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THE BASIC EDUCATION TEACHER DIPLOMA (BETD) PRE-SERVICE

BROAD CURRICULUM

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1. INTRODUCTION - RATIONALE

The education of the children and young people of Namibia is one of the greatest and most challenging tasks before the nation. The future of Namibia is in the hands of the next generation, and the education and upbringing that they receive are crucial to the well-being of each and every person and the future of the nation.

- 1.1. One of the most important people in the child's life, together with the family, is the teacher. A teacher who is well-educated for the profession and who is committed to the well-being of the children and young people, is a person who makes an invaluable contribution to raising the quality of life of all citizens, and to the development of the nation.
- 1.2. The Constitution of the Republic of Namibia guarantees the right to free and compulsory education for all children from the age of 6 to 16, or the end of Primary education, whichever comes first. The Government of the Republic of Namibia aims to provide a ten year Basic Education for all.
- 1.3. As stated in "Toward Education for All", the new educational system of Namibia is guided by four great goals: access, equity, quality, and democracy. All children and young people will experience that they have access to education, that the education they receive is equitable, and that it is an education in and through democracy.
- 1.4. The mission of teacher education is to provide all the children and young people of Namibia with competent, fully qualified, committed teachers, so that their education is equitable, relevant, meaningful, of high quality, and is conducted in a stimulating and supportive atmosphere. Teacher education for Basic Education will first and foremost meet the needs for professionalisation of the teacher - a person who has commitment, a sense of responsibility, and knowledge and skills, which will raise the quality of education through the use of various integrated technologies in the entire country.
- 1.5. In order to meet the challenges of equitable, quality and democratic Basic Education for all, the Basic Education Teacher Diploma was introduced in 1993. The demands of Basic Education are such that a three-year full-time study is considered to be the minimum satisfactory qualification to teach. This Broad Curriculum is a revision based on the experience of the first cycle, in a process of constant renewal and improvement of teacher education in relation to the changing needs of children and young people, and the development of Basic Education.
- 1.6. This Broad Curriculum sets out the foundation of and the parameters for the BETD in the form of an introduction-rationale, aims, professional competencies, structure, approaches, assessment and evaluation. All teacher educators and students should familiarise themselves with this document, work together to fulfil the intentions of the curriculum, and use it to further develop teacher education to the benefit of the children and young people of Namibia.

- 1.7. The BETD is a unified general preparation for all teachers in Basic Education, combining a common core for all, with opportunities for specialisation in relation to phases of schooling and subject areas. It strikes a balance between professional insight and skills, and subject knowledge. There must be consistency between the aims, objectives, competencies, structure, and assessment through the implementation of the programme. Professional studies are both a separate component throughout the study, and integrated in subject studies.

Theory and practice are also integrated in all subjects throughout the study. In Addition to the exposure to school and classroom experiences, ICTs is an important component of the programme, where the integration of such skills relating to professional and subject studies, and theory and practice, are realised in the school setting. In keeping with the variety of learning experiences in the BETD, the student teacher's actual achievements and competencies will be assessed in a variety of ways, giving an all-round picture of their development.

The BETD is based on a democratic pedagogy, a methodology which promotes learning through understanding, and practice directed towards empowerment to shape the conditions of one's own life. As such it relates closely to the curriculum intentions of Basic Education, and to the context of the school in society.

- 1.8. It is a professional study directly related to the demands and challenges of Basic Education. The focus of Basic Education is on the learner's needs, potential, and abilities. Teachers must therefore have sufficient knowledge and skills to be able to interpret syllabuses on the basis of the aims and objectives of Basic Education, and to relate subject content to the needs of the learners. Learner-centred education presupposes that teachers have a holistic view of the learner, valuing the learner's life experience as the starting point for their studies. Teachers should be able to select content and methods on the basis of a shared analysis of the learner's needs, use local and natural resources as an alternative or supplement to ready-made study materials, and thus develop their own and the learner's creativity. A learner-centred approach demands a high degree of learner participation, contribution and production.
- 1.9. Given its historical and cultural context, Namibia needs teachers who are adequately qualified, self-reliant, motivated and enthusiastic. The teacher must be able to meet the challenges of the realities of an educational system in change and development. The teacher is a key person for the development of the nation, and has a lot of potential as a local resource for the community. It is therefore essential that the teacher relates closely to the community and can integrate school and life outside the school for the learner.

- 1.10. Advances in technology impacts globalisation; therefore, it is imperative that the BETD curriculum infuses these advances in a way that instructs prospective student teachers to immerse themselves in the Pedagogy of ICT integration. This means that ICT literacy (foundation level) is critical in meeting the Nation’s goals to produce ICT literate citizens. The BETD captures this essence by guiding student teachers to fulfil the Namibian ICTED¹ Standards for the successful integration of ICT in the classroom.
- 1.11. The BETD is not seen as the final stage of formal education, nor as the completion of teacher education. The rapidly increasing and changing state of knowledge, and the new demands that are made on the role and functions of the teacher, make it impossible to regard initial teacher education as an isolated part of a career. Rather, it provides a selection of knowledge and experience as the first induction into the profession, an initial step in an ongoing process of professional growth and development.

¹ Namibian ICTED Standards—Information Communication Technology Integration for Educators Standards

2. ADMISSION TO THE BETD

Admission to the BETD presupposes that each student has the necessary maturity and competencies to be able to participate fully and gain the diploma, and has the potential for becoming a good teacher. The competencies include academic knowledge and skills, the personal and social qualities which are expected of a good student, and successfully completed work (especially teaching) or community experience. The types of competency to be considered correspond to the competencies which, at a higher level, will give progression upwards through the teaching profession.

The BETD accommodates students with different competency profiles. Some may not have a higher academic level, others may have more professional experience, or other experience relevant to becoming a teacher. Within the limits of minimum demands, the all-round competencies of the students will be on par at entry.

2.1. Minimum entry requirements

The minimum entry requirement for the BETD is an acceptable level of maturity, suitability for the study, and a Grade 12 education with IGCSE, GCSE, HIGCSE / NSSC passes, or the equivalent.

2.1.1 *Academic level*

The minimum academic level entry requirement consists of competencies represented by a minimum of 25 points in the candidate's best 6 IGCSE/ NSSC subjects, with a D in English and a minimum of a D- grade in the major specialisations.

Students should normally have acceptable passes, at least a minimum of a D grade, in appropriate subjects at Grade 12 level for the 2 school subjects in which they wish to specialise.

2.1.2 *Suitability*

Suitability for entry to the BETD is evaluated in terms of attitude to education, personal attributes, maturity, and reasoning and communication skills.

Any applicant who would be barred from entering the public service for any reason will not be admitted to the BETD.

2.1.3 *Age*

The minimum age of entry is 18 years.

2.1.5 *ICT Literacy*²

Any ICT Literacy Certification (foundation level) should be a requirement for a prospective applicant.

2.2 Options and quotas

Quotas for intake to the teacher education colleges, and for the various options, will be decided by the Ministry. Choice of options will be guided by criteria of suitability and competency of students, and economic and national needs of teacher demand and supply.

² To be effected once ICTs roll out is completed in schools

3. AIMS

The goal is to create a national and common teacher education programme for Basic Education related to the needs of the nation, the local community, the school, the learner and the teacher.

- 3.1 The main aim of the programme is to develop the professional expertise, which will enable the teacher to optimise the new Basic Education for the learners, and to promote the ICT integration pedagogies for digital content that supports the goals of the educational reform in Namibia.

