern ✓ Professional
3.2	Advocacy activities are undertaken to ensure the school is responsive to learners with special needs.	✓ Intern ✓ Professional
3.3	The teaching environment created is conducive to the acceptance of difference. It supports learners with special needs and promotes their acceptance by other learners.	✓ Intern ✓ Professional

**Additional Related Competence:**

**Unit ID: ICTED05 - Use ICTs for learners with special needs**

Element 1: Use ICTs to gather information on learning difficulties and special needs

Element 2: Use ICT tools to support inclusion of learners with special needs

**Theoretical underpinning:**

- Child Development – stages of development
- ICT
- Inclusive education
- Compensatory teaching
- Curriculum studies: Communication, teaching and assessment approaches (including writing assistance).
- Critical inquiry and reflective practice: Classroom observation
- Individual differences and learners with general learning difficulties
- Specific Learning Problems and learners with special needs

**Teacher Competence 14:****Analyse learner syllabus standards and develop multiple assessment strategies.**

**Key Competence Area:** Assessment of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- There is a national assessment policy and guidelines (DNEA).
- There are also guidelines within each syllabus.
- Teachers are expected to design assessments from curriculum and syllabus documents.
- There are serious gaps between policy and practice at present – CRI is not widely accepted or supported in schools. The fact that merit is not recognised is a further stumbling block.
- Internal assessments are moderated by subject heads and HODs.
- National examinations are set externally; there are specimen papers available on the website for teachers.
- At present, the process does not seem to be manageable in schools and colleges of education.
- Lower Primary Education:  
Major focus in primary is on informal, continuous assessment although there is a formal component (not required by policy). The formal assessment is ‘unannounced’ – it is not explicitly formal.
- Upper Primary:  
Upper primary is required to complete an *official continuous assessment form* which is difficult to administer, and does not cover the competence requirements. It is regarded as superficial, and something which increases the number of tests.
- Secondary:  
Weighting given to formal assessments is greater than continuous assessment because of questions of reliability, in spite of policy.  
There are national assessment instruments – Grade 7, 10, 12. Secondary education is very much examination driven; primary not to the same extent.

**Scope of performance:**

- Assessment strategies to address formative and summative assessments
- Assessments strategies for gathering evidence in relation to knowledge, and understanding, as well as skills and application.
- Professional upper primary, junior and senior secondary teachers are involved in setting and marking external examinations.

**Values:**

- Assessment is expected to be transformative, and move learning from rote learning to competency-based.
- Involve learners in the assessment process.
- Assessment must comply with good assessment principles – fair, valid, reliable, sufficient

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Analyse learner syllabus standards.**

#### **Performance Criteria:**

Note:

Professional upper primary, junior and senior secondary teachers are involved in setting external examinations.

- |     |  |                            |
|-----|--|----------------------------|
| 1.1 | The analysis of learner syllabus objectives identifies the: <ul style="list-style-type: none"><li>• learner competences to be assessed, and</li><li>• type and quality of evidence required from learners as proof of competence.</li></ul>        | ✓ Intern<br>✓ Professional |
| 1.2 | The analysis explores all aspects of competence as well as what evidence is likely to occur naturally and what must be generated by learners through specific activities. The analysis also points to ways of developing competence.               | ✓ Professional             |
| 1.3 | An analysis of the learning situation identifies: <ul style="list-style-type: none"><li>• potential sources of evidence for assessment, and</li><li>• factors that could influence the reliability, fairness and validity of assessment.</li></ul> | ✓ Intern<br>✓ Professional |
| 1.4 | An analysis of policy documents highlights any factors that may impact on the design of the assessment.  | ✓ Intern<br>✓ Professional |

### **Element 2: Develop an assessment strategy.**

#### **Performance Criteria:**

Note:

Professional upper primary, junior and senior secondary teachers are involved in setting external examinations.

- |     |  |                            |
|-----|--|----------------------------|
| 2.1 | Various approaches to assessment are compared, highlighting key differences in terms of: <ul style="list-style-type: none"><li>• the underlying philosophies and approaches to assessment, and</li><li>• advantages and disadvantages of each approach within the Namibian context.</li></ul> <p><i>Approaches include: normative; criterion-referenced, competency based, standards-based</i></p> | ✓ Intern<br>✓ Professional |
| 2.2 | A variety of strategies are employed to gather evidence required by the standards. The emphasis is on matching evidence gathered to evidence required, rather than looking for 'correct' answers.  | ✓ Intern<br>✓ Professional |
| 2.3 | A clear purpose for the assessment is defined, in keeping with the analysis of the learner syllabus standards. Purposes cover formative, diagnostic and summative  | ✓ Intern<br>✓ Professional |

**Competence 14:** Analyse learner syllabus standards and develop multiple assessment strategies.

2.4	The focus of formal (progress or competence) and informal assessments (learner involvement) is discussed with respect to: <ul style="list-style-type: none"><li>• their scope and purpose, and</li><li>• their role in continuous assessment.</li></ul> <p><i>Lower Primary:</i> Assessment is not explicitly formal.</p>	✓ Intern ✓ Professional
2.5	The assessment strategy provides for transformative assessments which are likely to stimulate, extend and challenge learners.	✓ Professional
2.6	The assessment strategy promotes continuous assessment.	✓ Intern ✓ Professional
2.7	The assessment strategy is consistent with the defined purpose of the assessment and the evidence requirements revealed in the analysis of the learner syllabus objectives.	✓ Intern ✓ Professional
2.8	The assessment strategy takes into account <ul style="list-style-type: none"><li>• results of previous assessments</li><li>• special needs of learners, and</li><li>• the school context.</li></ul>	✓ Intern ✓ Professional
2.9	The assessment strategy is informed by an understanding of different approaches to assessment.	✓ Intern ✓ Professional
2.10	The assessment strategy meets a number of key purposes. These purposes include: <ul style="list-style-type: none"><li>• encouraging the continuous development of learners</li><li>• making reliable decisions regarding learner competence, and</li><li>• providing information to modify learning design and facilitation.</li></ul>	✓ Intern ✓ Professional

**Element 3: Design assessments.**

**Performance Criteria:**

Note:

Professional upper primary, junior and senior secondary teachers are involved in setting external examinations.

3.1	The criteria related to the assessment are: <ul style="list-style-type: none"><li>• clearly and unambiguously defined, and</li><li>• link directly to the evidence requirements identified in the analysis of the learner syllabus objectives.</li></ul>	✓ Intern ✓ Professional
3.2	Assessment criteria are conveyed clearly and unambiguously. The criteria are conveyed in a way that promotes accurate evidence gathering and assessment judgements.	✓ Professional
3.3	The assessment design ensures holistic, integrated and comprehensive assessment using multiple sources and types of evidence.	✓ Intern ✓ Professional

**Competence 14:** Analyse learner syllabus standards and develop multiple assessment strategies.

<p>3.4 The assessments are able to gather valid, reliable and sufficient evidence of learner competence in relation to meaningful outcomes of learning.</p> <ul style="list-style-type: none"> <li>• <i>Valid evidence</i> relates directly to the purpose of the assessment and the identified syllabus objectives, and not something else.</li> <li>• <i>Reliable evidence</i> means we can trust the authenticity of the evidence.</li> <li>• <i>Sufficient evidence</i> refers to coverage and repeatability i.e. there is enough evidence in terms of syllabus coverage and the likelihood of repeatability of learner performance to make an informed decision regarding learner competence. The key relates to finding a balance between under assessing and over assessing, bearing in mind cost and time constraints.</li> </ul>	<p>✓ Intern ✓ Professional</p>
<p>3.5 Assessments are consistently proved reliable through moderation processes.</p>	<p>✓ Professional</p>
<p>3.6 Assessments are structured logically and in an appropriate sequence, and cater for a range of thinking skills including higher order thinking skills.</p>	<p>✓ Intern ✓ Professional</p>
<p>3.7 The assessment design provides opportunities for learner input into assessment where appropriate.</p>	<p>✓ Intern ✓ Professional</p>
<p>3.8 Assessment activities, instruments and resources selected are useful for the collection of valid and sufficient evidence of competence in relation to the identified learner syllabus objectives.</p>	<p>✓ Intern ✓ Professional</p>
<p>3.9 The assessment activities are appropriate, fair and manageable, and are consistent with the purpose of the assessment.</p> <ul style="list-style-type: none"> <li>• <i>Appropriate</i> means the method of assessment is suited to the syllabus objectives being assessed i.e. is capable of gathering evidence in relation to the intended objectives, and not something else.</li> <li>• <i>Fair</i> means the method of assessment does not present any barriers to achievements which are unrelated to the achievement of the objectives being assessed i.e. should gather the same from all, and not advantage or prejudice.</li> <li>• <i>Manageable</i> means the methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.</li> </ul>	<p>✓ Intern ✓ Professional</p>
<p>3.10 The assessment design makes provision for special needs of learners, without compromising the validity of the assessment.</p>	<p>✓ Professional</p>
<p>3.11 Time allocated for the activities is verified as realistic and justified by the requirements of the learner syllabus objectives being assessed.</p>	<p>✓ Intern ✓ Professional</p>
<p>3.12 Instructions to learners are pitched at their level. Instructions provide clear direction regarding the purpose and requirements of the assessment without influencing them towards particular responses.</p>	<p>✓ Intern ✓ Professional</p>

**Competence 14:** Analyse learner syllabus standards and develop multiple assessment strategies.

- 3.13 The structure of the assessment documentation promotes efficient and effective assessment. It further facilitates the recording of data before, during and after the assessment for purposes of record keeping, assessment decisions and moderation of assessment.
- 3.14 Support material promotes effective and efficient assessment, including observation sheets, checklists, exemplars, memoranda or rubrics as applicable.

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

**Theoretical underpinning:**

- Assessment and evaluation of teaching and learning
- Continuous assessment
- Assessment philosophies prevailing in Namibia

**Teacher Competence 15:****Use multiple assessment strategies to assess learners.**

**Key Competence Area:** Assessment of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- There is a requirement for continuous assessment (broad policy, and in each syllabus). The number of tasks and due dates are specified up front.

Continuous assessment (definition):

- is the regular checking of progress towards objectives to inform planning and teaching
- involves diagnostic, formative, summative assessments
- extends beyond knowledge to include skills and values
- is not intended to be a repeat of traditional examinations
- takes advantage of gathering evidence which is not easily gathered during examinations.
- provides opportunities to identify and rectify problems; provide regular and meaningful feedback; and test mastery

Continuous assessment (concerns):

- Continuous assessment is new, and there are mixed feelings about it; in effect, practice has not changed, and old practice continues under a new name. There is need for training to promote a shared understanding. Currently there is confusion about what to assess, and what to report.
- The challenge is to devise ways for better and smarter implementation for both primary and secondary schools.
- Continuous Assessments are not reliable. Sometimes continuous assessment is not reliable because teaching is inappropriately pitched. (Assessment in this case is accurate, but not relevant). In addition, Continuous Assessment is misused to pass learners on inappropriate criteria. There is some questionable practice in assessment as well.
- Class sizes make continuous assessment a challenge.
- There appears to be conflict between policy and instructions received from subject advisors with respect to assessment.
- Uniformity in approaches to assessment in practice is not evident. Assessment practice varies from school to school, class to class, and subject to subject.
- Assessment has become a mechanical process in many cases, with knowledge (recall) the only thing assessed. Term planners decide when and how many take place rather than teacher and learner readiness. The main aim of assessment is seen as promotion. Assessment is seen a compliance activity rather than integral to learning.
- The disparity between the results in continuous assessment and external examinations is of concern, particularly with respect to the standards being applied. Differences in cluster moderations are even more marked – the focus is on promotion rather than confirmation of competence. Inflated continuous assessment results do not accurately reflect learner progress and competence, which impacts on their motivation and summative results.
- There are questions about validity; feedback is not always meaningful and the impact on remedial work is not clear.

- There is external summative assessment for Grades 7, 10, 12 at cluster and national levels.
- Teachers do not individually design external summative assessments, but are expected to design internal summative assessments for all other grades.
- Teachers and inspectors need continued development in assessment skills. There is a need to develop skills at cluster level.
- There is no clarity on promotion, and review of promotion requirements has been problematic. Policy specifies:
  - acceptable numbers of repeats (which influences assessment)
  - automatic promotion (learners may only repeat once per phase; there are age criteria (applicable grades 1 – 10).

Lower Primary: – fails reading, repeats.

Upper Primary: – there are certain subjects learners are required to pass; there does not appear to be clarity across the regions on which subjects apply.

**Scope of performance:**

- Assessments to address formative and summative assessments; as well as formal and informal assessments.
- Assessments that gather evidence in relation to knowledge, and understanding, as well as skills and application.
- Common techniques include: peer, grading, group, marks (tests and examinations), projects and assignments, investigations, observation.

**Values:**

- Involve learners, and monitor their production of authentic evidence.
- Need to reduce assessment anxiety through involvement.
- Assessment must comply with good assessment principles – fair, valid, reliable, sufficient.
- Assessment must stand up to ethical scrutiny.

**Competence 15:** Use multiple assessment strategies to assess learners.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Prepare learners for assessment.**

#### **Performance Criteria:**

Note:

Preparation is largely focused on formal, summative assessments.

Readiness is carefully estimated at primary level. At secondary level, testing proceeds as scheduled.

- |     |   |                            |
|-----|---|----------------------------|
| 1.1 | Preparation meets the requirements of the assessment and ensures fairness and safety of assessment.<br>Preparation includes: <i>assessment resources, logistics, documentation and the environment.</i>   | ✓ Intern<br>✓ Professional |
| 1.2 | Assessment details are explained to learners clearly and constructively. Opportunities for clarification are provided and responses promote understanding of the requirements.<br>Assessment details cover: <i>the specific purpose, process, expectations, criteria, roles, responsibilities and appeals procedures related to the assessment.</i> | ✓ Intern<br>✓ Professional |
| 1.3 | Inputs are obtained from learners regarding special needs and possible sources of evidence that could contribute to valid assessment. Modifications made to the assessment approach based on the inputs do not compromise the validity of the assessment.   | ✓ Intern<br>✓ Professional |
| 1.4 | Modifications are consistently appropriate to identified needs and improve assessments over time. Modification draw on successful strategies tried and tested in own practice.  | ✓ Professional             |
| 1.5 | Learner readiness for assessment is confirmed. In cases where learners are not yet ready, actions taken are in line with assessment policies.   | ✓ Intern<br>✓ Professional |
| 1.6 | Estimation of readiness is consistently accurate, as born out in assessment results.  | ✓ Professional             |

### **Element 2: Carry out formative assessments.**

#### **Performance Criteria:**

Note:

Formative assessments are an integral part of the learning process, and include informal assessments.

- |     |  |                            |
|-----|--|----------------------------|
| 2.1 | Formative assessments make use of a variety of manageable, appropriate and fair assessment approaches.   | ✓ Intern<br>✓ Professional |
| 2.2 | Assessment approaches are varied, effective, and include successful approaches from own practice.  | ✓ Professional             |
| 2.3 | Formative assessment approaches are suitable for obtaining valid, reliable and sufficient evidence of learner progress. Information is informative and useful to teacher, parent and | ✓ Intern<br>✓ Professional |

**Competence 15:** Use multiple assessment strategies to assess learners.

learner with respect to progress and needs.

