

Foundation Phase — Grade R–3

TTN Fellowship | Competency Rubric Overview

Colour Key: ■ Tier 1 – Emerging (Red) • ■ Tier 2 – Progressing (Yellow) • ■ Tier 3 – Advanced (Light Teal) • Section headers use TTN Teal #004854

Teamwork Project-Based Learner Engagement → Group Collaboration		
Tier 1 – Emerging	Tier 2 – Progressing	Tier 3 – Advanced
<p>Participates in pair or group tasks; begins to follow group norms and share ideas with guidance.</p> <p>PARTICIPATION Does the learner join group work when invited? <i>Hint: Moves willingly vs. requires repeated calls.</i></p> <p>SHARING IDEAS Do they share ideas when guided? <i>Hint: Brief responses or whispers when asked directly.</i></p> <p>NORMS Do they follow simple group norms (waiting turn, listening)?</p>	<p>Collaborates actively in peer discussions; contributes to shared problem-solving and clarifies ideas through questioning.</p> <p>CONTRIBUTION Do they actively contribute ideas in group discussions without being selected?</p> <p>CLARIFYING Do they ask peers questions or clarify others' ideas? <i>Hint: "What do you mean?" / restating peers' points.</i></p> <p>PROBLEM - SOLVING Do they take part in shared problem-solving? <i>Hint: Offers solutions rather than waiting for the teacher.</i></p>	<p>Leads or contributes to teams, coordinates peer roles, and manages group-level outcomes.</p> <p>ROLE ORGANISATION Do they help assign roles and coordinate peer efforts? <i>Hint: "You draw, I'll write.", checks peers' progress.</i></p> <p>COORDINATION Do they coordinate peer efforts to finish tasks? <i>Hint: Follow up on whether everyone completed their part.</i></p> <p>MOTIVATION Do they motivate peers? <i>Hint: "Come on, let's finish this."</i></p>
Analytical Thinking Design-Based Knowledge Progression →		
Tier 1 – Emerging	Tier 2 – Progressing	Tier 3 – Advanced
<p>Begins to recognise patterns and links between past and current knowledge.</p> <p>PATTERNS Notifies simple patterns or similarities (shapes, colours, repeated numbers).</p> <p>CONNECTIONS Connects current learning to prior knowledge when prompted.</p>	<p>Links concepts, asks clarifying questions, and starts sense-making.</p> <p>CLARIFYING Asks clarifying questions ("Why?", "How?") during lessons.</p> <p>LINKING Links new concepts with what they already know. <i>Hint: "This is like the story we read."</i></p> <p>SENSE-MAKING Begins to explain ideas in own words, even if incomplete.</p>	<p>Shows analytical thinking through problem-solving and adapts strategies.</p> <p>TESTING IDEAS Tests out own thinking or solutions ("Let me try another way.").</p> <p>ADAPTATION Adapts strategies when something doesn't work—changes approach independently.</p> <p>REASONING Explains reasoning step-by-step when solving problems.</p>

Curiosity & Creativity		
Tier 1 – Emerging	Tier 2 – Progressing	Tier 3 – Advanced
<p>Begins to reflect on feedback, ask questions, and try new ways to improve.</p>	<p>Reflects on learning, explores simple connections, and shares creative ideas.</p>	<p>Curious about problems, proposes solutions, and adapts creatively.</p>
<p>QUESTIONS Asks basic questions about new learning. <i>Hint: "What is this?", "What does it do?"</i></p>	<p>CONNECTIONS Explores connections between ideas or topics (e.g., linking maths to the class story).</p>	<p>PROBLEM-SOLVING Suggests own solutions to problems—offers alternatives without being prompted.</p>
<p>FEEDBACK Tries new approaches when given feedback—corrects and retries.</p>	<p>SHARING Shares creative ideas with the class or peers; volunteers answers or adds their own twist.</p>	<p>ADAPTATION Adapts ideas when plans don't work—independently fixes or revises work.</p>
	<p>EXPLORATION Seeks more information by asking "What if we did it this way?" or similar.</p>	<p>CURIOSITY Shows curiosity beyond the basic task—adds detail, tries variations, extends activity.</p>

Leadership & Social Influence Leadership-Centred Instructional Approach →		
Tier 1 – Emerging	Tier 2 – Progressing	Tier 3 – Advanced
<p>Practises new skills with support and begins engaging with peers.</p>	<p>Collaborates to explore, discuss, and apply ideas with growing independence.</p>	<p>Applies learning in groups, takes initiative, and leads peer collaboration.</p>
<p>SKILL PRACTICE Practises new skills with support (polite words, sharing, greetings after reminders).</p>	<p>COLLABORATION Collaborates independently with peers to apply ideas—works smoothly without teacher help.</p>	<p>INITIATIVE Takes initiative in tasks without waiting for the teacher—starts work or organises others.</p>
<p>PEER INVITATION Invites peers to join activities or games ("Come play with me").</p>	<p>IDEAS SHARING Shares ideas in class/group discussions—contributes without prompts.</p>	<p>PEER GUIDANCE Leads or guides peers in group work—explains steps or demonstrates.</p>
		<p>INCLUSION Ensures others are included—spots a left-out peer and brings them in.</p>