3.2 Basic Teacher Education will strive to:

- 3.2.1 develop a teacher who will respect and foster the values of the Constitution of the Republic of Namibia, contribute to nation building, and respond positively to the changing needs of Namibian Society
- 3.2.2 develop understanding and respect for cultural values and beliefs, especially those of the Namibian people
- 3.2.3 enhance respect for human dignity, and sensitivity and commitment to the needs of learners
- 3.2.4 develop a reflective attitude and creative, analytical and critical thinking
- 3.2.5 develop the ability to actively participate in collaborative decision making
- 3.2.6 develop social responsibility towards learners, colleagues, the community and the nation as a whole
- 3.2.7 promote gender awareness and equity to enable all Namibians to participate fully in all spheres of society
- 3.2.8 enable the teacher to promote environmental awareness and sustainable management of natural resources in the school and community
- 3.2.9 develop awareness of the varying roles and functions of a teacher and commitment to the teaching profession
- 3.2.10 develop an understanding of learning as an interactive, shared and productive process
- 3.2.11 enable the teacher to meet the needs and abilities of the individual learner through organisation, management and assessment of teaching and learning processes
- 3.2.12 prepare the teacher to strengthen the partnership between school and community

- 3.2.13 develop adequate command of English and another language of Namibia to be able to use them as media of instruction where needed
- 3.2.14 prepare the teacher to be able to develop and use the creative and expressive abilities and skills of the learners
- 3.2.15 develop the ability to create learning opportunities which will enable learners to explore different ways of knowing, and develop the whole range of their thinking abilities both within and across subject areas of the whole curriculum
- 3.2.16 provide the student with sufficient breadth in curriculum content and depth in selected subject areas, to be able to identify and select basic knowledge content for learners, and to organise and sequence content and learning experiences appropriately. The content level and depth is expected to be pitched at first year university level.
- 3.2.17 enable the teacher to understand and utilise current knowledge of children's intellectual, emotional, social, physical, aesthetic, moral and spiritual development.
- 3.2.18 develop a positive attitude towards individual differences and enable teachers to utilise them to meet social and individual needs.
- 3.2.19 enable teachers to take responsibility for their own learning, to be aware of ways to develop themselves professionally both through their own initiatives as well as through formal education opportunities.
- 3.2.20 Provide students with the technology skills and pedagogy to successfully integrate technology use as a teaching and learning tool.

4. PROFESSIONAL COMPETENCIES

Five broad competency areas for the BETD are derived from the aims, the overall competency area being to teach in a learner-centred approach.

In the BETD students develop the competencies needed to teach Basic Education successfully. By a competency for the teaching profession is meant a level of teacher performance, which can be described and evaluated, reflecting identifiable knowledge, skills and attitudes, and appropriate personal attributes, within a specific curricular or professional area.

4.1 Competency Areas

The main specific competencies, which a teacher has to master, can be grouped under the five broad competency areas, which are given direction by the aims. On completion of the BETD, the student should have achieved the following:

4.1.1 *Teaching skills*

The student should be able to teach their subject(s) through a learner-centred approach.

4.1.2 *Professionalism*

The student should demonstrate professional behaviour.

4.1.3 *Responsibility*

The student demonstrates responsible citizenship.

4.1.4 *Communication and Information Communication and Technology (ICT) Skills*

The student should be able to communicate effectively linguistically as well as using a variety of communication technologies, both in general, and in terms of teaching the methodology and sharing of knowledge in Basic Education.

4.1.5 *Interpersonal and social skills*

The student should be able to construct meaningful relationships in order to promote efficient teaching and learning.

By the end of their study, students must have demonstrated their ability in all of these competency areas.

4.2 Competencies - Professional themes

In order to develop student teachers abilities in all of the competency areas, eight different aspects of the teaching profession have been identified. These aspects are the central focus around which the content of the study is organised. As early as Term 1, the professional themes are developed as specific competencies through both the core and specialization subjects. Throughout these professional themes the use of ICTs are integral to the achievements of these competencies.

ICT integration is included in all the professional themes/competencies:

- the overall development of the knowledge, skills, and attitudes of the student teacher
- planning for learning through themes, topics, and lessons
- designing appropriate learning experiences
- organising and managing learning environments appropriately
- communicating the concepts of the subject/topic
- assessing, recording and reporting learning in the subject/topic
- evaluating the topic, the teaching, and the learning, and making improvements
- developing a critical inquiry approach into one's own practice and context.

Student performance will be assessed in terms of these competencies and the five broad competency areas. Subject area curricula specify the particular competencies which are to be achieved within specific content and/or time frames. By the end of the study students must have demonstrated all of the competencies.

5. STRUCTURE OF THE BETD

The BETD is a three-year full-time study programme preparing for learner-centred education. The programme is structured in a 3 year period, equally divided into 3 terms each year. From year 1 through year 3 student teachers take compulsory core subjects and optional specialisation subjects.

Running across all nine terms is a core of subjects: Education Theory and Practice; Arts in Culture; Human Movement Education; English Communication Skills; plus Integrated Media and Technology Education.

Each student selects a major and a minor option. The specialisation studies are related to the first three main phases of Basic Education: Lower Primary, Upper Primary and Junior Secondary. Students take a major study in a subject for one phase, and a minor study in a different subject area for another phase in exception of the Upper Primary majors, who minor within the same phase. Lower Primary majors take a minor study in a different subject at the Upper Primary phase while students majoring in Junior Secondary take a minor study option in another subject at Upper Primary level. Each student is thus prepared for teaching Basic Education Grades 1-7 with a weighting towards Grades 1-4 or 5-7; or Grades 5-10 with a weighting towards Grades 8-10.

The structuring of the study into options and subjects does not presuppose that the programme must be organised into rigid subject compartments and timetabling. As and when feasible, it will be an advantage for colleges to try out and evaluate different ways of organising the study, in part or as a whole, under controlled circumstances.

The students are empowered to function as agents of change and renewal in the education system throughout the entire programme and the teaching profession.

- Education Theory and Practice provides the students with professional knowledge which is to be applied in the teaching and learning of the different subjects in schools. Child development is an integral part of Education Theory and Practice and every subject area.
- academic knowledge is integrated with professional insight and skills in every subject.
- the professional themes and competencies are shared across all subjects.
- college-based studies in every subject include preparation for teaching and learning, and their monitoring, in school-based studies. College-based studies also include individual and collaborative reflection on experiences gained in school-based studies, towards the student's future teaching

- developing the students' spoken and written language for the teaching and learning of their subjects goes across the curriculum, and is dealt with in each subject study
- English, as well as ICT integration skills, across the curriculum is given special attention
- Critical Inquiry begins in Year 1, and is developed throughout the three years of study, culminating in action research focusing on the student's own teaching
- Population education, Health education, Environmental Learning, Education for Human Rights and Democracy, HIV and AIDS, and Information Communication Technologies are integrated cross-curricular topics throughout the study.

The course examines the ways in which teaching must relate closely to the realities of children's educational and development needs, and to those of the classroom situation. Students will explore central concepts of education and do an in-depth study of subject areas both in college (college-based studies) and in preparation for school contexts (school-based studies). Content is organised through subject topics around the professional themes, in order to contribute to the development of the professional teacher competencies.

The professional themes are central, and will be explored through all the subjects (including Integrated Media and Technology Education, which focuses on the ICT integration pedagogy aspects of the professional themes). Each theme will begin with the learners and their progress through the phases of Basic Education. Education Theory and Practice will explore the themes from the perspective of learner-centred education. The themes are also examined within the main curricular areas of learning in Basic Education (Languages, Mathematics, Natural Sciences, Social Sciences, Arts, and Physical Education) in terms of what learning is intended to take place through the subject area in schools, and what contribution that subject area can make to the all-round development of the learner.

In the specialisation, all subjects will be explored in relation to the students' phase specialisation grades 1-4, or 5-7 or 8-10.

From year 1 the professional themes become competencies throughout the subject specialisations. In college-based studies, the students, together with the teacher educators and support schools, plan for the teaching of their subject, select what is to be taught from the Basic Education syllabus, plan and design learning experiences, and practice teaching lessons in different ways which reflect learner-centred approaches.