- 2.4 Formative assessments inform teaching practice by identifying trends and weaknesses to be addressed with whole groups and individuals.
- 2.5 Identification of trends and weaknesses is consistently accurate and promotes continuous improvement in assessment.

✓ Intern  
✓ Professional  
  
✓ Professional

*Lower Primary:*

Assessment focuses on discovering the child and ensuring that reading competence is achieved.

**Element 3: Carry out summative assessment**

**Performance Criteria:**

Note:

Summative assessments confirm competence against the standard, and are formal assessments. Summative assessments do not imply tests or examinations alone, but rather the most appropriate way of gathering the required evidence of competence.

- 3.1 Assessment is informed by an understanding of the various purposes of summative assessment as they affect learners within and beyond the school system.
- 3.2 Summative assessments are planned, recorded and reported in ways that promote the credibility of the assessment system.
- 3.3 Summative assessments make use of a variety of manageable, appropriate and fair assessment approaches that are suitable for summative decisions.
- 3.4 Summative assessment methodologies are appropriate to the syllabus objectives being assessed. They are capable of producing valid evidence in relation to the assessment objectives. This includes the use of practical assessments to assess practical skills where required.
- 3.5 Summative assessments draw upon evidence from formative assessments where appropriate and where practical, thus promoting the value of continuous assessment.
- 3.6 The link between formative and summative assessments is explicit and transparent. Evidence is consistently integrated across the outcomes.
- 3.7 Questioning techniques have the potential to successfully elicit appropriate responses without leading learners.
- 3.8 A range of question techniques is employed to enhance the assessment of understanding. There is greater use of open rather than closed questions.
- 3.9 Learners are involved and guided in the ongoing assessment of their own learning.  
Involvement is meaningful and contributes to the effectiveness of assessment.

✓ Intern  
✓ Professional  
  
✓ Intern  
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✓ Intern  
✓ Professional

**Competence 15:** Use multiple assessment strategies to assess learners.

3.10	Summative assessment decisions are consistent with the grading approach used. (e.g. marks vs criteria). Teachers understand: <ul style="list-style-type: none"><li>• the approaches: subjectivity/objectivity; reliability; advantages and limitations</li><li>• what they report</li><li>• how mark allocation is weighted</li><li>• how competency assessment is reported ("yes/no"; on a scale; at, below or exceeds the standard)</li></ul>	✓ Intern ✓ Professional
3.11	Summative assessment decisions are consistent with decisions made about similar evidence from other learners. Decisions are justified by valid, authentic and sufficient evidence presented by and about learners.	✓ Intern ✓ Professional
3.12	Summative assessment results are interpreted fairly and accurately and in line with national assessment and promotion policies. Interpretations help to assess and promote learning and to modify instruction in order to encourage the continuous development of learners.	✓ Intern ✓ Professional
3.13	Results are interpreted in the light of previous results and experience. Interpretations provide useful insight into learning and foster continuous improvement of practice.	✓ Professional
3.14	Records of the assessment meet the quality requirements of the school.	✓ Intern ✓ Professional
3.15	Assessment records are useful for a variety of purposes. These purposes include: <ul style="list-style-type: none"><li>• giving meaningful feedback, and</li><li>• supporting internal and external moderation or results.</li></ul>	✓ Intern ✓ Professional
3.16	The importance and implications of assessment results are explained. Assessment records are used in ways that contribute to continuous improvement and enhance learning. <i>Lower Primary:</i> Content assessed is basic skills – all aspects of learning, reading and writing. Practice differs across schools; they do structured activities at lower levels. There is need in primary schools for interactive assessment which looks at the child as a person. <i>Secondary Schools:</i> The focus is on the future citizen, and assessment is concerned with application based knowledge and skill.	✓ Professional
3.17	Assessment includes assessment of critical thinking skills for application in higher learning institutions as well as for 'responsible citizenship', and in the workplace.	✓ Professional

**Competence 15:** Use multiple assessment strategies to assess learners.

#### **Element 4: Participate in moderation of assessment**

##### **Performance Criteria:**

Note:

Limited to Professional Teachers. Intern Teachers, where they are involved, do so as part of their own learning.

- |     |   |                |
|-----|---|----------------|
| 4.1 | Assessment evidence and records of assessments are made available to support moderation as required.  | ✓ Professional |
| 4.2 | Participation in moderation processes promotes the fairness, accuracy and reliability of assessments. | ✓ Professional |

##### **Additional Related Competence:**

##### **Unit ID: ICTED03 - Assess and evaluate learning using ICT applications**

Element 1: Apply ICTs to assess learner attainment of relevant curriculum outcomes.

Element 2: Use ICTs to record outcomes of learner assessment.

Element 3: Use ICTs to analyse outcomes of learner assessment.

Element 4: Use ICTs to communicate performance results to stakeholders.

Element 5: Use ICTs to modify teaching and learning strategies and resources based on learner performance.

##### **Theoretical underpinning:**

- Assessment and evaluation of teaching and learning
- Continuous assessment
- Integration of learning and assessment
- Criterion Referenced Assessment
- Principles of assessment
- Methods of assessment
- Evidence awareness – collection of regular evidence, naturally occurring evidence
- Potential barriers to assessment
- Assessment policies
- Quality Assurance requirements
- Research background (to interpret results and evaluate trends)

**Teacher Competence 16:****Provide feedback on assessments.**

**Key Competence Area:** Assessment of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- Meaningful feedback is a requirement of the competency-based approach.
- Feedback must be more informative and motivational; information must be less formulaic and related more closely to the performance criteria.
- It is difficult at times to provide feedback to parents. It is easier at primary schools to give the feedback.
- It is difficult to provide feedback to orphans and vulnerable children; people in informal settlements; people in rural settings; foreigners who leave children to be educated.
- There are two documents of significance with respect to feedback: the progress report; and the cumulative report (follows the child throughout their career). Professional Teachers will contribute significantly to these reports, as well as know how to use them.

**Scope of performance:**

- Feedback is given to learners, parents, colleagues and school management.

**Values:**

- Maintain appropriate confidentiality on specific learner performance and achievements.
- Promote continuous development and lifelong learning
- Reduce assessment anxiety; avoid personal or degrading feedback
- Attitude of teachers is critical – supportive and focused on development of children
- There is a responsibility towards learners to provide ethical assessments and feedback
- Build a positive attitude in learners, teachers and parents towards assessment

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Provide feedback on assessments.**

#### **Performance Criteria:**

Note:

The frequency and purpose of feedback varies at different stages.

1.1	The approach to giving feedback is guided by an understanding of the possible impact of the feedback on the learners.	✓ Intern ✓ Professional
1.2	Approach is modified by experience and successful past practice.	✓ Professional
1.3	The frequency of feedback is appropriate in terms of the requirements of the particular phase, and the purpose of the feedback. <i>Primary Teaching:</i> Primary teachers prefer more frequent feedback opportunities to parents and the parent is asked to provide support. <i>Secondary School:</i> Purpose of feedback must be explained. Frequency of feedback is important so that there are no unpleasant surprises. Feedback is more challenging as parents are often embarrassed and/or aggressive, and may 'take it out' on the child. (Parents of primary children are often more sympathetic and feedback is more frequent).	✓ Intern ✓ Professional
1.4	Feedback is clear and meaningful, and highlights: <ul style="list-style-type: none"><li>• strengths and weaknesses in performance</li><li>• requirements for further evidence in relation to the syllabus objectives at hand, where applicable.</li></ul>	✓ Intern ✓ Professional
1.5	Identification of weaknesses, and insight into weaknesses and their cause, is consistently accurate. Solutions identified are appropriate.	✓ Professional
1.6	Feedback is relevant to the performance required in the standards and/or syllabus objectives. Feedback is not personal, but focused on criteria and/or behaviour. <i>Lower Primary:</i> Feedback at lower primary is more 'holistic' and gives insight into whole child and possible problems. (Teachers see the child more often). Feedback is important for colleagues. <i>Secondary School:</i> Feedback is more subject-related; there is a shift in responsibility to the child for improvement and addressing issues.	✓ Intern ✓ Professional
1.7	The nature and manner of feedback promotes a culture of learning. This includes transforming the way learners see mistakes into opportunities for learning.	✓ Intern ✓ Professional

**Competence 16:** Provide feedback on assessments.

1.8	The type and manner of feedback is constructive, sensitive to culture, gender and religion, and related to the learner's needs. Feedback is given at a time that maximises its formative impact on the learner, and enables them to correct or change practice accordingly.	✓ Intern ✓ Professional
1.9	Feedback is given as per confidentiality requirements, in an appropriate sequence and within agreed timeframes.	✓ Intern ✓ Professional
1.10	Sufficient information is provided to enable the purpose of the assessment to be met, and to facilitate decisions about next steps. This includes identifying support systems, and linking parents and caregivers to resources where appropriate.	✓ Intern ✓ Professional
1.11	Guidance given to Intern Teachers assists in relating feedback to purpose.	✓ Professional
1.12	Feedback is delivered timeously to all stakeholders in the process, and is timed to coincide with the next learning opportunity.	✓ Intern ✓ Professional

**Element 2: Provide feedback to families.**

**Performance Criteria:**

Note:

Intern Teachers may have difficulty in dealing with parents (own confidence, and parent confidence in the teacher; support of the subject head).

2.1	Feedback to families promotes understanding of the learner's progress and achievements. Families are drawn in as partners in the development of their children, in ways that foster the continuous development of learners.	✓ Intern ✓ Professional
2.2	Feedback to families is consistently diplomatic and shows awareness of the impact of the feedback. Feedback is honest, constructive and helpful. <i>Primary Teaching:</i> Primary teachers prefer more frequent feedback opportunities to parents. Feedback is aimed more at parents than children. The child is encouraged and supported through extra practice; the parent is asked to provide support. <i>Secondary School:</i> Purpose of feedback must be explained. Feedback is more challenging as parents are often embarrassed and/or aggressive, and may 'take it out' on the child. (Parents of primary children are often more sympathetic and feedback is more frequent). Feedback is more subject-related; there is a shift in responsibility to the child for improvement and addressing issues.	✓ Professional
2.3	Feedback given to parents is adjusted to suit different levels of education and experience.	✓ Intern ✓ Professional

**Competence 16:** Provide feedback on assessments.

**Additional Related Competence:**

**Unit ID: ICTED03 - Assess and evaluate learning using ICT applications**

Element 1: Apply ICTs to assess learner attainment of relevant curriculum outcomes.

Element 2: Use ICTs to record outcomes of learner assessment.

Element 3: Use ICTs to analyse outcomes of learner assessment.

Element 4: Use ICTs to communicate performance results to stakeholders.

Element 5: Use ICTs to modify teaching and learning strategies and resources based on learner performance.

**Theoretical underpinning:**

- Theories of assessment and evaluation of teaching and learning
- ICT applications – feedback through ICT; add value to what learners are getting

**Teacher Competence 17:****Analyse assessment results.**

**Key Competence Area:** Assessment of Learning

**Organising Domain:** Professional Practice

**Contextual information:**

- There are no examinations in lower primary.
- There are national examinations in four subjects at grade 7 (end of primary) but not a school leaving certificate. The examination is, in effect, a moderation device.
- Feedback at Grades 10 and 12 is made public. At times this may result in a 'trial by media', which may be unrelated to context.
- There is feedback after national examinations on each region's performance which is used for ranking.
- The Chief Examiner provides feedback as to how questions were answered; which caused problems, where there are problems with topics in the syllabus. Feedback is available, but perhaps not widely used; in many cases it is not made available to teachers.
- School analysis tracks performance from one year to the next; in some schools subject meetings analyse answers for the external examinations.
- Some clusters have appointed moderators to moderate across the cluster.
- Consistency in the interpretation of criteria (by examiners and teachers) is not explored.
- There is need for a comparison of continuous assessment marks and external examination results, and investigation of differences.
- There are two documents of significance: the progress report; and the cumulative report (follows the child throughout their career). Professional Teachers use these for evaluation purposes.

**Scope of performance:**

- This competence involves analysing assessment results from own assessments and own assessment reports, as well as reports from colleagues and external examiners.

**Values:**

- Develop a culture of sharing.
- Develop a democratic ideal in the classroom.
- Open and constructive responses to criticism and input.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Analyse assessment results.**

#### **Performance Criteria:**

Note:

This competence is reserved for the Professional Teacher. Intern Teachers are involved as part of their learning process.

1.1	Relevant resources, including colleagues, are identified and utilised to assist in evaluating assessment results.	✓ Professional
1.2	Assessment results are analysed systematically in relation to agreed criteria. <i>Lower Primary School:</i> The focus is on criteria for required competence. <i>Secondary School:</i> The focus in the secondary phase is on percentages, symbols, and criteria.	✓ Professional
1.3	The analysis identifies issues that arise from assessments concerning the: <ul style="list-style-type: none"><li>• quality of the assessment</li><li>• learner competence</li><li>• learner readiness for assessment</li><li>• the learning programme and materials</li><li>• the teacher and teaching</li><li>• the environment, and</li><li>• other inputs to the learning and assessment process.</li></ul> <i>Secondary:</i> Analysis includes feedback from learners on teaching. <u>Note:</u> Both teachers and learners should feel protected in the process. Requires systems, training, and commitment to a democratic approach.	✓ Professional
1.4	The analysis identifies the extent of alignment between assessment methodologies and instruments, and learning outcomes.	✓ Professional
1.5	Issues that arise from assessments are evaluated to produce relevant and meaningful findings and recommendations regarding adjustments to learning and assessments. Such findings and recommendations are incorporated into preparation for future teaching and assessment.	✓ Professional
1.6	Assistance to Intern Teachers develops their understanding of assessment results.	✓ Professional

**Competence 17:** Analyse assessment results.

**Theoretical underpinning:**

- Theories of assessment and evaluation of teaching and learning
- Critical inquiry and reflective practice: Learner Study
- Critical inquiry and reflective practice: Classroom observation
- Critical inquiry, reflective practice and action research
- Applications of ICT in the analysis of assessment / presents a picture which guides feedback: look at problem areas, and tackle that through e-learning

**Teacher Competence 18:****Meet classroom administrative requirements.**

**Key Competence Area:** Administration and management

**Organising Domain:** Professional Practice

**Contextual information:**

- Teachers must keep attendance registers; subject files and preparation; assessment files and records; records of classroom furniture, textbooks, stationery and other resources.
- Government stock and resources are not adequately cared for.
- Financial support from the State differs for primary and secondary schools.
- Teachers must also make sure the classroom is neat, in good order, with media displayed.
- Senior Primary and Secondary:  
Certificated external examination results and un-issued certificates are securely archived for future use (sent back to Ministry after 3 months; kept for extended periods to address lost certificates).
- Primary:  
Primary teachers are teaching habits they hope will be carried through to higher levels.

