

## Basic Competences of a Beginner Teacher (DHET, 2015)

'Basic Competences of a Beginner Teacher' (DHET, 2015)	Categories of Pedagogical Content Knowledge or PCK (Shulman, 1987)
1. Newly qualified teachers must have sound subject knowledge.	Content knowledge
2. Newly qualified teachers must know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.	
3. Newly qualified teachers must know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.	Knowledge of learners and their characteristics
4. Newly qualified teachers must know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.	
5. Newly qualified teachers must have highly developed literacy, numeracy and Information Technology (IT) skills.	
6. Newly qualified teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.	
7. Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.	
8. Newly qualified teachers must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.	
9. Newly qualified teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.	
10. Newly qualified teachers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.	
11. Newly qualified teachers must be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances.	