In Education Theory and Practice, studies will apply collaborative inquiry to examine the professional content. Other core subjects will support preparation for teaching in general by developing skills for making teaching materials, or learning teaching approaches and methods, which are applicable across the curriculum. Integrated Media and Technology Education will continue as a core subject that is instrumental in developing mastery skills of how technology can be used across all subjects, how to access and implement it, and how to use digital technologies in the classroom as a tool for aligning the teaching and learning of the ICTED Standards.

Cross-curricular topics will be planned and implemented in collaboration with the teacher educators and support schools using the Curriculum for Basic Education.

5.1 Credits

To gain credit points in any subject, a student should have satisfied college attendance requirements and school-based studies, and satisfactorily completed assignments and met all other specified requirements. The curriculum prepares student teachers to receive the ICT Literacy certification and the ICTED certification through the NQA framework which supports the completion of the three-year BETD by writing the exam at a registered testing site.

The scope of work in each subject will be proportional to the number of credits that can be gained on completion. The credits can also be used as an indicator of minimum study time for the students.

5.2 Tables

The relationship and balance between the different components of the programme are indicated on Tables 1, 2 and 3. Table 1 shows areas of learning; subject, the percentage of study time and credit points for each subject area. Table 2 shows major specialisation options in the BETD and a combination of major options which are possible. Table 3 shows the relationship between major specialisation options in the BETD and subjects which are taught in the different phase levels of Basic Education.

Table 1: Core, Major and Minor subjects showing % of study time and credit points

AREA OF LEARNING	SUBJECT	% of Study Time			Total Credit Points ³		
		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Educational	Education Theory and Practice	21	27	27	8	11	11
Aesthetic and Creative	Arts in Culture	5	5	5	2	2	2
Physical	Human Movement Education	5	5	5	2	2	2
Technological	Integrated Media and Technology Education	5	5	5	2	2	2
Linguistic, Academic, Social and Professional	English Communication Skills	11	5	5	5	2	2
Specialisation	Major	35	35	35	14	14	14
	Minor	18	18	18	7	7	7
TOTAL		100	100	100	40	40	40

³ Credit points are not in accordance with Namibia Qualifications Framework (NQF)

Table 2: Major and Minor Specialisation Options in the BETD Years 1-3

BETD TEACHER CERTIFIED	MAJOR OPTION	MINOR OPTION
Specialisation 1-4	All LP Subjects: English, Literacy, Namibian Languages, RME, Mathematics, Environmental Studies, Arts, Physical Education and Health Awareness	One of: Namibian Languages, English, Social Sciences, Mathematics, Integrated Natural Science, Agriculture, Home Ecology, Human Movement, Design & Technology
Specialisation 5-7	One of: Languages, Social Sciences, Mathematics and Integrated Natural Science, Agriculture, Arts Education, Home Ecology. Design & Technology	One of: Namibian Languages, English, Social Sciences, Mathematics, Integrated Natural Science, Agriculture, Home Ecology, Human Movement, Design & Technology
Specialisation 8-10	One of: Languages, Social Sciences, Mathematics Education, Integrated Natural Science, Agriculture and Life Science, ⁴ Commerce, Design & Technology, Home Ecology, Computer Studies	One of: Namibian Languages, English, Social Sciences, Mathematics, Integrated Natural Science, Agriculture, Home Ecology, Human Movement, Design & Technology
Credit Points for 3 Years	42	21

Note: No college offers all the options or combinations. Each college selects its programme from the curriculum according to national and regional needs.

⁴ Three subjects, namely Accounting, Entrepreneurship Education & Keyboard & Word Processing form Commerce.

Table 3: The relationship between major options in the BETD and Basic Education Subjects

MAJOR / MINOR OPTION	GENERAL EDUCATION SUBJECTS
Lower Primary Education	All subjects - Grades 1- 4
Language Education 5 - 7 Mathematics and Integrated Natural Science 5 - 7 Agriculture 5 -7 Social Sciences 5 - 7 Arts 5 – 7 Home Ecology 5-7 Design & Technology 5-7	Mother Tongue, English Mathematics, Natural Science and Health Education Agriculture Social Studies, Religious Education, Guidance (Gr. 7 only) Arts Home Ecology Design & Technology
Languages 8 - 10 Mathematics 8-10 Integrated Natural Science 8 - 10 Agriculture and Life Science 8 - 10 Social Sciences 8 - 10	Mother Tongue, English Mathematics Life Science, Physical Science Agriculture, Life Science Geography, History, Religious and Moral Education
Commerce 8-10 Home Ecology 8-10 Design & Technology 8-10 Computer Studies (8-10)	Accounting, Entrepreneurship & Keyboard and Word Processing Home Economics Needlework and Clothing Design & Technology Computer Studies

6. SCHOOL-BASED STUDIES

School-based experience is an essential component of the study, giving the student knowledge, awareness and practice of the range of roles of a teacher. Throughout the BETD, Education Theory and Practice interrelates the theoretical and the practical aspects. Preparation and experimentation of teaching and learning for school-based studies is carried out in college-based studies. It can be regularly integrated in each specialist subject through a variety of approaches including demonstration teaching (simulated, live with school learners, or by video), micro-teaching, structured classroom observation, school visits, and project work.

- 6.1. School-Based Studies will be done in selected support or professional development/practice schools, and organised within teams consisting of students, support teachers, teacher educators, advisory teachers and inspectors.
- 6.2. In school-based studies, they implement and monitor the prepared teaching, critically analyse and reflect on their teaching experiences, and evaluate their own learning with a view to improving their teaching ability. In this way, they will develop appropriate subject knowledge and concepts both in college-based and school-based studies.
- 6.3. School-Based Studies will be a progression of a two-week period of project work in Year 1, eight weeks group practice in Year 2, and 13 weeks group/pair and individual teaching practice in term two of Year 3.
- 6.4. During each SBS practice term, throughout the three years, at least a total of fourteen ICT integration opportunities will be presented before the completion of SBS. This means that in the first year of SBS, they should observe whether ICT integration is present and if not, describe in their report how ICTs can be integrated and are used in the classroom. The second and third year SBS should reflect an ever increasing ICT integration opportunity in the lessons for example, in the second year there should be a total of four integration opportunities and in the third year ten integration opportunities. Therefore, students will critically reflect on their experiences in the effective use of ICTs throughout School-Based Studies.
- 6.5. Group practice is the joint preparation for both shared individual teaching and team teaching by the students under the guidance of the support teacher and teacher educators. By individual practice is meant one student taking full responsibility for the teaching, under the guidance of the support teacher and teacher educators. The guidance given will include support from the group during preparation and evaluation of the teaching.
- 6.6. Planning School-Based Studies, including liaison and preparation partnerships with the support school, must start in the first term of each year, and be ready for implementation by the end of the term proceeding the school-based study period.

- 6.7 School-Based Studies in Year 1 will be an introductory project, which is shared between Education Theory and Practice and the major option. As far as possible, School-Based Studies in Years 2 and 3 should include community-orientated activities, e.g. parental involvement in school, and parents' meetings, conducting computer related workshops for other teachers.
- 6.8 School-Based Studies are followed up in college. Students are assessed in terms of achievement of classroom skills, and their ability to plan, monitor, critically reflect on, and evaluate their teaching or professional development and other related activities. Mention should be made that all classroom skills, ability to plan the lesson, should include ICT integration as a major component for teaching and learning.
- 6.9 School-Based Studies is integrated in Education Theory and Practice and in the major and minor subject specialisations. The minimum number of periods is a framework to be shared between subjects, beginning with observation in Year 1 and building up to a full, independent teaching load by the end of school-based studies in Year 3. During school-based studies, students may do assignments, observe and/or teach Basic Information Science, Arts, Physical Education, Design & Technology, either in these subjects or integrated into other subjects.
- 6.10 School-Based Studies will be given a separate grade, but must be completed satisfactorily for the credit points for each subject to be awarded.