**Scope of performance:**

- Records to be kept of:
  - attendance
  - examination papers
  - assessment records - discussions, reviews, evaluations, learner input
  - records of what is issued (textbooks, etc)
  - resources learners can be referred to; articles of current interest; interesting reading materials
  - records of conversations or letters and/or comments to parents
  - cumulative records for learners (progress, problems).

**Values:**

- Adopt a caring attitude that is reflected in classroom appearance, equipment maintenance and general running of the school.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Meet classroom administrative requirements**

#### **Performance Criteria:**

Note:

Induction is vital for the Intern Teacher.

1.1	Learner records, including assessment results, are captured and maintained as per school quality requirements.	✓ Intern ✓ Professional
1.2	Records are neat, well organised, up-to-date and accurate. The place of record keeping in the quality management system is explained.	✓ Intern ✓ Professional
1.3	Recordkeeping is consistently accurate and up to date. Recordkeeping meets the quality management system, and legal requirements. Consequences of inaccurate or altered records are explained. Guidance provided to intern teachers promotes quality.	✓ Professional
1.4	Security and confidentiality of records are maintained, while ensuring ease of access to designated users.	✓ Intern ✓ Professional
1.5	Records are ensured to be available on time, to meet the reporting and information requirements of the school calendar.	✓ Intern ✓ Professional
1.6	Records of resources issued to learners and others are accurate and up to date. Resources are maintained in good order.	✓ Intern ✓ Professional
1.7	All communication is recorded and stored in an organised fashion, with appropriate follow-up as required by each situation, thus promoting effective school management.	✓ Intern ✓ Professional
1.8	Cumulative records of learners help to foster their continuous development.	✓ Intern ✓ Professional
1.9	Contributions to cumulative records are thoughtful and accurate. Procedures for contributing to, and accessing this information, are followed.	✓ Professional
1.10	Resource requirements are communicated to management with sufficient lead-time.	✓ Intern ✓ Professional

#### **Theoretical underpinning:**

- Planning and implementing teaching and learning
- The school as an organization
- Teaching as a profession
- Management of quality
- Management and administration theory
- ICT applications for record keeping

**Teacher Competence 19:****Participate in school decision-making structures and processes.**

**Key Competence Area:** Administration of Learning

**Organising Domain:** Professional Relationships

**Contextual information:**

- This area of competence addresses the Leader/Manager role of the teacher, rather than the formal post appointment (i.e.: not as Principal or HOD).
- Teachers often have other involvement and life experiences which equip them with leadership skills.
- Teachers are 'real' people, and learners must see teachers more holistically.

**Scope of performance**

- There is a need to develop a picture that teaching is not a mechanistic, by-numbers activity, but is a quite complex balance between humanities and sciences.
- Teachers need to act in ways that re-establish professionalism and respect for the profession.
- Teachers may act in leadership roles within communities.
- Teachers must be knowledgeable and informed – ambassadors for their schools (and their subjects).

**Values:**

- Proactive, enthusiast
- Commonsense questioning of the current situation in relation to where would like to be
- Willingness to go the extra-mile
- Work in harmony with others (time management, look for those who are having difficulties, etc)
- Work ethic
- Honesty and integrity – not pretend to impress others. Must be self-aware, consistent in their behaviour, and true to themselves.

**Competence 19:** Participate in school decision making structures and processes.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate awareness of leadership and management functions in school environments.**

#### **Performance Criteria:**

Note:

The new/existing teacher should have base awareness of (not responsibility for) such things as strategic planning, conflict management, industrial relations, financial management/budgeting, marketing and promotions, etc. If these are not developed at base level, then there is nothing to build on later as teacher moves into leadership and management roles in schools.

- |     |  |                |
|-----|--|----------------|
| 1.1 | Opportunities for participating in school decision-making activities are taken regularly.  | ✓ Professional |
| 1.2 | Other significant role players and stakeholders are encouraged to participate in decision-making.  | ✓ Professional |
| 1.3 | Participation embraces a democratic approach to leadership and decision-making.  | ✓ Professional |
| 1.4 | Participation in decision-making structures and processes provides a positive role model to learners.  | ✓ Professional |
| 1.5 | Feedback from stakeholders about school management and the school is encouraged. Criticism of self and the school is accepted and evaluated as an opportunity for possible growth and communication. | ✓ Professional |
| 1.6 | Changes are accepted willingly, thereby promoting the role of teachers as change agents.   | ✓ Professional |
| 1.7 | The relationship between the management approach of school and own leadership is identified and discussed with reference to style and attitude.  | ✓ Professional |

### **Element 2: Demonstrate understanding of key leadership principles.**

#### **Performance Criteria:**

- |     |   |                |
|-----|---|----------------|
| 2.1 | The importance of approachability and of valuing cultural difference is described with reference to the establishment of effective working relationships. | ✓ Professional |
| 2.2 | The importance of further learning and upgrading own skills is described with reference to the role of knowledge and insight in leadership.               | ✓ Professional |
| 2.3 | The importance of service as a leadership principle is explained with reference to attitude and the broad goals of teaching.                              | ✓ Professional |

**Competence 19:** Participate in school decision making structures and processes.

### **Element 3: Carry out management functions.**

#### **Performance Criteria:**

3.1	Extra-mural activities are managed and coordinated in line with the requirements of the activities and school management.	✓ Professional
3.2	Leadership style is characterised by self-discipline, thereby setting a good example to colleagues and learners.	✓ Professional
3.3	Mediation of conflict is carried out using effective communication skills, and in a manner that encourages constructive exchange of relevant information between those involved. ( <i>Skills include active listening, persuasion, questioning, non-verbal communication and paraphrasing</i> ).	✓ Professional
3.4	Mediation of conflict is conducted with: <ul style="list-style-type: none"><li>• suitable respect, empathy, authenticity, integrity, openness and impartiality, and</li><li>• sensitivity to gender, culture, language, religion, ethnicity, sexual orientation, age, disability and race.</li></ul>	✓ Professional
3.5	Leadership is proactive and shows a willingness to initiate responses and interventions.	✓ Professional
3.6	Leadership is exercised with care, empathy and respect for colleagues, and learners.	✓ Professional
3.7	Leadership is exercised with consistency in the treatment of, and responses to, learners.	✓ Professional
3.8	Leadership sensitivity to the needs of others is promoted by active listening to a range of stakeholders.	✓ Professional

#### **Theoretical underpinning:**

- The school as an organization
- Leadership functions in school environments
- Management functions in school environments
- Supervision in a school context
- Effective group work and project work
- Working in multicultural environments
- Timetable strategies, approaches and constraints
- Pastoral care systems in schools
- School and/or group fund raising

**Teacher Competence 20:****Provide guidance to learners on educational, academic and career issues.**

**Key Competence Area:** Guidance, Support and Counselling

**Organising Domain:** Professional Relationships

**Contextual information:**

- This competence is not intended to address clinical or therapeutic counselling. There are professional counsellors; one per region.
- "Life Skills" is a school subject which makes learners aware of community and other issues. This is an opportunity for teachers to be involved in cross-curricula issues and 'value' education.
- "Life Skills" had low status; it is now compulsory, but not a promotion subject.
- Teachers selected are often unsuitable; training is inadequate.
- There is a pastoral care function in schools, including the need to build a learner's character – the class teacher has overall oversight for the learner.
- Grade 10 and 12 focus on career choices, and tertiary education possibilities and choices. (Entrepreneurial skills are a big focus – but most learners out of school will not immediately be self-employed).
- Beyond Grade 7 – different schools have different curriculum 'packages', and this influences the choices.
- Senior primary onwards – study and assessment coping skills.

**Scope of performance**

- This competence is limited to providing guidance to learners on issues such as:
  - learning content
  - structure
  - approaches to learning and assessment
  - careers, and
  - typical learning or personal difficulties experienced by learners.
- This competence excludes complex situations involving diagnosis of needs, personal counselling or psychological services.

**Values:**

- Commitment to the development of lifelong learning.
- Recognition of the importance of broader life skills, and the need to integrate life skills learning into mainstream education.
- Respect for confidentiality and a non-judgemental approach in guiding and assisting learners.
- Welcome and respect cultural diversity among learners and colleagues

**Competence 20:** Provide guidance to learners on educational, academic and career issues.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Identify needs and find information to guide learners.**

#### **Performance Criteria:**

Note:

Teachers are not expected to be professional guidance counsellors, but are expected to be aware of opportunities and possibilities around them and be able to provide general information and advice.

- |   |                                    |
|---|------------------------------------|
| <p>1.1 Common learner needs are reviewed, and the kinds of assistance or support that learners may need are identified. Resources are identified and appropriately matched to needs.</p> <p><i>Lower Primary:</i><br/>Needs identified and assistance provided focuses on learning guidance and support, and preparing learners for demands beyond year 4.</p> <p><i>Senior Primary:</i><br/>Assistance is more career-related. There is recognition that good basic skills provide the basis for further training.</p> | <p>✓ Intern<br/>✓ Professional</p> |
| <p>1.2 Grade 7 learners are prepared for subject choices.</p>   | <p>✓ Professional</p>              |
| <p>1.3 Information is found to guide learners, Such information is relevant to identified needs, and is sufficiently comprehensive and diverse to meet a variety of needs and different learners.</p>   | <p>✓ Intern<br/>✓ Professional</p> |
| <p>1.4 Information and resources are maintained and updated to make sure that information is relevant and current. This includes regular improvement of available resources based on reviews of the effectiveness of the support services offered.</p>  | <p>✓ Intern<br/>✓ Professional</p> |
| <p>1.5 Information is maintained in a secure and accessible manner, using a manageable information management system.</p>   | <p>✓ Intern<br/>✓ Professional</p> |
| <p>1.6 Possibilities are explored in order to maintain currency. Awareness is developed to the point where teachers are able to point people towards, or provide access to a variety of career and related information sources.</p>   | <p>✓ Professional</p>              |

### **Element 2: Provide guidance to learners.**

#### **Performance Criteria:**

Note:

Teachers provide general information and advice. Parents to be involved where possible.

- |   |                                    |
|---|------------------------------------|
| <p>2.1 Individual learner needs are established in a sensitive, caring and professional manner.</p>   | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.2 Guidance to learners helps them to gain access to resources and develop effective learning strategies that will help them succeed in their area of learning.</p> | <p>✓ Intern<br/>✓ Professional</p> |
| <p>2.3 Strategies are drawn from own experience of what is effective.</p>   | <p>✓ Professional</p>              |

**Competence 20:** Provide guidance to learners on educational, academic and career issues.

2.4	Frameworks provided enable learners to identify and compare their own resources and competencies with the resources and competencies they require, and identify further development needs.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.5	Guidance assists learners to make reasoned and realistic choices with respect to learning, assessment and future opportunities.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.6	Guidance is relevant to the learner's needs and offers workable solutions to identified needs.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.7	Guidance is given in a caring, accountable, participative manner. Guidance recognises the diverse and holistic needs of learners, and encourages them to assess and realise their potential.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.8	Information shared with learners supports their development of life skills and encourages them to grow as individuals and as contributing members of society.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.9	The range of information and experience is broad and relevant to learner needs. Input is based on own experience of what works and is effective, and supported by appropriate examples.	<ul style="list-style-type: none"> <li>✓ Professional</li> </ul>
2.10	Opportunities are taken to check the suitability of the support and assistance provided against the learner's needs.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.11	Learners are referred to appropriate support services where justified by the level and nature of the need, and/or school policies.  <i>Referrals include: referrals to career counsellors; occupational therapists, social workers, psychologists.</i>	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
2.12	Confidentiality is maintained at all times.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>

### Element 3: Maintain records.

#### Performance Criteria:

3.1	Records of assistance and support provided are sufficient to maintain the logical progression and continuity of assistance to learners. Records also support the information needs of referred services where applicable.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>
3.2	Records meet the school's quality assurance requirements in terms of content, format, distribution and safekeeping.	<ul style="list-style-type: none"> <li>✓ Intern</li> <li>✓ Professional</li> </ul>

#### Theoretical underpinning:

- Knowledge of guidance and counselling principles
- Cross-curricular themes and integrated teaching – must know broad curriculum of Namibia.
- Vision 2030, NDP and ETSIP policy goals
- Awareness of world of work
- NQF and lifelong learning

**Teacher Competence 21:****Provide advice and support to learners on personal, social, and educational issues.****Key Competence Area:** Guidance, Support and Counselling**Organising Domain:** Professional Relationships**Contextual information:**

- The competence described here is not clinical or therapeutic counselling. There are professional counsellors (one per region), and where teachers see a need for in-depth counselling they refer to these experts.
- The State does provide in-service counselling courses for teachers to act as a lay counsellor within the school system. People are identified across schools to provide advice and assistance. Opportunities include:
  - “Window of Hope” (Junior and Senior - social issues)
  - “Campaign against Aids” (HIV/AIDS)
  - “TADA” (teenagers against drugs and alcohol abuse)
  - “My future is my choice” (sexual choices).

These are opportunity for teachers to be involved in cross-curricula issues and ‘value’ education. “Life Skills” has low status; it is now compulsory, but not a promotion subject. Teachers selected are often unsuitable; training is inadequate.

- Orphans and vulnerable children are a reality; there is high need for advice and support.
- Bullying is an issue across the board.

**Scope of performance:**

- This competence deals with providing advice and support in relation to a range of difficulties and problems experienced by learners, including dealing with barriers to learning, accessing resources, mapping out future learning pathways, effective approaches to learning, discrimination and the impact of personal circumstance on learning and assessment.
- Advice and support may be to groups and individuals.
- This competence excludes psychological counselling, but teachers may work together with psychologists and other specialists to address learner needs.
- Intern teachers must know school policies; know when they need to refer.
- Professionals will have a better sense of what they can handle and refer.

**Values:**

- Commitment to the wellbeing of all learners.
- Recognition of the importance of broader life skills, and the need to integrate life skills learning into mainstream education.
- Respect for confidentiality and a non-judgemental approach in counselling and advising learners.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Diagnose needs and areas for support.**

#### **Performance Criteria:**

Note:

Most issues addressed at lower and upper primary level are social.

The focus at secondary level is on personal issues and problems; questions of peer pressure; sexual issues (these apply to upper primary as well)

1.1	Major social issues in Namibia are identified and explained in terms of their causes and potential impact on learners.	✓ Intern ✓ Professional
1.2	The difference between commonly presented behaviour and root cause problems is explained correctly. Learner needs are diagnosed under supervision.	✓ Intern ✓ Professional
1.3	Learner needs are diagnosed based on an analysis and interpretation of relevant and comprehensive information pertaining to the learner.	✓ Professional
1.4	The diagnosis is consistent with findings in similar circumstances.	✓ Professional
1.5	The diagnosis is conducted in a sensitive, caring and professional manner.	✓ Intern ✓ Professional
1.6	The diagnosis facilitates the provision of advice and possible advice and support.	✓ Intern ✓ Professional
	<i>Lower Primary:</i> Advice is often given to parents; referrals are made to social workers. The focus in schools is to provide learners at this level with coping skills. A key focus is to teach learners to work in groups and to give advice and/or explanations on skills to parents and learners at an appropriate level.	
1.7	Recommendations and/or referrals are appropriate to the findings and the learner's context. <i>Note: Intern teachers make recommendations and referrals under supervision.</i>	✓ Intern ✓ Professional
1.8	Information related to the diagnosis is maintained in a secure and accessible manner, using a manageable information management system.	✓ Intern ✓ Professional

### **Element 2: Provide counselling support.**

#### **Performance Criteria:**

Note:

Intern teachers must seek advice and support themselves before offering support.

2.1	The environment is private and conducive to advice and support.	✓ Intern ✓ Professional
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**Competence 21:** Provide advice and support to learners on personal, social, and educational issues.

2.2	Advice and support is based on the needs of the learners as established through the diagnosis and during counselling sessions.	✓ Intern ✓ Professional
2.3	Advice and support is conducted with appropriate empathy, sensitivity and confidentiality in line with principles of counselling. This includes recognition, understanding and tolerance of diversity of social and cultural customs of learners.	✓ Intern ✓ Professional
2.4	Advice and support facilitates the learner’s decision-making through the discussion of options and forming of an action plan.  <i>Primary:</i> Advice and support is offered to parents to facilitate their decision-making on behalf of the child.	✓ Intern ✓ Professional
2.5	Specialists are engaged constructively to assist in advice and support, and referrals are made to appropriate counselling services where necessary. Referrals are followed up at appropriate intervals.  Advice and support services may include: <i>psychological and career counselling, psychometric testing, financial aid, medical assistance, help with study skills, occupational therapists; social welfare issues; Alcoholics Anonymous, drug rehabilitation centres, and child protection units.</i>	✓ Intern ✓ Professional

**Element 3: Maintain records of advice and support provided.**

**Performance Criteria:**

3.1	Records are maintained to capture the learner’s needs, the essential nature and content of counselling provided, and referrals where applicable.	✓ Intern ✓ Professional
3.2	Records of assistance and support provided are sufficient to: <ul style="list-style-type: none"> <li>• maintain the logical progression and continuity of assistance to learners</li> <li>• facilitate reviews.</li> </ul> Records support the information needs of referred services where applicable.	✓ Intern ✓ Professional
3.3	Records meet the school’s quality assurance requirements in terms of content, format, distribution and safekeeping	✓ Intern ✓ Professional
3.4	Confidentiality is maintained at all times.	✓ Intern ✓ Professional

**Theoretical underpinning:**

- Guidance and Counselling principles
- Child development theories
- Policy documents (in particular child rights); women and child issues; domestic violence
- Cross-curricular themes and integrated teaching

**Teacher Competence 22:****Promote awareness and understanding of HIV/AIDS.**

**Key Competence Area:** Health and Safety

**Organising Domain:** Professional Relationships

**Contextual information:**

- HIV/AIDS is prevalent in communities, and particularly within the teaching profession in Namibia. HIV/AIDS is a subset of STDs (Sexually Transmitted Diseases) and this competence addresses STDs in general.
- Teachers are encouraged to build relationships with parents, guardians, families and agencies in the larger community to support student's learning and well-being. There are Aids awareness clubs at schools. There are 'key teachers' identified at schools identified to address HIV/AIDS in schools.
- There is a cross-curriculum syllabus developed for HIV/AIDS developed by NIED for implementation in schools.
- There is a unit within the Ministry (HAMU) to address HIV/AIDS issues in schools. They are responsible for identifying and supporting 'key teachers'.
- There are regional units (RACE) under HAMU to coordinate provision at regional level.
- There is a school subject called "Life Skills" which makes learners aware of community and other issues. This is the opportunity to have teachers involved in HIV/AIDS programmes.
- Orphans and vulnerable children are a particularly vulnerable group with respect to HIV/AIDS.
- There is a high need for in-service training for teachers-in-place. Intern teachers may be better informed and trained than teachers-in-place.
- Lower Primary:  
Children are often required to care for parents with HIV/AIDS (identification of orphans and vulnerable children often leads to identification of HIV/AIDS). Teachers must give advice and assistance there. Sometimes children are affected and the guardian informs the school.  
There is video material for small children.

**Scope of performance:**

- This competence addresses a requirement that teachers address cross-curricula issues in their planning, design, preparation and delivery of learning, with particular reference to HIV/AIDS.

**Values:**

- Commitment to transformation, social development and change.
- Awareness of self as a change-agent.
- Acting as a role model.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate general awareness of HIV/AIDS.**

#### **Performance Criteria:**

Note:

Direct awareness raising is applicable to learners in the upper primary and secondary phases.

- |     |   |                            |
|-----|---|----------------------------|
| 1.1 | The differences between HIV and AIDS, and STDs are outlined in terms of risks and consequences for people.  | ✓ Intern<br>✓ Professional |
| 1.2 | Descriptions of ways in which HIV, and STDs, can be transmitted include common misconceptions. ( <i>4 ways of transmitting HIV</i> )  | ✓ Intern<br>✓ Professional |
| 1.3 | The severity of the HIV/AIDS pandemic to Namibia is described in terms of the: <ul style="list-style-type: none"><li>• impact on population characteristics, and</li><li>• potential consequences for learners and the teaching profession.</li></ul>   | ✓ Intern<br>✓ Professional |
| 1.4 | The severity of the HIV/AIDS pandemic in Namibia is described in terms of comparative infection rates and government action in neighbouring countries, other African states, and the rest of the world.<br><br><i>Lower Primary:</i><br>Awareness raising in the lower primary phase contextualises information within a Namibian context<br><br><i>Upper Primary:</i><br>Information includes reference to neighbouring states and beyond. | ✓ Intern<br>✓ Professional |
| 1.5 | The severity of the pandemic is discussed with reference to the prevalence of orphans and vulnerable children, and the impact of this on the classroom.   | ✓ Intern<br>✓ Professional |

### **Element 2: Describe personal precautions against HIV/AIDS.**

#### **Performance Criteria:**

Note:

Applicable to learners in the upper primary and secondary phases.

- |     |  |                            |
|-----|--|----------------------------|
| 2.1 | Precautionary measures and behaviours are described and linked to the general ways in which HIV and STDs are transmitted.<br><br><i>Secondary Phase:</i><br>The benefits of voluntary testing and awareness of own status are described in terms of self and others. | ✓ Intern<br>✓ Professional |
| 2.2 | National and local sources of information and education programmes on HIV/AIDS are identified.   | ✓ Intern<br>✓ Professional |

### Element 3: Describe risks and available support associated with HIV/AIDS within the teaching profession.

#### Performance Criteria:

Note:

Applicable to all teachers.

3.1	The risks associated with the transmission of HIV/AIDS are identified for the teaching profession.	✓ Intern ✓ Professional
3.2	The prevalence or significance of risk of HIV/AIDS is described for the teaching profession.	✓ Intern ✓ Professional
3.3	Measures to reduce risk of HIV/AIDS transmission are described in accordance with guidelines and practice within the teaching profession.	✓ Intern ✓ Professional
3.4	Ways in which a learner or colleague with HIV/AIDS may be assisted to deal with their condition are described in terms of occupational guidelines and practice.	✓ Intern ✓ Professional
3.5	HIV/AIDS education, counselling and/or support services are identified for the teaching profession.	✓ Intern ✓ Professional

### Element 4: Support an HIV infected or AIDS affected learner or colleague

#### Performance Criteria:

4.1	Information about HIV and AIDS is presented in a manner that is appropriate and sensitive to the needs of the individual, while helping to increase support and decrease discrimination and stigma against people with HIV/AIDS.	✓ Intern ✓ Professional
4.2	Information shared is consistent with national policies and guidelines on HIV/AIDS. Information is integrated into teaching across the curriculum where appropriate, and as opportunity arises.	✓ Intern ✓ Professional
4.3	Information shared is age and culturally sensitive, and appropriate to developmental stage of the child.  <i>Lower Primary:</i> Information sharing is managed sensitively with younger children.	✓ Intern ✓ Professional
4.4	The need to protect the rights to privacy of information regarding HIV/AIDS status is described in terms of potential consequences for the individual and their family.	✓ Intern ✓ Professional
4.5	Ways in which the individual with HIV/AIDS may be assisted to deal with their condition are described in terms of positive personal actions and behaviours.	✓ Intern ✓ Professional
4.6	The different treatments, care and support options are identified and shared with empathy and confidentiality.	✓ Intern ✓ Professional

**Competence 22:** Promote awareness and understanding of HIV/AIDS.

- 4.7 National and local support and counselling groups are identified in terms of contact details and the nature of assistance offered in each identified group.

✓ Intern  
✓ Professional

**Theoretical underpinning:**

- Symptoms and effects of STI's (Sexually Transmitted Infections) and HIV/AIDS;
- Transmission of STI's and HIV/AIDS
- Social, economic and other factors which affect transmission
- Myths and misconceptions surrounding STI's and HIV/AIDS
- Pre- and post-testing and counselling
- Treatment, care and support for HIV+ people; advice and support (counselling principles)
- HIV/AIDS and the impact on communities
- HIV/AIDS and human rights
- Advocacy in the context of HIV/AIDS
- Namibian policy documents, and HIV/AIDS curriculum
- Ability to teach in a cross-curriculum manner
- First aid (blood)

**Teacher Competence 23:****Provide care and protection for learners.****Key Competence Area:** Health and Safety**Organising Domain:** Professional Relationships**Contextual information:**

- The school sets the tone, although area is also important (urban, rural).
- Induction and mentorship is critical in setting the tone.
- Ministry of Health and Social Services has a rating – bronze, silver, gold – for the safety consciousness of schools. Schools are inspected and rated.
- The Municipality also provides instruction around the environment for all phases, and basic health and hygiene for the primary phase.
- Police Services provide crime prevention programmes for all phases.
- Fire Brigade offers information around fire prevention for all phases.
- There is a need to pay more attention to the needs of the physically impaired (management responsibility). There are no toilets for the physically impaired, for example.
- Lower Primary:  
There is need for more intensive supervision around basic safety issues.

**Scope of performance:**

- Care in relation to health, safety and nutrition (through guidance).

**Values:**

- Positive and constructive discipline establishes the "boundaries" for effective interaction, without stifling creativity, interaction and learning.
- Safety includes emotional safety, where learners are free from ridicule and abuse (from teachers and learners). Environment is non-discriminatory with respect to gender, culture.
- 'Safety' includes tolerance of some failure and the scope to try and fail. Questions and interactions are encouraged.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Ensure a safe environment to prevent and reduce injuries**

#### **Performance Criteria:**

Note:

An area of responsibility for School Management.

1.1	<p>Environmental hazards are identified in terms of their potential impact on the safety of teachers and learners.</p> <p>Hazards include, for example: <i>chemicals, dangerous plants, glass, electrical hazards, fire, faulty or broken equipment, small objects, sharp objects, heavy objects, high beds, stairs, unprotected water, hot items, vehicles, animals.</i></p> <p>Learners are supported in the development of safety awareness through the provision of road safety to their fellow learners, via scholar patrols. This is applicable mainly in urban areas. In rural areas, there are community committees to monitor behaviour.</p> <p>Safety is protected through checking for dangerous implements knowingly carried into school premises. Prevention is the focus.</p>	<p>✓ Intern</p> <p>✓ Professional</p>
1.2	<p>Strategies for preventing and/or correcting hazards in the environment are identified and implemented, thus ensuring a safe environment as per the ages and stages of development of the learners.</p>	<p>✓ Intern</p> <p>✓ Professional</p>
1.3	<p>Special attention is given to identifying and removing dangers to the physically impaired, and the creation of a user-friendly environment.</p>	<p>✓ Intern</p> <p>✓ Professional</p>
1.4	<p>Safety equipment is ensured to be in place and in working order.</p>	<p>✓ Intern</p> <p>✓ Professional</p>
1.5	<p>Contact lists of available emergency services and parents/guardians are easily accessible.</p>	<p>✓ Intern</p> <p>✓ Professional</p>
1.6	<p>Emergency plans and procedures for fire, public violence, and natural disasters are ensured to be:</p> <ul style="list-style-type: none"><li>• available</li><li>• appropriate to the given emergencies, and</li><li>• understandable to the adults and learners.</li></ul>	<p>✓ Intern</p> <p>✓ Professional</p>
1.7	<p>Supervision of learners is appropriate to their developmental level and the degree of potential risk involved.</p>	<p>✓ Intern</p> <p>✓ Professional</p>

## Element 2: Provide an environment that contributes to the prevention of illness

### Performance Criteria:

Note:

This is an area of responsibility for the Ministry of Health Services.

<p>2.1 Common childhood diseases and infections are described in terms of their:</p> <ul style="list-style-type: none"> <li>• symptoms and transmission</li> <li>• possible effects on individuals and/or groups.</li> </ul> <p>Common diseases include: <i>rashes (including genitalia), elevated temperature, unusual irritability, lethargy, loss of appetite, diarrhoea, coughing and nasal/other discharges, sores that will not heal; multiple skin eruptions, swollen glands and sore throat, ear-ache.</i></p>	<p>✓ Intern ✓ Professional</p>
<p>2.2 Common diseases and infections are accurately recognised.</p>	<p>✓ Professional</p>
<p>2.3 Environmental factors are identified in terms of their potential impact on the health of learners. Factors identified are classified in terms of their danger to specific ages and stages of development.</p> <p>Factors include, for example: <i>chemicals, dangerous or poisonous plants, lead paint, unprotected or polluted water sources, animals, worms, bacterial and viral hazards, contagious and infectious conditions, food deprivation, food contamination, medicines.</i></p>	<p>✓ Intern ✓ Professional</p>
<p>2.4 Strategies for preventing illness and communicable diseases and/or removing health hazards in the school environment are identified and implemented. Implementation of these strategies ensures a healthy environment for the ages and stages of development of the learners.</p> <p>Strategies include: <i>ensuring adequate ventilation, cleaning equipment and the environment, isolating learners with contagious illnesses, storing food hygienically, washing of hands before handling food, changing water; using own cups, tooth brushes, combs and face-cloths.</i></p>	<p>✓ Intern ✓ Professional</p>
<p>2.5 Contact lists of available health services and parents/guardians are accurate and easily accessible.</p>	<p>✓ Intern ✓ Professional</p>
<p>2.6 Responses to illness are appropriate to the nature of the illness and own competency level. Learners presenting symptoms of common infectious diseases are referred to qualified practitioners.</p>	<p>✓ Intern ✓ Professional</p>
<p>2.7 Actions, communication, responses and interactions throughout the provision of care services are characterised by sensitivity to culture and non-discriminatory acts.</p>	<p>✓ Intern ✓ Professional</p>
<p>2.8 Presentation of seizures is identified and reported with appropriate degree of urgency. Actions taken are appropriate to the severity of the attack, and in compliance with set procedures.</p>	<p>✓ Intern ✓ Professional</p>

**Competence 23:** Provide care and protection for learners.

- 2.9 Medication is administered only with proper consent, and controlled in line with accepted treatment of the specific condition, and according to instructions (for example: check for allergies). Consequences of incorrect application of medicines are described with reference to the wellbeing of the child, and possible legal consequences of negligence.