7. Research: Critical Inquiry (Learner Study and Action Research)

In the first year of SBS, students explore the theme of Critical Inquiry through the core subjects and their major subjects specialisations. The emphasis will be on learning how to plan and carry out a small-scale research project, and on the construction of enriched knowledge and understanding of child development. Critical inquiry will integrate the use of ICTs in the development of their project, which will consist of observation of a learner or group of learners during school-based studies.

Critical Inquiry continues through Year 2 and culminates in Year 3 in an action research project. In Year 2, students collect information relating to their own teaching and learning. During school-based studies and in collaboration with their school-based studies team, they will collect data and outline a range of possible actions to change the observed situation within the context. This will be presented in the ensuing term in the form of a report.

During school-based studies in Year 3, the students will investigate, plan, implement, monitor, and reflect on the actions they take to improve the teaching and learning process. In the final term of Year 3, they will finalise the action research report and present the work to their support school and any other involved parties.

8. APPROACHES AND METHODS IN TEACHER EDUCATION

Basic Education in Namibia, and therefore teacher education for Basic Education, is based on learner-centred principles. Central to these is the view that knowledge is not a static amount of content, but is what the learner actively constructs and creates from experience and interaction within the socio-cultural context. Teaching and learning in Basic Education continually build on the child's experience and active participation, aiming to make learning relevant and meaningful to the child.

Students will therefore be prepared to be able to stimulate the natural curiosity and eagerness of young people to investigate and make sense of a widening world through varying, challenging and meaningful tasks. Students will be enabled to organise teaching and learning so that the starting point at each stage of a learning process is each learners' existing knowledge, skills, interests and understanding, derived from previous experience in and out of school. They will be equipped with the knowledge and skills to organise, sustain, and evaluate learning environments and learning experiences, which are meaningful to the learner as part of the learning tool. They will be able to formatively and summatively assess each learner's progress and achievements by integrating ICTs into their classroom as an integral part of the teaching and learning process.

8.1. In terms of the methodology of teacher education, learning environments and learning experiences should be designed to promote the appropriate knowledge, skills and attitudes for teaching Basic Education. Amongst other approaches, student teachers experience the types of learning processes appropriate for learners in Basic Education. All teaching will be directly related to the classroom situation. Content and approach will be through the didactic filter of professional teacher education, covering professional insight, skills and development, and the necessary curriculum knowledge for the phases of education and subject area specialisation concerned and the know-how of integrating technology in the classroom as a teaching tool.

Teaching is practically orientated, including participatory methods and observation, which lead to reflection in and on practice, and a clear understanding of principles and theory. A wide variety of methods are used, including class visits, demonstration teaching, micro-teaching, team teaching, group work, individual study and tasks, seminars, tutorials and lectures of which all the methods will include ICT integration opportunities at one time or another. The teacher educator thus has a flexible role as instructor, tutor, counsellor, enabler and mentor. This will be reflected in the teacher educator's utilisation of time, which will include whole-class teaching, time spent between groups at work, small tutorial groups, individual guidance, and general supervision of tasks and assignments.

- 8.2. The advocated principles and approaches are applied throughout the BETD. Studies are integrated through themes, projects and school-based study partnerships and ICT utilisation for teaching and learning. Planning skills are developed as an integral part of the different periods of study at college and at schools. Students are expected to demonstrate progress in their ability to apply various approaches, methods, techniques and productive activities. The student will be given ample opportunity to develop higher cognitive skills such as analysis, reflection, synthesis, research and evaluation, related to practical experiences. The practical experiences will include projects and preparing suitable materials, which includes ICTs for their teaching within different areas of the study.
- 8.3. The action research project in Year 3 is one of the ways in which subject-orientated and professional knowledge and skills, and college-and school-based studies will be brought together. The action research will consist of a need, problem or issue, identified by the student in relation to their own teaching, a planned intervention to bring about change; monitoring of the extent of change; and an evaluation of the effect of the action. For the purpose of continuity of recording, the students' work in critical enquiry over the three years should be kept in a separate folder.
- 8.4. The attitudinal component is an essential aspect of the programme. It is heavily dependent on the ethos of the college, and the relevance of the BETD to the work situation, the community and the needs of the nation. It is partly taken care of in the teaching of the various subjects and subject areas, not least in values education across the curriculum, and the professional studies. The role model of the teacher educator will also be an important factor in the attitudinal development of the student. The degree of professionalism of the teacher educator will in itself be an important indicator for the student of the sort of teacher the educational system needs. The development of positive attitudes is also very much a product of a stimulating and positive social environment as part of the ethos of the college.

- 8.4.1. Experience of the proper use of democratic representation is part of training in responsibility and citizenship, one of the aims of the BETD. Students should be given the opportunity to participate in democratic processes such as taking responsibility for their own learning, participating in decision making, and sharing in the planning and organisation of activities within the college. Democratic participation includes the structured representative involvement of students in planning and evaluating the programme as part of the professionalisation process. It also includes participation on the SRC, college committees and boards.

It will be important for the college to support student co-curricular activities in order to promote the extended areas of competence that a teacher needs, and to create a good social atmosphere. Students must be encouraged to form clubs and societies for co-curricular activities, as well as to fully participate together with the staff in the democratic structures of the college.

Excursions and study trips will also be valuable contributions to furthering good relationships between staff and students and the social life of the college. The social and academic life of teacher education will be enriched through various types of visits, competitions, festivals and study exchanges.

- 8.4.2. Concern for improving the physical environment of the college is another area, which needs attention. The creation and maintenance of an aesthetically pleasing environment is both conducive to the learning situation and can be used to promote environmental awareness. A lot of work has to be done in schools all over the country in this respect. The college situation is ideal for creating positive attitudes and awareness in future teachers, through practical projects within the college and in co-operation with schools during the school-based studies periods.

9. ASSESSMENT

Assessment in the BETD is learner-centred and criterion-referenced. It is designed to encourage a focus on progress and achievement, and to measure each student's personal and professional development towards the competencies. As such it is an integral part of the teaching and learning, providing feedback to teacher educators and students through a wide variety of formative and summative assessment processes.

Assessment, recording and reporting are an integral part of the teaching and learning process. Planning assessment must therefore be done continuously and form part of the teaching and learning. The way in which assessment is done must in itself exemplify good assessment practice. **This section should be read together with the BETD National Assessment Policy.**

Assessment is therefore concerned with providing evidence of each student's progress in working towards and achievement of the stated competencies through the professional themes at both subject and Broad Curriculum level.

9.1. *Criterion-referenced*

Assessment in the BETD is criterion-referenced. This form of assessment is used to measure each student's personal and professional growth against a set of explicit criteria developed for each competency and professional theme. (see Appendix 111 for a definition of criterion-referenced assessment).

9.1.1. *Positive achievement*

The principle of positive achievement is used to assess what students know, understand and can do, rather than to focus on the student's weaknesses. This principle entails that a variety of assessment approaches are used, and that feedback, support and when necessary, compensatory tasks, become an integral part of assessment procedures.

9.2. *Purposes of assessment*

The fundamental purposes of assessment in the BETD are to:

- monitor each student's progress towards achieving the stated competencies and professional themes at both subject and broad curriculum level
- motivate students to achieve the criteria by designing different tasks which will enable each student to demonstrate achievement towards the competencies
- provide students with feedback about their progress
- inform planning for future teaching and the renewal of the BETD programme
- inform future employers

9.2.1 *Assessment for formative purposes*

Formative assessment refers to the on-going assessment of a student's progress in working towards the achievement of the competencies and aims of the BETD, throughout the three years. Information from formative assessment is used to monitor strengths so that they can be built upon, and to identify specific areas where the student needs assistance or must do further work.