Control includes: *maintenance of health records; scheduled administration of medicines; secure storage of medicines; monitoring expiry dates.*

- 2.10 General precautions are identified and applied consistently to promote general health and welfare of learners.

General precautions include: *clean and appropriate clothing; balanced nutrition; hygienic conditions; personal hygiene routines, Universal precautions.*

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

### Element 3: Promote health and nutrition

#### Performance Criteria:

Note:

First aid background is an advantage.

This element has particular reference to HIV/AIDS, and orphans and vulnerable children.

- 3.1 Symptoms of health-related problems are identified according to severity and are recorded for referral purposes.

Problems relate to: *breathing, fits, diarrhoea, swelling and skin. This does not include the diagnosis of the illness or the identification of treatments, but rather the identification of the fact that the child is ill, and the ability to describe the symptoms.*

- 3.2 The purpose and procedures for recording and maintaining records of the health history of all learners is accurately described.

The description includes reference to the role of the State with respect to routine inspections to identify the state of health and growth of the learners.

Actions regarding learners with identified chronic illnesses are appropriate for the learners and follow given procedures. Information is shared so that all teachers are prepared.

- 3.3 School procedures regarding notifiable diseases are followed to ensure the health of other learners.

- 3.4 Nutrition advice and guidelines provided to learners promotes good nutrition and serves to encourage learners to learn and use life-long self-help skills to promote their own good health.

*Primary:*

Nutrition is part of environment studies; in grade 5, 6 it is part of science. There are feeding schemes for children across primary and secondary.

Need also to educate other children who humiliate those who use the feeding scheme.

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

✓ Intern  
✓ Professional

#### Element 4: Promote the protection, feeling of security and rights of learners

##### Performance Criteria:

Note:

Included in environmental studies.

4.1	Education provided to learners concerning child rights is consistent with current legislation and regulations and is appropriate for the stage of development of the learners.	✓ Intern ✓ Professional
4.2	Violations of child rights are correctly identified and reported according to stipulated procedures.	✓ Intern ✓ Professional
4.3	Symptoms and manifestations are quickly and accurately recognised, based on experience.	✓ Professional
4.4	Child Rights legislation and guidelines are accessed for reference purposes as required.	✓ Intern ✓ Professional
4.5	The environment is ensured to be safe and secure.	✓ Intern ✓ Professional
4.6	Supervision and monitoring is provided continuously and is sufficient to promote the safety of learners.	✓ Intern ✓ Professional
4.7	Appropriate protection and encouragement is provided to those who are victimised or bullied, taking into account positive cultural norms.	✓ Intern ✓ Professional
4.8	Opportunities are used to educate parents about ways of protecting learners. <i>Education includes: a range of dangers such as not sending learners out after dark, hot objects, fire, electricity, unprotected water, stranger danger, road safety, locked in fridges, stoves.</i>	✓ Professional

#### Element 5: Respond to emergencies

##### Performance Criteria:

5.1	Responses to accidents and emergencies are appropriate to the given situation and in line with emergency procedures and plans as applicable.	✓ Intern ✓ Professional
5.2	Treatment of superficial cuts, bruises and burns is consistent with accepted first aid practice. Conditions outside of the scope of competence of the teacher are referred to the appropriate authorities without delay.	✓ Intern ✓ Professional
5.3	Accidents and incidents are recorded and reported as per school requirements.	✓ Intern ✓ Professional

**Competence 23:** Provide care and protection for learners.

**Theoretical underpinning**

- Childhood illnesses
- Health and Nutrition.
- Rights of Children
- The scope of practice of a first responder.
- Patient consent and recording.
- Primary and secondary assessment.
- Universal precautions regarding safe management of blood and body fluids.
- Specific management of sick or injured adults, children or infants in health emergencies.

**Teacher Competence 24:****Provide primary emergency care as first responder.**

**Key Competence Area:** Health and Safety

**Organising Domain:** Professional Relationships

**Contextual information:**

- Teachers are often the first 'on the scene' in event of accidents or injuries at school or within communities.
- Rural areas – there may be an expectation that the teacher can solve the problem.
- There is TV and radio input on basic 1<sup>st</sup> Aid.

**Scope of performance:**

- This competence deals with the recognition and management of the following range of emergencies for adults, children and infants according to current and accepted emergency care protocols and principles:
  - emergency scene management
  - artificial respiration and choking
  - shock
  - bleeding and wounds
  - neck and spine immobilization and transportation
  - fractures and dislocations
  - wounds
  - burns
  - thermal stress
  - poisoning
  - medical emergencies.
- Teachers are required to maintain currency of training.

**Values:**

- Respond as a caring professional.

**Competence 24:** Provide primary emergency care as first responder.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Prepare to provide primary emergency care.**

#### **Performance Criteria:**

Note:

Universal precautions include:

- |     |   |                            |
|-----|---|----------------------------|
| 1.1 | Personal protective devices and infectious disease prevention procedures (universal precautions) used during treatment of casualties are identified and their purpose and application correctly described and demonstrated. | ✓ Intern<br>✓ Professional |
| 1.2 | The medial and/or legal implications of primary emergency care are explained in terms of existing relevant legislation.   | ✓ Intern<br>✓ Professional |
| 1.3 | The content of the primary emergency care/first aid kit is identified in terms of the applications of each item.  | ✓ Intern<br>✓ Professional |
| 1.4 | The maintenance and storage of the relevant risk-based primary emergency care kit is described and demonstrated where relevant in accordance with accepted school procedures.   | ✓ Intern<br>✓ Professional |

### **Element 2: Assess and control an injury emergency scene.**

#### **Performance Criteria:**

- |     |   |                            |
|-----|---|----------------------------|
| 2.1 | The principles of emergency scene control are explained and demonstrated in accordance with current accepted emergency care practices.  | ✓ Intern<br>✓ Professional |
| 2.2 | The primary emergency care process is explained and demonstrated in accordance with current accepted practice.  | ✓ Intern<br>✓ Professional |
| 2.3 | Assistance is called for according to school procedures. Procedures must be clear with respect to insurance and payment, indemnity and responsibility, and treatment.   | ✓ Intern<br>✓ Professional |
| 2.4 | The emergency scene is assessed for safety risks and the specific hazards are managed according to school safety procedures.  | ✓ Intern<br>✓ Professional |
| 2.5 | The initial scene assessment identifies emergency requirements and the scene is made safe according to accepted safety procedures.  | ✓ Intern<br>✓ Professional |
| 2.6 | The most seriously injured person/s is/are identified and managed first, thus demonstrating primary assessment and triage ability.<br><br><i>Priority order in terms of severity must include: airways, breathing, circulation, internal and external injuries and/or medical conditions.</i> | ✓ Intern<br>✓ Professional |
| 2.7 | Available resources are utilized to the best benefit of the sick or injured person(s).  | ✓ Intern<br>✓ Professional |

**Competence 24:** Provide primary emergency care as first responder.

2.8 Emergency services are activated according to school and community procedures.

✓ Intern  
✓ Professional

### **Element 3: Provide primary emergency life support for adults, children and infants**

#### **Performance Criteria:**

Note:

This competence is 'elective', but is regarded as highly desirable for all teachers. Protocol, as it applies in this standard, describes the accepted approach; the plan for a course of medical treatment.

3.1 The recovery position is appropriately utilized.

✓ Intern  
✓ Professional

3.2 Choking victims are managed according to accepted protocols for situations involving strangulation, suffocation and asphyxia.

✓ Intern  
✓ Professional

3.3 Rescue breathing is carried out according to accepted protocols.

✓ Intern  
✓ Professional

3.4 One rescuer Cardio Pulmonary Resuscitation (CPR) is explained and demonstrated with and without the use of barrier ventilation devices according to accepted practices.

✓ Intern  
✓ Professional

3.5 Shock is identified, explained and managed according to accepted protocols.

✓ Intern  
✓ Professional

3.6 Anaphylactic shock is identified, explained and managed symptomatically according to accepted protocols.  
[Anaphylactic shock means: A sudden, severe allergic reaction characterized by a sharp drop in blood pressure, urticaria, and breathing difficulties caused by exposure to a foreign substance, such as a drug or bee venom, after a preliminary or sensitizing exposure.]

✓ Intern  
✓ Professional

### **Element 4: Carry out secondary assessment and provide primary emergency care**

#### **Performance Criteria:**

Note:

Protocol, as it applies in this standard, describes the accepted approach as well as procedures to be followed.

4.1 A secondary assessment correctly identifies the nature of the sickness or injury and the emergency care required.

✓ Intern  
✓ Professional

4.2 Bleeding is controlled according to current accepted protocols using bandages or suitable material.

✓ Intern  
✓ Professional

4.3 Immobilisation and transporting techniques for persons with neck and/or spinal injuries are carried out according to accepted emergency and school protocols.

✓ Intern  
✓ Professional

**Competence 24:** Provide primary emergency care as first responder.

4.4	Head injuries are managed and levels of consciousness are recognised, managed and monitored according to accepted protocols.	✓ Intern ✓ Professional
4.5	Fractures, dislocations and sprains are immobilized in the position of most comfort.	✓ Intern ✓ Professional
4.6	Wounds are managed according to current accepted protocols. Wounds include: <i>abrasions, lacerations, punctures, embedded objects, gunshot wounds; hand and eye wounds; and human/animal/insect bites and stings.</i>	✓ Intern ✓ Professional
4.7	Burn wounds are managed according to current accepted practices.	✓ Intern ✓ Professional
4.8	Thermal stress is managed according to current accepted practices. [Thermal stress means: heat exhaustion]	✓ Intern ✓ Professional
4.9	Poisoned patients are managed according to current accepted protocols. Poisoning includes: <i>common accidental poisoning; overdose; and reptile bites.</i>	✓ Intern ✓ Professional
4.10	Illnesses common to the school environment are recognised and described according to current accepted practices. ( <i>diabetes, epilepsy, asthma</i> )	✓ Intern ✓ Professional

## Element 5: Maintain communication and records

### Performance Criteria:

Note:

Clear and coherent communication to trained medical personnel is vital to further appropriate treatment for the sick or injured person.

5.1	The scenario and condition of the sick or injured person is communicated to the relevant party during transferral and in accordance with current accepted school and emergency care procedures.	✓ Intern ✓ Professional
5.2	The incident/accident is reported in accordance with current and accepted school procedures and policies.	✓ Intern ✓ Professional

### Theoretical underpinning:

- Emergency materials and equipment
- The scope of practice of a first responder.
- Patient consent and recording.
- Primary and secondary assessment.
- Principles of primary emergency health care.
- Knowledge of poisonous reptiles, insects and plants for local area
- Universal precautions regarding safe management of blood and body fluids.
- Specific management of sick or injured adults, children or infants in health emergencies.

**Teacher Competence 25:**

**Build relationships with parents, guardians, families and agencies in the larger community to support learner's learning and well-being.**

**Key Competence Area:** Networking

**Organising Domain:** Professional Relationships

**Contextual information:**

- The cluster system is intended to encourage networking (some are poor, some work well).
  - Clusters were not all started at the same time; effectiveness is uneven as a result. Government support (financial and other) for clusters is uneven.
  - Not all schools are willing to participate in cluster structures; the attitudes of teachers differ – not all are willing to share; participation is regarded as a burden.
  - Leadership of the cluster falls to a Principal; leadership provided is uneven.
  - Many irregularities hamper the operation of the cluster system.
- There are also: Teacher Resource Centres (accessible to a few teachers); Parents-Teachers Associations; School Boards; Principals' Forums; Teachers' Unions; Student Unions; Youth Centres; in-service opportunities; SchoolNet – ICT; Edu-venture (encourages bio-diversity); Science Fairs; Maths and Science associations; debating activities; sport and cultural activities.
- The quality, and use made of resources, is uneven.
- Education-industry partnerships are uneven and often neglected.
- Special needs learners: – schools for special needs learners are often far away from the family home. It is important to establish relationships that promote the integration of the child (they become lost and do not fit in at the place where the school is, or at home).
- Sometimes policies cause conflict (school fees – free primary education; but there is provision for a School Development Fund). Schools must communicate with communities in order to find a mechanism to get payment without infringing rights.

**Scope of performance:**

- This competence applies to the Professional Teacher. The Intern Teacher will need to act here under guidance, and develop skills over time.
- The competence requires teachers to be sensitive to and able to work with at least two different kinds of families such as single parent families, child-headed families, extended families, separated families, same-sex parent families, and multiple parents.
- Relationships are built and support is provided through meetings, interviews, workshops, discussions.

**Values:**

- Understand the importance of cooperation and the importance of networking, sharing and teamwork.
- Importance of constructive dialogue rather than one-way communicating
- School image is important and critical to success.

**Competence 25:** Build relationships with parents, guardians, families and agencies in the larger community to support learner’s learning and well-being.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Build relationships to support learner’s learning and well-being**

#### **Performance Criteria:**

Note:

Relationships are established with parents, guardians, families and agencies in the larger community.

<p>1.1 Networks and resources in the school and community are identified and accessed to support learning and management across the entire school community.</p>	<p>✓ Professional</p>
<p>1.2 Efforts to build relationships with parents and communities help to create partnerships that support the continuous development and well-being of learners.</p>	<p>✓ Professional</p>
<p>1.3 Family and community support networks are strengthened by providing assistance to access:</p> <ul style="list-style-type: none"> <li>• social services</li> <li>• health care</li> <li>• learning support, and</li> <li>• other resources in collaboration with social partners.</li> </ul> <p><i>Primary Schools:</i> Relationships are being established for the first time in many cases, and educating parents is an important contribution. There is also a greater likelihood of there being parents available and interested at primary level.</p>	<p>✓ Professional</p>
<p>1.4 Assistance is provided to create awareness about child development and how to promote it.</p> <p><u>Note:</u> This assistance is particularly important at primary level.</p>	<p>✓ Professional</p>
<p>1.5 Families are empowered through active-listening, cultural or social events, and general capacity building.</p> <p><i>Primary Level:</i> The focus is building basic developmental understanding. <i>Secondary Level:</i> The focus shifts to study skills, support and career guidance</p>	<p>✓ Professional</p>
<p>1.6 Communication with stakeholders and social partners establishes effective dialogue and cooperation. Communication is based on up-to-date information on key issues, and is managed in ways that promote cooperation.</p> <p><u>Note:</u> This is something that every school must discover and put in place for themselves. Schools must communicate with communities to explain issues and concerns, promote cooperation, and avoid infringing rights.</p>	<p>✓ Professional</p>

**Competence 25:** Build relationships with parents, guardians, families and agencies in the larger community to support learner's learning and well-being.

*Primary Schools:*

It is easier to work directly with parents/ care providers/ guardians.

*Secondary Schools:*

Many parents or caregivers are absent or less available.

The child may represent themselves, or be represented by another child (in the case of orphans and vulnerable children).

- |      |  |                |
|------|--|----------------|
| 1.7  | Assistance is given to families to raise awareness of the: <ul style="list-style-type: none"><li>• needs and rights of children, and</li><li>• Role of families and the community, in relation to child development and upholding children's rights.</li></ul>     | ✓ Professional |
| 1.8  | Relationships built with parents, guardians, families and agencies in the larger community contribute to school clusters and networking activities. Relationships established with agencies comply with the requirements and provisions of the Education Act 2001. | ✓ Professional |
| 1.9  | Ethics, behaviour and attitudes demonstrated are consistent with open, participatory, community development approaches.  | ✓ Professional |
| 1.10 | Information gained from Ministry workshops or training sessions are disseminated to colleagues and members of the community as appropriate, to promote shared learning and support of learners, in line with the 'cascade' model.                                  | ✓ Professional |

**Theoretical underpinning:**

- Education Act (2001); Cluster Schools Policy.
- The "cascade" model of in-service training; site based model of training
- Models of parent and community involvement in learning.
- Communication skills and strategies.
- Interpersonal skills.
- Conflict, behaviour and attitude management.
- Meeting procedures and management.
- Participatory leadership and management processes
- Change management processes.

**Teacher Competence 26:****Evaluate own performance in each teacher role.****Key Competence Area:** Professional Development**Organising Domain:** Professional Values**Contextual information:**

[There is extensive provision for external evaluation. Teachers must take this up as part of life and practice, and use it in evaluation of their roles. They should be supported in this].

- External evaluation is by means of class visits, and one-on-one discussions (results are kept on file).

- NIED in-service training requirements specify pre-visit interview; visit; followed by structured reflection on practice (called clinical supervision), which identifies strengths and areas of growth; recommendations; follow-up visit.

This is not common practice; class visits are seldom effective. Experienced teachers are left alone. Evaluation of success is limited to review of (bad) marks; the rest is ignored. There is need for a more systematic process, otherwise teachers stagnate. It is more about compliance than continuous improvement at present.

- NIED has, in certain subject areas, provided direct training to improve practice.
- Advisory Teachers: Where advisory teacher visits are less frequent, processes suffer. In many cases, school management does not visit or support teachers in classrooms. Where advisory teachers are invited to address specific areas, it has proved more helpful than general visits. Many of these issues are addressed in the ETSIP documents (on the need for capacity in Advisory Services).
- Subject Heads: Where there are good Heads in place, it works very effectively. There is often little help for the Subject Head. [The cluster system should assist here].
- Reflection takes place incidentally during subject meetings as well.
- In some cases, there are visits that follow tests (particularly where results are poor), to check practice.
- Where parents are involved, this is useful for feedback and development purposes.
- There is need for widespread training in self-development.

**Scope of performance:**

- This competence applies equally to primary and secondary teachers.
- Evaluation is to cover key teacher roles (in classroom and extra-mural activity).

**Values:**

- Need for reflection to create a culture of continuous improvement and professionalism, leading to performance appraisals.

**Competence 26:** Evaluate own performance in each teacher role.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Evaluate own performance in each teacher role.**

#### **Performance Criteria:**

Note:

Professional Teachers have developed greater self-awareness and insight into own practice, informed by experience. They have better information to work with, and understand more about their roles and what is required of them.

Many 'teachers-in-place' may not practice self-reflection.

Many Intern Teachers have the theoretical understanding and some skills to practice critical reflection. They need to be encouraged to continue this in practice. (Here induction and supervision play an important part).

1.1	The evaluation is based on clear criteria describing the required competence across the various teaching roles.	✓ Intern ✓ Professional
1.2	Evaluation is based on an honest and critical reflection of teaching practise using a variety of relevant sources, including: <ul style="list-style-type: none"><li>• self-reflection</li><li>• peer input</li><li>• group inputs</li><li>• learner feedback</li><li>• management feedback</li><li>• assessment results, and</li><li>• comparative reflection (<i>looking at own results/ performance as a whole, to that of others</i>).</li></ul>	✓ Intern ✓ Professional
	<u>Note:</u> Teachers find it difficult to reflect critically, and see areas for improvement. Intern Teachers may be less self-aware, because of experience.	
1.3	Information is analysed and interpreted against agreed criteria and without bias.	✓ Intern ✓ Professional
1.4	The evaluation identifies strengths and weaknesses in relation to each of the key teacher roles: <ul style="list-style-type: none"><li>• planning</li><li>• design and development</li><li>• teaching</li><li>• assessment, and</li><li>• administration</li></ul> Teaching includes: <i>methodologies used, learning activities, objectives achieved, resources, classroom management, learner management, time management.</i>	✓ Intern ✓ Professional
1.5	Evaluation findings are supported by verifiable evidence and statistical analysis (mean and variance).	✓ Intern ✓ Professional
1.6	Opportunities and mechanisms to improve in each of the teacher roles are recorded for integration into ongoing practice.	✓ Intern ✓ Professional

**Competence 26:** Evaluate own performance in each teacher role.

- 1.7 Evaluations help to modify and refine own teaching practice through continuous reflection on achievements in relation to curriculum goals and required standards.

✓ Intern  
✓ Professional

**Theoretical underpinning:**

- Learning Theories and Teaching Principles
- Designing Teaching & Learning Experiences and Managing learning Environments
- Planning and implementing teaching and learning
- Assessment and evaluation of teaching and learning
- Critical inquiry and reflective practice: Classroom observation
- Critical inquiry, reflective practice and action research

**Teacher Competence 27:****Engage in own professional development and participate in the professional community.**

**Key Competence Area:** Professional Development

**Organising Domain:** Professional Values

**Contextual information:**

- There is provision for pre-service, and continuing professional development, but no state structures to support this.
- The emerging system provides for "intern" and "professional", and the licensing of professional teachers, which will become a requirement.
- The National Teacher Standards Project aims to formalise the professional development process (at this stage project awareness is low).
- There is a need to look more closely at in-service training, and who provides for continuous development. Some of the issues are highlighted in the ETSIP document (available on the NIED website).

**Scope of performance:**

- This competence applies equally to primary and secondary teachers.
- The competence is directed towards Professional Teachers.
- The competence takes a broad view of professional development beyond subject matter and pedagogic concerns, to include the development of a rounded professional as part of the professional community.
- The teacher must be aware of the importance of adherence to codes of conduct, and ethical practice, to maintain professional image.
- Personal development must be a reflection of the broader national system and emerging national issues. The teacher is a researcher and reflective practitioner.
- Professional development is reflected in membership of professional associations, and subscriptions and/or contributions to journals and publications.
- Teachers view themselves as professional; they accept "professional" responsibilities, and take responsibility for their professional development.
- Part of professional development is the development of others in the profession, through adopting the role of mentor.
- Professional development includes promotion of the profession as a career option to learners as well.

**Values:**

- Acknowledge the interdependence of teacher and learner learning.
- Commitment to staying abreast of subject knowledge
- Adopt a broad view of professional development beyond subject and pedagogic matter.
- Show commitment to quality of education.
- Show commitment to the idea of lifelong learning.
- Show commitment to the idea of collaboration, cooperation, and collegiality
- Awareness of professional responsibilities and obligations as well as rights

**Competence 27:** Engage in own professional development and participate in the professional community.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate awareness of career paths available to teachers, and in teaching.**

#### **Performance Criteria:**

Note:

“Career paths” refers to career options within formal education as well as beyond schooling and formal employment by the Ministry of Education.

- |     |   |                |
|-----|---|----------------|
| 1.1 | Descriptions of career paths identify advancement opportunities within the professional and management streams within schools.                            | ✓ Professional |
| 1.2 | Possibilities are identified for participating in the ongoing development of fellow practitioners through mentoring, coaching and teacher training.       | ✓ Professional |
| 1.3 | Career prospects beyond the school are accurately described with reference to supervisory and/or research possibilities within the Ministry of Education. | ✓ Professional |
| 1.4 | Career prospects outside of formal schooling are described with reference to possibilities for community involvement and/or adult education.              | ✓ Professional |

### **Element 2: Demonstrate a respect for and commitment to the teaching profession.**

#### **Performance Criteria:**

Note:

Required conduct is reflected in the *Namibia Code of Conduct for Teachers*.

- |     |   |                            |
|-----|---|----------------------------|
| 2.1 | General conduct as a teacher demonstrates a respect for and commitment to the teaching profession. Conduct is consistent with professional codes of conduct as reflected in the <i>Namibia Code of Conduct for Teachers</i> . | ✓ Intern<br>✓ Professional |
| 2.2 | Professional involvement with, and commitment to learners, colleagues, and parents assists in creating and sustaining learning communities in classroom, school and profession.   | ✓ Intern<br>✓ Professional |
| 2.3 | Reflection on own practice and self-development contributes to the development of a professional body of knowledge in the field, in line with professional responsibilities and code of ethics.                               | ✓ Intern<br>✓ Professional |

**Competence 27:** Engage in own professional development and participate in the professional community.

### **Element 3: Identify and initiate opportunities for professional development.**

#### **Performance Criteria:**

- |     |  |                            |
|-----|--|----------------------------|
| 3.1 | Strengths and weaknesses in own teaching practice are identified and confirmed through continuous self-evaluation and engagement with colleagues and or supervisors.     | ✓ Intern<br>✓ Professional |
| 3.2 | Development needs are identified based on structured reflection on own practice, as well as consultation with School Managers, Heads of Department and/or peers.         | ✓ Intern<br>✓ Professional |
| 3.3 | Development opportunities identified are appropriate for promoting personal and professional growth.   | ✓ Intern<br>✓ Professional |
| 3.4 | The successful approaches and/or strategies of other professionals are analysed for possible application within own teaching practice.                                   | ✓ Intern<br>✓ Professional |
| 3.5 | Learning from cluster meetings and interactions is evaluated, and compared to own practice. Where learning represents best practice, it is integrated into own teaching. | ✓ Intern<br>✓ Professional |

### **Element 4: Receive and act on feedback.**

#### **Performance Criteria:**

- |     |   |                            |
|-----|---|----------------------------|
| 4.1 | Regular supervisory interaction and feedback sessions are integrated into own development plan and work schedule. Preparation for supervisory sessions identifies particular areas for feedback and/or input as part of a coherent and structured development process. Supervisory input is actively invited for particular input, support and/or feedback on identified issues. Reflections on interactions with supervisors identify defensive responses which may block personal development and professional effectiveness. | ✓ Intern<br>✓ Professional |
| 4.2 | Group and peer supervision is used systematically in own development process, and its value as a tool for self-development is supported by examples from own practice.  | ✓ Intern<br>✓ Professional |

### **Element 5: Establish professional goals, pursue opportunities to grow professionally, and keep records of own professional development and involvement.**

#### **Performance Criteria:**

- |     |   |                            |
|-----|---|----------------------------|
| 5.1 | Development objectives are clearly stated in measurable terms, and timeframes allowed for development are realistic in terms of current stage of development.                               | ✓ Intern<br>✓ Professional |
| 5.2 | The plan is reviewed at agreed intervals with appropriate support persons against agreed objectives, and any adjustments are appropriate in terms of progress and/or shortfalls identified. | ✓ Intern<br>✓ Professional |

**Competence 27:** Engage in own professional development and participate in the professional community.

- |     |  |                            |
|-----|--|----------------------------|
| 5.3 | Development plans are consistent with identified development needs. Development meets the requirements for professional registration and licensing.  | ✓ Intern<br>✓ Professional |
| 5.4 | Development plans include provision for the development of personal creativity as a resource for professional practice. Records of own professional development reveal a consistent approach to professional growth and participation in activities of the professional community. | ✓ Intern<br>✓ Professional |
| 5.5 | Records document professional involvement in accordance with the requirements for professional registration.   | ✓ Intern<br>✓ Professional |

**Element 6: Demonstrate awareness of Namibia’s legislative and policy framework for education.**

**Performance Criteria:**

- |     |   |                            |
|-----|---|----------------------------|
| 6.1 | Key aspects of legislation and policy as they apply to teachers are described in terms of their implications for own practice.  | ✓ Intern<br>✓ Professional |
| 6.2 | Note is kept of key challenges, recent changes and developments with regard to the teaching profession in Namibia, with particular reference to the implications for own teaching practice. | ✓ Intern<br>✓ Professional |

**Element 7: Balance professional responsibilities and maintain motivation.**

**Performance Criteria:**

- |     |  |                            |
|-----|--|----------------------------|
| 7.1 | Professional responsibilities are described with reference to classroom, school, cluster and community involvement.  | ✓ Intern<br>✓ Professional |
| 9.2 | Time allocation makes sufficient provision for rest, reflection and review, and promotes effective and enthusiastic involvement.<br><i>Balance should be achieved across: professional responsibilities of post appointment, stage of development and relative importance of responsibility.</i> | ✓ Intern<br>✓ Professional |

**Additional Related Competence:**

**Unit ID: ICTED04 - Apply ICTs to engage in continuous professional development**

Element 1: Identify professional development needs

Element 2: Use ICTs to identify and undertake professional development opportunities

Element 3: Apply knowledge and skills acquired through professional development

**Competence 27:** Engage in own professional development and participate in the professional community.

**Theoretical underpinning:**

- Legislation governing the teaching profession and education in Namibia
- Teaching as a profession
- The school as an organization
- Models of parent and community involvement in learning.
- Generic organisational and management skills: meeting skills, ICT skills - research; conflict resolution - essential to collegial relations / accept and give criticism
- Self-development and own career management skills
- Presentation skills: public speaking and use of voice;
- Reflective practice: recognise own weaknesses

**Teacher Competence 28:****Demonstrate understanding of, and uphold the professional code of conduct for teachers.**

**Key Competence Area:** Professional Development

**Organising Domain:** Professional Values

**Contextual information:**

- *Professional values* is one of the domains identified in the Draft Interim Report.
- There is perceived to be a strong need to renew the focus on values, and to re-establish ethical practices throughout the teaching profession.
- Teaching has a crucial role to play in developing moral values in society, where teachers are social change agents.

**Scope of performance:**

- This competence recognises the central place of values in education.
- It addresses the need for a broad understanding of the overall ethics, morals and values associated with teaching; those things that are not specific to one or other outcome, but to teaching as a whole.
- Teachers are expected to model values, and conduct teachings activities in line with moral and ethical codes.
- Teachers must be careful and protective of children's rights.

**Values:**

- Values include:
  - respect for learner individuality
  - respecting the dignity of learners
  - importance of participation
  - empowerment of learners
  - respect for diversity (use of indigenous practices where possible)
  - non-discrimination
  - basic human rights

**Competence 28:** Demonstrate understanding of, and uphold the professional code of conduct for teachers.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Demonstrate knowledge of guiding principles and ethical codes of conduct for operating within the teaching profession in Namibia.**

#### **Performance Criteria:**

Note:

Particular issues include: handling money; corporal punishment; contact and relationships with learners; approaches to discipline. [There are two documents supporting alternatives to corporal punishment].

Intern Teachers are more vulnerable to 'testing' by learners as they work to establish appropriate professional boundaries.