The process of formative assessment is cyclical and involves the following phases:

- tasks/activities are identified which will enable each student to demonstrate achievement of the competencies within the selected theme(s)
- the competencies to be assessed are selected by the teacher educator, the students, or through individual or group negotiation between students and the teacher educator
- the criteria by which the achievement of the competencies will be measured are made explicit to the students before they begin the task
- decisions are made as to the extent to which students will be expected to create criteria and/or rubrics and be evaluated by:
 - Teacher Educators
 - Peers
 - Themselves
- evidence is gathered and analysed as students interact with and respond to the task according to the teaching and learning plan
- the assessment information is reported to each student straightaway, so that the teacher educator and the student together can develop plans to direct future teaching and learning
- the evidence is recorded, and progress charted.

9.2.2 *Assessment for summative purposes*

Summative assessment refers to the assessment of a student's achievement of the professional themes and competencies at a given point of time. This is a process of summing up the student's achievement throughout a designated period of time, e.g. at the end of a teaching unit, or of a term. Summative assessment provides a description of a student's performance and progress against explicit criteria within a subject area, or across subject areas. In the BETD this description will be provided in four modes:

- a review in each subject of the student's progress and achievement. This comprises a pre-determined number of formative assessment tasks, plus the student's performance in a limited number of compensatory or end-point assessments.
- a student record sheet summarising each student's achievements across all of the subjects which they are studying
- a review of the student's participation in school-based studies.
- a progress tutorial, involving a teacher educator and the student, who will meet together to discuss the information on the student's record sheet and review of school-based studies, and summarise the student's progress.

Summative assessment is the only time at which the student's achievements must be graded.

9.2.3 *Assessment for evaluative purposes*

This refers to when information gathered from assessment is used to evaluate the teaching and learning process, the subject syllabus, or the BETD programme itself. (see section 9.0 Evaluation)

9.3 *Modes of assessment*

Assessment in the BETD is criterion-referenced. Each student's achievement and progress is measured at both the subject and broad curriculum levels, against the criteria for the professional themes and competencies. In all subject areas, the criteria for successful completion of the tasks must be given to the students prior to the task(s) being assigned. Subject areas using Distinction or Credit must also provide criteria for these grades before the task(s) are assigned.

Assessment is integral to the teaching/learning process in college-based and school-based studies. The different types of learning tasks will provide increased opportunities for formative assessment, and for students to demonstrate their achievement of the competencies at both subject and broad curriculum levels. Subject term plans will indicate the pre-determined points at which formative and summative assessments will be done.

The student teacher may be assessed either as an individual, or as a member of a group, depending on the nature of the task. During school based studies the student teacher will be assessed by teacher educators, peers and practitioners at support schools. Student teachers will also be encouraged to assess themselves, and for this purpose will be supported in developing peer and self-assessment skills as part of their training in learner-centred approaches to teaching and learning.

9.4 *Compensation for Incomplete work*

If a student's work is assessed as Incomplete, they will have to compensate the shortcoming. Students should be made aware on a continuous basis by the subject teacher educators of any incomplete tasks. They must be given a deadline and guidance as to what must be done to bring their work up to standard, however compensatory teaching must be given where students are not achieving subject competencies.

There is no obligation to provide for more than two resubmissions within a subject in any year, and resubmissions will only be allowed if the student meets the given requirements for effort and punctuality. Any resubmitted work will only be assessed to a satisfactory standard.

In cases of legitimate absence (e.g. health reasons, in which case a doctor's certificate must be produced) students will be given an alternative date for submission of work. This is not considered to be a resubmission.

Incomplete school-based studies must be completed through supervised practicum outside college time, and in the case of incomplete in the third year, in the next school term.

9.5 *Recording and reporting assessment*

Colleges will ensure that records of the achievement and progress of each student are maintained at both the subject level and the broad curriculum level. At the subject level the progress and achievement of each student in the professional themes and competencies will be recorded in a way which reflects the purpose and timing of each assessment task, whether it is formative, end-point, or summative. At the broad curriculum level, the main record will be a progress file of each student's progress and achievements towards the professional themes and competencies across all subject areas and in school-based studies. The records of student assessment can be requested by the moderation team. (See Appendix 11, Guidelines for moderation). Due to the strong ICT emphasis at the colleges, these documentation or records would be in a spreadsheet application or management system of the college's own choice.

9.5.1 *Subject records*

The subject record comprises:

- an assessment term plan which has been provided to students at the beginning of the term, or prior to a particular period of study. The assessment term plans will indicate all formative and end-point assessments
- an individual report for each student detailing their achievements in the professional themes and competencies across the range of assessment tasks in the subject
- a summative report which indicates the achievements of the individual student and the class group, in the subject area

9.5.2 *Progress tutorials*

Teacher educators will be responsible to ensure that each student has an opportunity at least once per term to look at their overall progress towards the professional themes and competencies, across all subject areas. The teacher educator and student will meet together to discuss the student's performance in all subjects, and will write a summary of the student's progress in the form of a progress report.

9.5.3 *Progress files*

The progress file will be kept by the college to provide a holistic picture of each student's development in all subject areas. It will comprise the following:

- records of achievement in all subject areas. These achievements will be summarised in a student's record sheet to give a clear indication of the student's progress and achievement within each subject, and across the subjects taken
- progress reports. Progress reports are brief statements of the student's progress arising from the progress tutorial, signed by the teacher educator and the student.

9.5.4 *Student portfolios*

A portfolio is to be kept and maintained by the student in both paper and digital format. It is a careful selection made by the student of his/her work, using a variety of evidence selected to demonstrate long-term growth in meeting the criteria for the competencies, and a statement by the student justifying the selection. It could include notes and summaries, assessment tasks related to themes and competencies, teaching materials prepared by the student, lesson plans from school-based studies, completed assignments, self-assessment, etc.

Reflective practice will further include an e-journal⁵ that is web-based and that promotes a broad understanding of ICT integration in the pedagogy of teaching and learning.

It is the responsibility of each student to select from a range of subject areas the work they consider to be evidence of their achievement of the professional themes and competencies. The student teacher may consult teacher educators and school-based studies teams on the appropriateness of specific pieces of work, but the decision and justification of what to include is the ultimate responsibility of the student.

The College Assessment & Promotion Committee may require a student to provide their portfolio at the end of any term during the study.

9.6 *Implementing assessment*

There will be at least one progress tutorial per term for each student to review overall success and progress since the beginning of the study. These tutorials will review achievements and progress on the basis of the formative and summative assessments.

A written examination, in each subject area will be conducted at the end of each year of study. The accumulated results of such an examination must be calculated out of 40%. Continuous assessment will carry a weighting of 60% each year.

The Assessment & Promotion Committee is responsible for managing the assessment recording and reporting scheme, and communication about it to both the staff and student body of the college. The Committee is also responsible for regular monitoring to ascertain that subject areas are keeping their subject records up to date.

⁵ Assessment criteria is based on reference criteria for basic, foundation and advanced levels.

9.7 *Grading*

Distinction, Credit, Complete or Incomplete will be used to indicate the student's level of achievement of competencies in all subject areas. This can be translated into grades / symbols or percentages as follows: Distinction = A or 75% and above, Credit = B or 60 – 74%, Complete = C or 50 -59% and Incomplete = D or 0 -49%. Transcript will be provided to each student at the end of the programme, stating subjects taken, grades awarded and credits gained.

Satisfactory completion is when a student has been able to demonstrate all of the competencies. The student will then be awarded a Complete. A student teacher who does not achieve all of the competencies will be graded Incomplete.