1.1	Definitions and explanations of the guiding principles within teaching are consistent with policies and procedures within the education sector. The explanation provides accurate detail of the principles of: <ul style="list-style-type: none"><li>• the learner-centred approach</li><li>• participation</li><li>• empowerment of learners</li><li>• use of indigenous practices where possible</li><li>• non-discrimination</li><li>• respecting the dignity of learners, and</li><li>• the importance of upholding basic human rights, as they apply to own classroom practice.</li></ul>	✓ Intern ✓ Professional
1.2	Definitions and explanations of the ethical code of practice that underlies teaching are consistent with current legislation and regulations in Namibia, as they are expressed in school codes of ethics, and professional codes of practice. In particular ethical practice is discussed in relation to: <ul style="list-style-type: none"><li>• proper care in handling money</li><li>• corporal punishment: implications of touching children</li><li>• alternative methods of managing behaviour</li></ul>	✓ Intern ✓ Professional
1.3	Alternative methods for managing behaviour are appropriate within the particular context and consistent with legal requirements and codes of conduct. Alternate methods include: <i>focus on the behaviour not the person; teacher preparation, respect for learners and communication styles.</i> <u>Note:</u> The practice of corporal punishment persists and training for teachers and school management is essential to develop a consistent approach. It is important that there is consistent support from the Department. There is a need for education of parents as well, particularly with respect to responsible parenting.	✓ Intern ✓ Professional

**Competence 28:** Demonstrate understanding of, and uphold the professional code of conduct for teachers.

- |     |   |                            |
|-----|---|----------------------------|
| 1.4 | Alternative methods of behaviour are consistently applied. Methods support and promote acceptable behaviour. Deliberate provocation is recognised and managed at an early stage in ways that promote harmonious interactions. | ✓ Professional             |
| 1.5 | The implications of these guiding principles and ethical codes of conduct for own and school practice are explained with reference to specific examples drawn from own school and teaching context.                           | ✓ Intern<br>✓ Professional |

**Element 2: Demonstrate understanding of the values that underpin teaching practice.**

**Performance Criteria:**

- |     |  |                            |
|-----|--|----------------------------|
| 2.1 | The significance of values is described using basic definitions and understandings of humanity and what it means to be human, as well as the balance provided by values to achievement-oriented learning.  | ✓ Intern<br>✓ Professional |
| 2.2 | Values underpinning the Constitution and other key legislation in Namibia are identified and linked to values informing teaching in Namibia in general, and own practice in particular.  | ✓ Intern<br>✓ Professional |
| 2.3 | Values modelled to learners provide a role model that is consistent with professional codes of conduct and the values espoused in the constitution and related legislation, policies and regulations.  | ✓ Intern<br>✓ Professional |
| 2.4 | Values modelled are consistently protective of youth, and support a positive, enhancing, educational environment.<br><i>Primary Phase:</i><br>Role modelling at primary level sets a standard; teachers are respected, and their input accepted uncritically.                | ✓ Intern<br>✓ Professional |
| 2.5 | Interactions with learners are caring and supportive, but always within professional boundaries of respect for the special relationship that exists between individual and the family.<br><i>Secondary Phase:</i><br>The need to earn respect is greater at Secondary Level. | ✓ Intern<br>✓ Professional |
| 2.6 | The relationship between ethics, values and morals is explained with reference to behavioural frameworks and the specific context in which the behaviour manifests itself.   | ✓ Intern<br>✓ Professional |
| 2.7 | Understanding of needs and motivations prompting behaviour draws on examples from own experience and practice.   | ✓ Professional             |

**Competence 28:** Demonstrate understanding of, and uphold the professional code of conduct for teachers.

**Element 3: Demonstrate understanding of the importance of professional relationships with and within the learning community.**

**Performance Criteria:**

3.1	The shared nature of teaching is described and explained with reference to the importance of building relationships with the learning community, and creating opportunities for involving parents and caregivers. Communication promotes shared values and minimises dysfunctional inter-school rivalry.	✓ Intern ✓ Professional
3.2	Opportunities for broader community involvement are described with reference to strategies which promote the notion of a shared effort in education.	✓ Intern ✓ Professional
3.3	Relationships established with learners are used in intentional but non-manipulative ways to foster the development of the learner. <i>Lower Primary:</i> Special care is needed to prevent and avoid manipulation and exploitation of children, and their respect for teachers, for selfish ends. <i>Secondary Phase:</i> There is need for special caution on sexual involvement and socialising with learners.	✓ Intern ✓ Professional
3.4	Ethical practices are applied consistently in the running of after-care centres at schools.	✓ Intern ✓ Professional

**Additional Related Competence:**

**Unit ID: ICTED06 - Comply with social, ethical and legal requirements of ICT use in an education context**

Element 1: Model a socially and culturally inclusive approach to the use of ICTs

Element 2: Comply with ethical and legal requirements associated with the use of ICTs in education contexts

Element 3: Comply with safety requirements associated with the use of ICTs in an education context

**Theoretical underpinning:**

- Education Act (2001) – code of conduct for learners and teachers
- Child Development
- Learner-centred education
- Teaching as a profession
- Ethics and professional relationships

**Teacher Competence 29:****Contribute to community welfare.**

**Key Competence Area:** Community Development

**Organising Domain:** Professional Relationships

**Contextual information:**

- This represents an emerging vision for Namibian teachers as contributive change agents in society.
- The key focus is on communities, addressing educational backlogs and national issues.
- Lifelong learning is a key policy area for government.
- Family literacy is a prominent objective area for Education and Training Sector Improvement Programme (ETSIP).

**Scope of performance:**

- This standard is intended for Professional Teachers.
- Design and initiate short courses and small-scale projects for community development purposes. (For example, courses or projects to teach community members how to conduct meetings, manage conflict, manage their own lives, help children learn, teach the broader community).
- Provide leadership for change within communities and in school extra/co-curricular activities (sport, cultural, educational).

**Values:**

- Commitment to transformation and nation-building
- The teacher is a professional and carries status – and is a role model
- The teacher should be an agent of change
- Democracy and fairness.

**Competence 29:** Contribute to community welfare.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Develop community networks.**

#### **Performance Criteria:**

- |     |   |                |
|-----|---|----------------|
| 1.1 | Relevant networks within the community are identified to promote and facilitate community welfare projects and processes. | ✓ Professional |
| 1.2 | Relationships with networks are established and maintained to promote community development.                              | ✓ Professional |
| 1.3 | Community networks are used to identify and confirm community needs.  | ✓ Professional |

### **Element 2: Develop and implement strategies for community development projects.**

#### **Performance Criteria:**

- |     |  |                |
|-----|--|----------------|
| 2.1 | Strategies for community development are based on a participative needs analysis         | ✓ Professional |
| 2.2 | Strategies and approaches have the potential to enhance community development projects.  | ✓ Professional |
| 2.3 | Strategic alliances are set up to promote community projects.                            | ✓ Professional |
| 2.4 | Strategies are implemented according to established needs and according to agreed plans. | ✓ Professional |

### **Element 3: Promote community welfare through projects and facilitation.**

#### **Performance Criteria:**

- |     |   |                |
|-----|---|----------------|
| 3.1 | Projects and/or learning experiences are designed to meet established community needs and expectations.   | ✓ Professional |
| 3.2 | Projects and/or learning design are appropriate to the community and take into account: <ul style="list-style-type: none"><li>• availability of resources</li><li>• possible barriers, and</li><li>• special needs.</li></ul> | ✓ Professional |
| 3.3 | Support materials are relevant to the needs and are appropriate to participants.  | ✓ Professional |
| 3.4 | The environment is arranged to ensure the safety and security of participants and to promote a successful outcome.  | ✓ Professional |
| 3.5 | Facilitation techniques employed are consistent with: <ul style="list-style-type: none"><li>• development practice approaches and</li><li>• adult education principles.</li></ul>   | ✓ Professional |

**Competence 29:** Contribute to community welfare.

- 3.6 Facilitation effectively engages and involves participants.
- 3.7 Reflections on community development activities identify strengths and weaknesses, and lead to useful ideas for integration into ongoing community development projects.

✓ Professional

✓ Professional

**Theoretical underpinning:**

- Learning Theories and Teaching Principles
- Critical inquiry, reflective practice and action research
- Course and project design
- NQF and accreditation
- National development policies and goals
- Problem solving and thinking skills
- Leadership, planning, management and administration skills
- Adults as learners
- Time management and prioritization
- Theories of community development

**Teacher Competence 30:**

**Contribute to developing and/or enhancing the professional expertise and practice of other teachers.**

**Key Competence Area:** Mentoring

**Organising Domain:** Professional Relationships

**Contextual information:**

- Teacher training providers evaluate and contribute to the development of student teachers who go out to do teaching practice. Lecturers rely on experienced teachers to assist with mentoring of student teachers, which does not happen consistently. Practice varies across the schools.
- Teachers are not routinely mentored after employment at present.
- The practice does take place in special schools, where there is a formal induction and preparation phase.
- Mentors, where they are assigned, are not always competent.
- New teachers are willing to learn, should the Mentor programme be taken seriously.
- New teachers are potential change agents as they bring new ideas to school.
- Collaborative learning is promoted in policy documents.
- The Cascade Model should be assigned to Mentor Teachers.
- In-service training is not always well presented; and programmes are not well organised or resourced. There is need for:
  - input for very new subjects in schools – entrepreneurship (ETSIP – emerging subjects)
  - support for teachers required to teach ‘new’ subjects (for them); or new grade levels.
  - internal school workshops to promote aspects of methodology; subjects; cross-curriculum language skills.

**Scope of performance:**

- This competence is the preserve of the Professional Teacher.
- Teachers who choose this route elect to remain within the ‘professional’ as opposed to ‘management’ career streams.
- Mentoring includes: student teachers on teaching practice; intern teachers; and teachers currently in schools (continuous improvement).
- Skills are applied within the school context; and across schools within clusters.

**Values:**

- Show commitment to quality of education.
- Show commitment to the idea of lifelong learning.
- Understand the importance of cooperation and the importance of networking.
- Cooperation, collaboration and collegiality
- Shift ‘my/me’ to ‘our/us’
- Established teachers can learn new techniques
- Adult learning principles are respected as a fundamental aspect of the value system.

**Competence 30:** Contribute to developing and/or enhancing the professional expertise and practice of other teachers.

## **ELEMENTS AND PERFORMANCE CRITERIA**

### **Element 1: Prepare for an evaluation of competence.**

#### **Performance Criteria:**

Note:

Formal performance appraisals will be applied to school managers. Teachers will continue to have their competence assessed as part of licensing requirements, and their ongoing application of competence evaluated.

- |     |  |                |
|-----|--|----------------|
| 1.1 | The purpose and scope of the evaluation of competence is defined in terms of stakeholder requirements.   | ✓ Professional |
| 1.2 | Criteria for the evaluation of competence are confirmed as objective, measurable, sufficient and suited to the agreed purpose of the evaluation.   | ✓ Professional |
| 1.3 | Planned evaluation of competence processes and instruments make use of strategies, methodologies, research methods and information sources that are appropriate to the purpose and context of the evaluation.<br><br><i>Information sources could include: classroom visits; examination of files and planning documents; assessment results; interviews with teachers, learners, learning support staff, administrative staff; administrative data; learning materials, learner records, teacher reports.</i> | ✓ Professional |
| 1.4 | Instruments selected for the evaluation of competence are suitable for achieving the purposes of the evaluation. The instruments enable valid, sufficient and reliable data to be generated within time and budgetary constraints.<br><br><i>Instruments include: questionnaires, interviews, focus groups, observation.</i>   | ✓ Professional |
| 1.5 | Agreement is reached between relevant parties regarding: <ul style="list-style-type: none"> <li>• the purpose and subject of the evaluation of competence</li> <li>• roles and responsibilities of participants</li> <li>• sample sizes</li> <li>• frequency and timing of data gathering</li> <li>• venue/s</li> <li>• logistics</li> <li>• resource requirements, and</li> <li>• reporting mechanisms.</li> </ul>  | ✓ Professional |

### **Element 2: Evaluate teachers**

#### **Performance Criteria:**

- |     |  |                |
|-----|--|----------------|
| 2.1 | The evaluation covers the key areas of required teacher performance.<br><br><i>Key areas include: learning outcomes, learning design, delivery, assessment, internal moderation; support services,</i> | ✓ Professional |
|-----|--|----------------|

**Competence 30:** Contribute to developing and/or enhancing the professional expertise and practice of other teachers.

*administration; learning environment; application of learning and stakeholder satisfaction.*

- |     |  |                |
|-----|--|----------------|
| 2.2 | The evaluation is conducted in a manner that promotes constructive working relationships and is respectful of teacher integrity.   | ✓ Professional |
| 2.3 | Evaluation findings and recommendations <ul style="list-style-type: none"> <li>• identify developmental needs with reference to national criteria</li> <li>• suggest possible developmental actions, and</li> <li>• help to agree on a professional development plan.</li> </ul> | ✓ Professional |

### Element 3: Give feedback to teachers

#### Performance Criteria:

- |     |   |                |
|-----|---|----------------|
| 3.1 | Feedback is given with empathy and in a professional, non-judgemental manner.   | ✓ Professional |
| 3.2 | Feedback serves to guide ongoing professional development of teachers.  | ✓ Professional |
| 3.3 | General lessons learnt from evaluation of competence are shared with others in a way that protects the professional integrity of teachers and promotes ongoing teacher development. | ✓ Professional |
| 3.4 | Feedback provided to Teacher Providers assists in the continuous improvement process, and promotes more effective and relevant teacher training.                                    | ✓ Professional |

### Element 4: Mentor teachers

#### Performance Criteria:

- |     |  |                |
|-----|--|----------------|
| 4.1 | Mentoring is carried out in line with the principles of co-operation and collegiality, and with a professional development objective as the focus. | ✓ Professional |
| 4.2 | Professional relationships with student teachers and other teachers are created and maintained so as to guide and support teacher development.     | ✓ Professional |
| 4.3 | Support to teachers assists them in their development in line with provider requirements.  | ✓ Professional |
| 4.4 | Guidance and assistance provided to teachers enhances their professional expertise.  | ✓ Professional |
| 4.5 | Own teaching conduct and practice provides a model for other teachers within a professional and ethical framework.                                 | ✓ Professional |
| 4.6 | Feedback on the mentoring process and its effect is obtained regularly and is used to positively influence ongoing mentoring.                      | ✓ Professional |

**Competence 30:** Contribute to developing and/or enhancing the professional expertise and practice of other teachers.

**Theoretical underpinning:**

- Teaching as a profession, career pathways
- Guidance and counselling theories and techniques
- The “cascade” model of in-service training
- Site-based professional development model
- Coaching and mentoring skills
- Evaluation of competence systems and techniques (e.g. 360 feedback)
- Group dynamics and team building skills/strategies

**GLOSSARY OF TERMS**

## Frequently used terms.

- **ability grouping** Assigning students to classes based on their past achievement or presumed ability to learn (also known as homogeneous grouping).
- **action research** Systematic investigation by teachers of some aspect of their work in order to improve their effectiveness. Involves identifying a question or problem and then collecting and analyzing relevant data. (Differs from conventional research because in this case the participants are studying an aspect of their own work and they intend to use the results themselves).
- **authenticity** Assessment that measures realistically the knowledge and skills needed for success in adult life. Specifically, authentic assessments are performance assessments that are not artificial or contrived.  
Authenticity – as a principle of good assessment – also means that the work produced is the learner / student’s work.
- **anaphylactic shock** Anaphylactic shock means: A sudden, severe allergic reaction characterized by a sharp drop in blood pressure, urticaria, and breathing difficulties caused by exposure to a foreign substance, such as a drug or bee venom, after a preliminary or sensitizing exposure. Anaphylactic shock will usually lead to death in minutes if left untreated.
- **behaviourism** A theory suggesting that learning occurs when an environmental stimulus triggers a response or behaviour. Based on classical conditioning theory, behaviourism applies to educational practices that reward performance behaviours to encourage repetition of those behaviours. Rote memorization and drill-and-practice instruction are supported by behaviourist theory.
- **critical enquiry** A process in which learners or students investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem. [see reflective practice].
- **constructivist** An approach to teaching based on the idea that learning is the result of "mental construction." That is, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. These theorists dismiss the idea that students learn by absorbing information through lectures or repeated rote practice.