The requirements to achieve a Distinction or a Credit are defined by each subject area, above the minimum required for a Complete.

9.8 *Academic promotion and referral*

At the end of each year, each student's progress towards the competencies must be checked and recorded on their subject records. Any student who is not making progress according to the criteria is referred to the Assessment and Promotion Committee. The Assessment and Promotion Committee will then advise the student of their status and the need to demonstrate their ability to meet the criteria in the year of study. If a student is referred to the Assessment and Promotion committee for showing lack of progress towards the criteria at the end of each year, the student will be required to repeat that time period, or will be directed to another career.

Upon completion of the Programme, students who have achieved all of the competencies will be graduated. If they have not, they will be graded Incomplete.

9.9 *Attitudinal / disciplinary referral*

Two referrals to the Disciplinary Committee for attitudinal/disciplinary reasons in any three terms will result in the student being directed to seek another profession on the second referral. Attitudinal referrals will be made in accordance with the professional criteria and the college Code of Conduct which is negotiated between student representatives and college management.

9.10 *Certification*

On completion of the programme, the Diploma can be awarded with Complete, Credit, or Distinction—depending on how the student has performed in all subject areas.

Weighting is attached to each year of study as follows:

Year of Study	Weighting in %
1	25
2	35
3	40

10. EVALUATION

Evaluation is an important part of the ongoing development of the BETD programme. It includes:

- evaluation of the learning and teaching processes in which the student teacher participates
- evaluation of the programme as a whole

10.1 There will be an end of term evaluation of the teaching and learning process in each subject. This could include information from the summative assessment of student progress, but should mainly be based on students' and lecturers' experiences and considered opinions of the process, and suggestions as to how it could be improved.

Each subject will conduct an end of year evaluation, which should be summed up in a short written report which highlights the problems and possibilities in each subject, and gives suggestions for changes to be made. If the evaluation has implications for the curriculum or for professional development, these should be stated clearly and forwarded to the National Institute for Educational Development and / or Advisory Council on Teacher Education and Training (ACTET).

10.2 The end of year evaluation should be done thoroughly in class meetings for each subject, and between class representatives and teacher educators in the subject. The aims and objectives, the content, teaching methods used, the relationship between college-based and school-based studies, and methods of assessment used, should all be evaluated.

10.3 In addition there should be a college evaluation of the study programme of the college as a whole, of the activities of the college, the administrative life, social life, and ethos of the college. This should be done through class meetings. This evaluation must be based on the aims of the Broad Curriculum of the BETD.

10.4 It is important that students and teacher educators act professionally in this process, and that it is clearly directed towards increasing awareness of the intentions of the BETD, and evaluating where these are being fulfilled, and where they need more attention. For evaluation to have a formative effect it must be well prepared, properly structured, and the information collected and consensus reached must be communicated to those involved for further action. In this way, students will gain insight into evaluating educational programmes and educational institutions as part of their preparation for the teaching profession.

10.5 The findings of the moderation team will also be important information for evaluation of the BETD.

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APPENDIX I

SUBJECTS IN THE BETD

Arts Education 5-7

Arts Education is offered at two levels: as a core subject Arts-in-Culture, and as a Major option for teaching Upper Primary. Education in and through African art and culture is emphasised.

Arts-in-Culture is a three year course for all student teachers, giving experiences of expression through various art forms, to enable them to facilitate basic learning processes through arts.

Arts Education as a major option for Upper Primary teaching gives a broad basis in arts education through visual and performing arts, and an in-depth study of, and personal development in, either the visual or performing arts area. In addition to preparing the student to be a specialist arts teacher, the major option will prepare the students to use arts education in remedial teaching.

Integrated Media and Technology Education

Integrated Media and Technology Education equips future teachers with the basic knowledge, skills and attitudes needed to integrate media and information and communication technologies (ICT) in instruction and assessment. Students will learn how to infuse information (library) and technological literacy skills into the basic education curriculum in order to achieve the Vision 2030 goals set for their learners. Students will also learn how to effectively use media and technology to engage learners and enhance pedagogy as well as meet the needs of learners from diverse social classes, gender, race, ethnicity, language, age and special needs. In addition, students will explore the use of technology for their own professional development.

Education, Theory and Practice (ETP)

Education Theory and Practice is the subject area where the students are prepared to meet the challenges of their future profession as basic education teachers. The student will gain systematic knowledge in education, theoretical and practical, which is critical to future teachers. It comprises a variety of knowledge and skills from sociological analysis of the educational system, and of learners.

It is a three year full time course aiming at meeting the needs for professionalisation of the teacher as a person whose commitment and sense of responsibility, knowledge and skills will raise the quality of education in the entire country through effective use of learner-centred approaches. The subject area of ETP is the meeting point for practical experiences, critical inquiry and theoretical knowledge. The scientific bases for the subject are the disciplines of Pedagogics, Sociology and Psychology.

English Communication Skills

The English Communication Skills course spans the three-year programme. The course focuses on the acquisition of communicative competence and skills, through various activities and strategies, to enable students to express their thoughts clearly and concisely, to share knowledge and to establish relationships, and to prepare students to teach through the medium of English.

The course will provide students with opportunities to participate in meaningful communicative interaction. It is designed to follow a curriculum-wide approach to draw as much as possible from other subject areas and respond to the students' changing communication needs and interests.

Human Movement Education 5-7

Human Movement Education is offered at two levels: as a core subject and as a minor option. The core subject is taught over three years, for all students. It provides an introduction to teaching Physical Education in schools and in leading basic games and sports activities.

The minor option is for students who wish to deepen their knowledge and extend their teaching skills to teach Physical Education at Upper Primary level.

Integrated Natural Science Education: 5-7

Integrated Natural Science has its primary aim to develop knowledge, skills and values in the prospective teachers which will enable them to teach the different Science subjects in the different phases of Basic Education. Relevant and often innovative teaching methods which promote the development of critical thinking skills and the application of the scientific method to solve problems, have to be developed in prospective students. Through these processes their knowledge and understanding of the physical and biological world of which they are part is increased. This includes an understanding of how people should live the environment to ensure sustainability, as well as the development of scientific knowledge and attitudes to health which are of special relevance to the individual, the family, and the society as a whole.

The major and minor options prepare students to teach Natural Science and Health Education at Upper Primary, where a strong emphasis on the integration of traditional parts of science should pervade the course. Or to teach Life Science and Physical Science at Junior Secondary, where relevance and applicability of knowledge, skills and values to every day life is important.

Languages Education 5-7

Languages education plan to facilitate the understanding of the nature and function of language, and the central place that language takes in all human learning, development and experiences. The course will create language - learning environments through theme-oriented and task-based activities, it will equip students with the basic skills of classroom language teaching, and lay the foundation for further linguistic development and the development of students' literacy, exemplified in their mother tongue/local languages.

As major option, Languages Education prepares students to teach English as a 2nd language and/or a Namibian Language as mother tongue. Languages Education at lower primary level prepares students to teach Literacy and English.

English Education 8-10

English Language Education (ELE) is a nine-term course in the Basic Education Teacher Diploma (BETD). It begins in term 1 of the entire three years of BETD. This course is intended for student teachers that wish to specialise in teaching English at Junior Secondary levels. For those student teachers that specialise in languages, the course offers them simultaneous package of both English Language Education and Namibian Language Education.

This syllabus will be used for all student teachers specialising in English Language Education, as a major.

The syllabus addresses the wider social, political and educational contexts in which the teaching of English is set. It focuses on the development of the professional teaching skills needed to implement the English syllabi in schools. The course will reinforce a number of concepts and skills, including the following:

- the learner-centred approach
- lesson and unit planning
- assessment
- the basic competencies for Grades 8 -10
- integration of skills
- micro - teaching

Namibian Language Education 8-10

Namibian Language Education is a nine term specialisation study in the BETD. It focuses on the training of teachers for grades 8 -10 (Major) in basic education, and as such is designed to bring together the knowledge, skills and competencies required for a Namibian Language teacher in a holistic way.

The range of Namibian languages which are addressed in Namibian Language Education includes:-

- | | |
|---------------|-----------------|
| - Afrikaans | - German |
| - Otjiherero | - Rukwangali |
| - Thimbukushu | - Khoekhoegowab |
| - Rumanyo | - Oshikwanyama |
| - Silozi | - Oshindonga |

However not all Namibian languages are taught in each college.

For students specialising in languages, the subject consists of Namibian Language Education and English Language Education.

Lower Primary Education 1-4

Lower Primary Education provides a broad basis of learning and teaching in relation to younger learners. To achieve this the course is designed to promote sensitivity to learners as well as appropriate analytical skills, syllabus development skills, and content knowledge.

The course is offered as a major option and prepares the students to teach in the Lower Primary phase of Basic Education, Grades 1 - 4. The course focuses on the development of learners, specifically in language and concept development, and through these understandings to the development of literacy, numeracy, and other content areas.

Mathematics Education 8-10

Mathematics has as its primary aim to develop knowledge, skills and values in prospective teacher which will enable them to teach Mathematics in the different phases of Basic Education. To achieve this, relevant and often innovative teaching methods which promote the development of logical and analytical thinking skills and the application of these in life, need to be developed. Students also need to have a firm grasp of a variety of mathematical skills, knowledge, concepts and processes which will enable them to investigate and interpret numerical and spatial relationships and patterns that exist in the world, and to transfer them to learners.

Major studies in Mathematics prepare students to teach at Junior Secondary or Upper Primary levels. Relevance and applicability of knowledge, skills and values to every day life is important as Junior Secondary is the last phase of Basic Education.

Agriculture 8-10

Agriculture and Life Science Education in the BETD is taught in three different ways:

1. As Major Specialization for those who are majoring in teaching Agriculture and Life Science in Grades 5-7 and 8-10. This specialization course is outlined in the 'Syllabus for the Subject Area Agriculture as a Major Specialisation in the Basic Education Teacher Diploma Course'.
2. As a Core Subject Area content in Handwork & Technology Education and
3. As a Minor Option for those Majoring in LPE, Languages 8-10, Social Sciences 8-10, Math and INS Education (8-10).

This syllabus covers the subject Agriculture and Life Science Education as a specialisation in the Basic Education Teachers Diploma.

Design and Technology 8-10

This syllabus describes the intended learning and assessment for Design and Technology in the Junior Secondary phase. As a subject, Design and Technology is within the technological area of learning in the curriculum, but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to work more efficiently using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realisation and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology.

The aims, learning objectives and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole.

Commerce Education 8-10

Commerce Education is a nine term study in the BETD, beginning in the first term of the first year, of the three year course. It is intended for student teachers wishing to specialise in teaching commercial subjects in Junior Secondary level of Basic Education in Namibia. The course in Commerce Education consists of a combination of three components: Accounting, Keyboard and Word Processing and Entrepreneurship.

Throughout the course, the overall approach is to be learner-centred in which students themselves experience the methodology to be used during practice teaching. The acquisition of knowledge of concepts and skills and positive attitudes to Commerce is thus inseparable from subject didactics, the methodology of teaching the subject area.

In this course we ensure that students are led to master recent technology and techniques in order to enter the teaching profession with current knowledge as well as being balanced persons with sound professional ethics.

Social Science Education 5-7

Studies in Social Science Education include major and minor options for Upper Primary and Junior Secondary, and a minor option for Upper Primary.

Major studies in Social Science Education prepare students to teach social science subjects at Junior Secondary or Upper Primary level. At Primary level, these include Social Studies and Religious and Moral Education. At Junior Secondary level, they include History, Geography and Religious and Moral Education. The necessary background knowledge is presented through the perspective of what and how to teach the social sciences, with an emphasis on using the local environment as a resource.

APPENDIX II

GUIDELINES FOR THE MODERATION OF THE BETD

These guidelines are governed by the agreement for co-operation between the Ministry of Education and Directorate Higher Education and the University of Namibia, dated 25 March 1996.

1.0 Partnership in teacher education

The Ministry of Education (MoE) and the Directorate Higher Education (DHE) both represented by the National Institute for Educational Development (NIED), the teacher education colleges, and the University of Namibia (UNAM), have established a partnership in teacher education in several ways. *The University is represented on the Standing Professional Advisory Committee on Teacher Education, the Curriculum Co-ordinating Group for Teacher Education, the National Accreditation Council for Teacher Education in Namibia (NACTEN).* A joint Advisory committee to the University has been established, and NIED sits on the Board of the Faculty of Education.

- 1.1 With the establishment of the Basic Education Teacher Diploma (BETD), the Ministry represented by NIED would like to retain a partnership between NIED, the teacher education colleges, and UNAM, also in the moderation of the BETD, as part of the process of the Colleges becoming semi autonomous institutions.

2.0 Collaborative moderation

Within the paradigm of the BETD, collaborative moderation of the summative assessment at the end of the study is seen as part of an ongoing process in the continuous development of teacher education. By collaborative moderation is meant a joint external review of the process, procedures and quality of the final summative assessment of student achievement. This will enable the certificate to be validated, provide important feedback to NIED and the colleges on the BETD programme as a whole, and facilitate recognition and credit transfer of the BETD by UNAM.

3.0 Procedure

A moderation team will visit the colleges once during the academic year. The team will acquaint itself fully in advance with the design of the study programme and curriculum documents.

3.1 The moderation team will visit the colleges for at least two days in the second term of the third year in order to acquaint itself with the teaching and learning processes characteristics of the study programme, and to visit school-based studies of third year students.

3.1.1 During the visit, the moderation team(s) will review and comment on:

- suggested questions if there is to be a written paper during the third year
- samples of work done so far which will count towards summative assessment, showing high, average and low achievement
- the practice and evaluation of school-based studies
- the outline of the scheme of assessment used by the department at the college and description of assessment criteria
- give a description of content covered
- the outline of practical tests or situations where assessment will take place

3.1.2 The moderation team may make recommendations on the modes of assessment used to ensure that there is consistency between teaching/learning methods, content and assessment, in terms of validity, clarity, relevance and reasonableness; and may also comment on components used in formative assessment. If agreement about the recommendations on summative assessment is not reached between the college and moderation team, NIED must be consulted, and in the case of appeal, the Standing Professional Advisory Committee on Teacher Education.

3.2 The team will return/meet at/ to the colleges/NIED for a day at the end of the third year when tentative final assessment of third year students has been completed by the college, to discuss the sample presented and procedures followed.

3.2.1 The team(s) will conduct moderation during January / February and review the assessment scheme and its implementation on the basis of curricular intentions compared to the organisation of the programme, teaching methods and approaches, and a sampling of the assessment done at the colleges.

3.2.2 The marking and tentative awarding of grades in the summative assessment shall be done by the college. The Assessment and Promotion Committee will provide the moderators with a random sample of each of the recommended grades, showing the full range of achievement. The moderators may select further examples if they so wish. Borderline cases and possible incompletes will be referred to the moderators. Moderators can adjust the marking and first awarding of grades in the sample, and can adjust the use of the scale, in consultation with the subject departments concerned.