<p>■ <b>cognitivist</b></p>	<p>An instructional strategy in which a teacher assesses what students already know about a subject and then builds on students' prior knowledge. Students typically are asked to suggest a way to represent a real problem posed by the teacher. Guided questions, encouragement and suggestions further encourage students to devise solutions and share the outcome with the class.</p>
<p>■ <b>code switching</b></p>	<p>Code-switching is a term in linguistics referring to alternation between two or more languages, (or dialects, or language registers) in the course of discourse between people who have more than one language in common. Sometimes the switch lasts only for a few sentences, or even for a single phrase.</p> <p>Learners at lower grades may 'code-switch' between mother tongue and the target language of education as they learn.</p>
<p>■ <b>classroom climate</b></p>	<p>The "feel" or tone of a classroom, indicated by the total environment, including the way teacher and learners relate to one another. Some classrooms have a cold, impersonal, or even antagonistic, climate, while others are warm and friendly. Some are business-like and productive, others disorganized and inefficient.</p>
<p>■ <b>classroom management</b></p>	<p>The way a teacher organizes and administers routines to make classroom life as productive and satisfying as possible. What some people might describe narrowly as "discipline." Teachers with good classroom management clarify how things are to be done.</p>
<p>■ <b>competency assessment</b></p>	<p>Tests that learners must pass before promotion. Such tests are intended to ensure that learners have reached proficiency in basic skills. The tests are typically aligned with curriculum standards.</p>
<p>■ <b>criterion-referenced</b></p>	<p>An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives (or criteria). It is used to identify a student's specific strengths and weaknesses in relation to skills (cognitive, psychomotor, affective) defined as the goals of the instruction, but it does not compare students to other students.</p>
<p>■ <b>compensatory teaching</b></p>	<p>Instruction that aims to bring students deficient in basic skills up to standard levels in writing, reading, and mathematics. Also used to describe any teaching which addresses the identified needs of individuals or groups who are not coping with the pace of normal instruction.</p>
<p>■ <b>coach</b></p>	<p>Educators use this term to refer to any situation in which someone helps someone else learn a skill. Coaching is one of three basic modes of teaching (the other two are presenting and leading discussions). Coaching is also considered an important part of training programs in which teachers learn new teaching methods.</p>
<p>■ <b>curriculum</b></p>	<p>A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.</p> <p>Curriculum is more than a syllabus, and refers to all of the aspects of teaching and learning that are part of the learning process including:</p> <ul style="list-style-type: none"> <li>• purpose and values of the learning</li> <li>• learning outcomes</li> </ul>

	<ul style="list-style-type: none"> <li>• content, activities, methods, media</li> <li>• teaching and learning strategies</li> <li>• forms of assessment</li> <li>• evaluation of delivery, including moderation</li> </ul> <p>Curriculum documents often also include detailed directions or suggestions for teaching the content.</p>
■ <b>curriculum subjects</b>	The subjects comprising a course of study in a school or college.
■ <b>developmentally appropriate education</b>	Curriculum and instruction that is in accord with the physical and mental development of the student. Developmentally appropriate education is especially important for young children because their physical and mental abilities change quickly and vary greatly from child to child.
■ <b>diversity</b>	In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socio-economic class, disabilities, and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences.
■ <b>deductive / inductive</b>	<p>Deductive reasoning is reasoning in which the conclusion is <i>necessitated</i> by, or reached from, previously known facts. If the premises are true, the conclusion must be true.</p> <p>This is distinguished from <i>inductive</i> reasoning, where the premises may predict a high probability of the conclusion, but do not ensure that the conclusion is true.</p>
■ <b>epistemology</b>	<p>Epistemology or <b>theory of knowledge</b> is the branch of philosophy that studies the nature and scope of knowledge.</p> <p>Much of the debate in this field has focused on analyzing the nature of knowledge and how it relates to similar notions such as truth, belief, and justification. It also deals with the means of production of knowledge, as well as scepticism about different knowledge claims. In other words, epistemology primarily addresses the following questions: "What is knowledge?", "How is knowledge acquired?", and "What do people know?".</p>
■ <b>inquiry-based</b>	Inquiry is any proceeding or process that has the aim of augmenting knowledge, resolving doubt, or solving a problem. Inquiry-based learning is learning that happens as learners solve problems set for them.
■ <b>elicit</b>	Call forth (emotions, feelings, and responses)
■ <b>espoused</b>	To adopt or give one's support to a cause, or position; to become involved with or support an activity or opinion.
■ <b>environmental education</b>	Environmental education "is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make

	informed decisions and take responsible action."
■ <b>facilitation</b>	A role for classroom teachers that allows learners to take a more active role in learning. Teachers assist students in making connections between classroom instruction and students' own knowledge and experiences by encouraging students to create new solutions, by challenging their assumptions, and by asking probing questions.
■ <b>formative assessment</b>	<p>Any form of assessment used by an educator to evaluate learners' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving learner achievement in that area.</p> <p>Formative assessments are primarily to determine what students have learned in order to plan further instruction. By contrast, an examination used primarily to document students' achievement at the end of a unit or course is considered a summative test.</p>
■ <b>fragmentation</b>	<i>Loss of unity and cohesion:</i> the loss of unity and cohesion and the splitting of something into isolated and often conflicting parts. Learning becomes fragmented when the focus is on isolated facts or skills without considering their application in a broader context.
■ <b>formulaic</b>	Unoriginal and reliant on previous models or ideas; having the nature of or expressed in terms of a formula.
■ <b>gender bias</b>	Conscious or unconscious differential treatment of females and males based on their sex. Gender bias can occur in a textbook, by a teacher, or by other learners.
■ <b>gifted students</b>	Pupils who have the ability to achieve beyond the norm— either because of their IQ scores, their demonstrated skill in the classroom, or both. Once limited to academic skills, the definition of giftedness in many schools is expanding to include children with a wide variety of talents.
■ <b>higher-order thinking</b>	<p>Higher-order thinking may be defined as the kind of thinking needed when the path to finding a solution is not specified, and that yields multiple solutions rather than one.</p> <p>Teachers who seek to develop students' higher-order thinking abilities engage them in analyzing, comparing, contrasting, generalizing, problem solving, investigating, experimenting, and creating, rather than only in recalling information.</p>
■ <b>holistic learning</b>	A theory of education that places importance on the complete experience of learning and the ways in which the separate parts of the learning experience are interrelated. Holistic learning has been defined as essentially concerned with connections in human experience, such as the connections among mind and body, rational thought and intuition, various subject matters, and the individual in society.

<ul style="list-style-type: none"> <li>■ <b>intrinsic / extrinsic</b></li> </ul>	<p>An <b>intrinsic</b> property is a property that an object or a thing has of itself, independently of other things, including its context.</p> <p>An <b>extrinsic</b> property is a property that depends on a thing's relationship with other things.</p> <p>For example, mass is a physical intrinsic property of any object, whereas weight is an extrinsic property that varies depending on the strength of the gravitational field in which the object is placed.</p>
<ul style="list-style-type: none"> <li>■ <b>induction</b></li> </ul>	<p>An induction programme is intended to enable the new starter to become a useful, integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the organisation.</p> <p>A good induction programmes can increase productivity and reduce short-term turnover of staff.</p>
<ul style="list-style-type: none"> <li>■ <b>inclusion</b></li> </ul>	<p>A process whereby students who are in the special education program enrol in general education classes. Students are officially included on the general education roster and are graded by the general education teacher, but continue to receive support from the special education teacher. The idea is that disabled children be educated in the "least restrictive environment" possible.</p>
<ul style="list-style-type: none"> <li>■ <b>in-service</b></li> </ul>	<p>In-service is the continuing education needed by people in most professions when they have completed their pre-service training and are employed. In education, in-service training or education is now usually called staff development or professional development.</p>
<ul style="list-style-type: none"> <li>■ <b>integrated curriculum</b></li> </ul>	<p>A way of teaching and learning that does not depend on the usual division of knowledge into separate subjects. Topics are studied because they are considered interesting and valuable by the teachers and students concerned, not necessarily because they appear in a required course of study.</p>
<ul style="list-style-type: none"> <li>■ <b>learner-centred</b></li> </ul>	<p>Learner-centred education is an approach that starts from the child's current knowledge, and guides them towards new knowledge. Learners must be active participants, while the teacher facilitates. The approach acknowledges that learners have background and that teachers need to build on that; the teacher is not the only source. Learners must take responsibility for learning and must have input.</p>
<ul style="list-style-type: none"> <li>■ <b>language intensive classrooms</b></li> </ul>	<p>A classroom environment which teaches children to speak, read, and write in a second language by surrounding them with conversation and instruction in that language, and creating opportunities for them to use the target language in all its forms – through assignments, group work, discussion, presentations, and so on.</p>
<ul style="list-style-type: none"> <li>■ <b>learning disabilities (LD)</b></li> </ul>	<p>Refers to a wide range of learning difficulties. The criteria for having a learning disability varies from country to country. In general, however, a learning disability describes a discrepancy between a person's intelligence and academic achievement. Some children have learning disabilities in only specific areas, such as reading or mathematics.</p>
<ul style="list-style-type: none"> <li>■ <b>learning styles</b></li> </ul>	<p>Differences in the way students learn more readily. There are a number of different ways of classifying style differences, including cognitive style (the way a person tends to think about a learning situation), tendency to use particular senses (seeing, hearing, touching), and other</p>

	<p>characteristics, such as whether the person prefers to work independently or with others.</p> <p>Research suggests that adapting teaching to accommodate different learning styles helps underachievers.</p>
<p>■ <b>manager</b></p>	<p>A person who has control or direction of an institution, or of a part, division, or phase of it. In the standards the term is used to describe those with management function in a school – such as Principals, Deputies and Heads of Department.</p>
<p>■ <b>mentor</b></p>	<p>A role model who offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. For example, an experienced teacher might mentor a student teacher or intern teacher.</p> <p>Excellent teachers, who want to remain more directly ‘in the classroom’ and in teaching, will have the option to become Mentor Teachers. They will be responsible for the professional growth of Intern Teachers, as well as assisting colleagues to maintain their professional status, where required.</p>
<p>■ <b>modelling</b></p>	<p>Demonstrating to the learner how to do a task, with the expectation that the learner can copy the model. Modelling often involves ‘thinking aloud’ or talking about how to work through a task.</p>
<p>■ <b>norm-referenced assessment</b></p>	<p>An assessment designed to discover how an individual student’s performance or test result compares to that of an appropriate peer group. (See criterion-referenced).</p>
<p>■ <b>paraphrasing</b></p>	<p>Express the same message in different words; rewording for the purpose of clarification.</p>
<p>■ <b>professional development</b></p>	<p>Programmes that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully.</p>
<p>■ <b>pedagogy</b></p>	<p>The art of teaching — especially the conscious use of particular instructional methods. If a teacher uses a discovery approach rather than direct instruction, for example, s/he is using a different pedagogy.</p>
<p>■ <b>reflective practice</b></p>	<p>Thinking about what we are doing, why we are doing it, and how we would like to do it better next time is an important part of learning. Although theory and practice exist together, we seldom reflect critically and systematically with a view to understanding and improvement. It is particularly important for teachers to reflect critically and systematically on their teaching practice.</p> <p>Self-awareness is an important part of reflection as teachers discover the impact of their personal preferences, stereo-types, prejudices on their practice.</p>
<p>■ <b>syllabus</b></p>	<p>An outline or a summary of the main points of a course of study.</p>
<p>■ <b>scheme</b></p>	<p>A <b>scheme of work</b> defines the structure and content for teachers in their subject. The document includes teaching and learning objectives and, depending upon the level of detail, may contain a full time-plan for each</p>

	<p>lesson.</p> <p>In other words a scheme of work means the work a teacher is bound to pursue over a period of their teaching. It may include time, dates and most of all topic to be covered in a year, monthly, weekly or daily.</p>
<p>■ <b>special needs student</b></p>	<p>A child who is identified as having a disability that affects his or her ability to make “effective progress” in regular classrooms without the help of specialists.</p>
<p>■ <b>standard</b></p>	<p><b>standards</b></p> <p>Subject-matter benchmarks to measure academic achievement (What learners are supposed to know and be able to do). Curriculum standards drive what students learn in the classroom.</p> <p>The intention is to emphasize actual student accomplishment rather than traditional measures of school quality, such as course offerings and teacher qualifications (inputs).</p>
<p>■ <b>standards-based</b></p>	<p><i>Standards-based</i> assessment measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students.</p> <p><i>Standards-based</i> teaching is teaching directed toward student mastery of defined standards. Where school systems have adopted standards, teachers are expected to teach in such a way that students achieve the standards. This means that teachers must have a clear idea what each standard means, including how it can and will be assessed, and that teachers should monitor individual student achievement of each important standard.</p>
<p>■ <b>summative test</b></p>	<p>A test given to evaluate and document what students have learned. The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.</p>
<p>■ <b>teacher</b></p>	<p>A person who teaches or instructs as part of their professional responsibilities. In Namibia this person is qualified by means of a pre-service qualification and in-service professional development directed towards national standards.</p>
<p>■ <b>target language</b></p>	<p>A language which is the target of instruction and learning. Learners who speak different languages may all be learning English, for example, which would then be their ‘target’. The target language for many learners in Namibia is English – not their mother tongue in many cases, but the language of education, and therefore a target for all.</p>
<p>■ <b>talk-intensive</b></p>	<p>Activities that involve lots of spoken interaction by learners in order to accomplish their purpose. Often used as a strategy for second language learners to gain proficiency in a target language. (See language intensive classrooms above).</p>

**■ transformative**

To change in character or condition; a complete change, usually into something with an improved appearance or usefulness.  
Transformative practice would change the way things are done.

**■ team teaching**

A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers.

**■ unambiguously**

Admitting of no doubt or misunderstanding; having only one meaning or interpretation and leading to only one conclusion.

**■ validity**

In testing, validity means how well a test measures what it is intended to measure. For example, a test in history may be so difficult for young students to read that it is more of a reading test than a test of historical knowledge. That makes it invalid for its intended purpose.