- 3.2.3 Against this background, the moderation team(s) will present their evaluation of the final summative assessment to the colleges concerned. Provided that everything was presented satisfactorily and correct procedures were followed, the moderation team(s) will verify in writing the grades finally awarded, before leaving the college.
- 3.3 The college will inform students of their results. The department concerned will give more detailed information to the individual student on achievements in the different components of the final grade.
- 3.4 The moderation team(s) will send a report on the assessment scheme and recording procedures to the college and to NIED, within one month of the results being published. The report must contain a brief description of the assessment components and procedures followed, to what extent they are valid, reasonable and efficient, the results obtained, and the quality of communication between the department(s) concerned, moderation team(s) and NIED. The report may make recommendations to be considered by the colleges and NIED, on improvements to the process, procedures and quality of student assessment and achievement as set out in the Broad Curriculum for the BETD.
- 3.5 The moderation report will be reviewed in a joint meeting of the parties involved, the teachers' and students' unions

4.0 Review of grade awarded

A student has the right to have the grade awarded him/her by the moderation team reviewed, if there are reasonable grounds to doubt the correctness of the application of assessment and moderation procedures. The Assessment and Promotion Committee will consider the issue of reasonable grounds on the written request by the student for review. If there are reasonable grounds for doubt, the request must be sent through the Rector of the college to NIED, detailing on what grounds the application for review is being made. NIED will carry out an impartial review through the establishment of an appeal committee.

- 4.1 Students must be informed by the college at the beginning of their final term of study of their rights and procedures in this respect, and the fact that the impartial review may retain the grade awarded, or adjust up or down.

5.0 Appointment of moderation teams

The team(s) of moderators will be appointed by NIED on the joint recommendation of the colleges and the University of Namibia. A moderator from another university in the sub-region will also be appointed. As part of the process of developing partial autonomy for the colleges, a gradual increase in inter-college moderators will be aimed at.

- 5.1 The appointments will be reviewed annually in good time before the moderation starts. A degree of continuity in the moderation team(s) will be aimed at. NIED will invite nominations from the colleges and UNAM, as well as putting forward other nominations on the basis of the following criteria:

5.1.1 Moderators will be appointed on the basis of their insight/expertise into relevant subject areas, understanding of the principles of education underlying the BETD, experience of teaching, development work, and of teacher education in general.

5.1.2 A moderation core team would consist of at least:

- one member for Education Theory and Practice
- one member for Lower Primary Education
- one member for Languages and Social Sciences Education
- one member for Mathematics and Integrated Natural Sciences Education

5.1.3 The moderation core team will be supplemented as necessary by other members for education in Agriculture, Arts, Design & Technology, Commercial subjects, Home Ecology, Human Movement, and/or Technical subjects.

5.1.4 Moderators will be appointed from NIED, the University of Namibia, the Colleges of Education (other than the one where the moderator is serving), DNEA, and other tertiary education institutions; Regional education officers, and schools and/or persons independent of an institution but whose competence in the field is recognised.

6.0 Information

All involved in moderation, and college staff and students, must be made aware of these guidelines and of the agreement governing the moderation of the BETD.

III. Namibian ICTED Standards

APPENDIX III

GLOSSARY OF TERMS

Assessment

Assessment is the process of gathering information and making a judgement, or set of judgements, about the learning, the learner's achievements, and/or the teaching. A wide range of processes and modes of assessment can be used depending upon the purposes of the assessment; the kinds of learning which is desired; and the timing of the assessment.

Assessment at the Broad Curricular level

Means the assessment processes which are designed to determine the student's progress towards achieving the competencies and professional themes as stated in the Broad Curriculum.

Assessment at the subject level

Means the assessment processes which are designed to determine the student's progress towards achieving the necessary content knowledge and skills to be an effective teacher in that subject and phase of Basic Education.

Competencies

Competencies focus on the performance of a role, a set of tasks, or area of professional practices which are necessary for effective teaching. By a competency for the teaching profession is meant a level of teacher performance which can be described and evaluated, reflecting identifiable knowledge, skills and attitudes, and appropriate personal attributes, within a specific curricular or professional area.

Continuous assessment

Continuous assessment is an integral part of the planning and the learning and teaching. The overall purpose of continuous assessment is to enable the student to develop an understanding of themselves as learners, to understand where they are going and to detect any potential problems and overcome them before they become barriers for future learning. It is part of the process leading towards increased learner responsibility by helping the student to set their own goals towards their on-going development, and to enable teacher educators to scrutinise and adjust the teaching process to meet developmental needs.

Criteria

The process of judging a student's work involves making a judgement against certain criteria. This is true what-ever the assessment process used. Criteria define what a student is expected to be able to do. In the BETD, criteria are stated explicitly and given to students before they begin an activity or task. Within the syllabuses criteria are arranged progressively, requiring increasingly more complex knowledge and skills, and designed to enable students to be able to demonstrate their growth towards a competency, or in the achievement of a competency.

Criterion-referenced assessment

Criterion-referenced assessment is based on the idea that it is possible to pre-define what the student is expected to be able to achieve through completing a particular activity or task. When a task is designed, or a test given, there is an expectation that the students will need to know, and demonstrate that they know, pre-determined information. This pre-determined skills and/or knowledge is the **criteria**. It is necessary that the students know the criteria in advance of performing the assessment task. Each student's performance is then judged against the pre-specified criteria and what one student receives does not depend upon what another student receives.

Through these processes criterion-referenced assessment reflects the concepts of learner-centred approaches and supporting each student's progress. In the BETD the professional themes and competencies are part of the pre-determined skills and knowledge which all students are expected to develop. Within the three years of BETD study, the tasks which students are expected to perform have criteria which collectively build towards the achievement of the competencies.

End-point assessment

This term refers to assessment which occurs at the end of a topic or unit of study and is used as a way of reviewing what has been learned. This learning may be assessed through requiring students to perform a particular task, or through an examination or test.

Formative assessment

Formative assessment refers to the on-going assessment of a student's progress in working towards the achievement of the competencies and aims of the BETD, throughout the three years. This mode of assessment aims to facilitate learning through the provision of opportunities for the students to demonstrate their knowledge and/or skills and to receive progressive feedback. Formative assessment provides teachers with feedback about the effectiveness of their teaching as well as the learning needs of their students

Moderation

Within the BETD collaborative moderation of the summative assessment at the end of the study is seen as part of an ongoing process in the continuous development of teacher education. The collaborative partners in the moderation are the colleges, NIED (representing the Ministries), and UNAM. By collaborative moderation is meant a joint external review of the process, procedures, and quality of the final summative assessment of student achievement. This process enables the certificate to be validated and, at the same time, will provide important feedback to the colleges on the BETD programme as a whole.

Norm-referenced assessment

The shortened term “norm” is derived from the statistical “normal curve of distribution” (see diagram below) which comes from a scientific, representation of measured patterns in nature, take over very large numbers. Statisticians have found that if you collect enough data about most natural phenomena it tends to distribute itself in this “normal” curve pattern with very small numbers at either end of the range and the highest proportion in the central range. It is commonly shown as:-

In educational situations these ideas of a “normal curve of distribution” have been taken as a basis for comparing learners' achievements, on the assumption that their performances will also naturally occur as a normal curve. However in most school situations the sample size is far too small, and learning in school is influenced by many factors beyond a child's natural ability””.

Portfolio

A portfolio is to be kept and maintained by the student. It is a careful selection made by the student of his/her work from a range of subject areas, using a variety of evidence selected to demonstrate long term growth in meeting the criteria for the competencies, and a statement by the student justifying the selection. It could include notes and summaries, assessment tasks related to themes and competencies, teaching materials prepared by the student, lesson plans from school-based studies, and/or completed assignments.

Records of achievement

The college is responsible for keeping each student's records of achievement in each subject area throughout the course of study. These achievements will be summarised in a student's record sheet to give a clear indication of the student's progress and achievement within each subject, and across the subjects taken.

Summative assessment

Summative assessment refers to the assessment of a student's achievement of the competencies and aims at a given point of time. This is a process of summing up the student's achievement, indicated through a range of assessment tasks, throughout a designated period of time.

Approved by ACTET on 21 November 2007