Work Integrated Learning Manual

NWU®

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Word of welcome

Dear Student Teacher, Mentor Teacher and University Assessors, it is with great excitement that we welcome you to the WIL experience of the NWU. We invite each of you to learn and grow through this experience.

The Faculty of Education of the North-West University (NWU) aims at placing Work Integrated Learning (WIL) at the core of all initial teacher training programmes. This creates the opportunity for students to apply the theoretical knowledge and experiences pertaining to classroom methodologies gained through contact sessions to real-life classroom situations.

The Faculty has opted to follow a co-planning and co-teaching strategy for the WIL components to initial teacher training programmes. This model aims at the development of stronger teaching skills, dispositions and results in improved learner learning. The model focuses on the Student Teacher and the Mentor Teacher working collaboratively with learners sharing duties such as planning, organising, enactment and assessment in the same physical space. The weighting of responsibility gradually chances towards the student teacher as he or she grows in seniority, develops and grows experience and confidence.

Thus, Student Teachers, this is an opportunity to take all the theories you have learned and put them into practice in the classroom. WIL will be both a challenging and rewarding experience – one which will require you to reflect on the nature of teaching and learning, to accept constructive feedback, and to be brave enough to take risks as you develop your own personal teaching style. Past graduates often describe this as the most enjoyable and rewarding part of their training towards becoming teachers.

For Mentor Teachers and University Assessors, this is an opportunity to share your wealth of knowledge and practical experience as you mentor a new generation of teachers. In acknowledging your role as being critical to the success of the WIL component as well recognising the commitment of your time and energy, we wish to thank you for being willing to serve the profession in this way. . Mentor Teachers, in turn, also gain from this experience as they often report that the presence of student teachers in their classroom adds to their own professional and personal enrichment.

Within the Faculty of Education of the NWU we are proud of the long-standing and successful partnership that exist between the Faculty of Education and our schools. We, therefore, also extend a warm welcome to school, and, especially, our Mentor Teachers.

On behalf of the Faculty of Education of the NWU, particularly the WIL offices, we would like to thank you for your support of our Student Teachers. Mentorship under an experienced teacher in the field is a key component of our teacher training programmes. It underscores our belief that Student Teachers best learn how to teach when coursework is paired with direct experience in the field. Your hard work and dedication to our programme is vital for its ongoing success and is truly appreciated.

We hope to offer as much support as possible. Please do not hesitate to direct any questions to the deputy dean or the academic WIL coordinator.

With our best wishes for a successful and enjoyable year.

The WIL Team

True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.

Nikos Kazantzakis

The terms **mentoring, modeling, and coaching** are frequently used interchangeably by educators. While there are overlaps in meaning among these terms, there are significant differences in concept. **Modeling** is the process of serving as a model. One of the functions of a mentor is to be a positive role model. In the context of teaching, **coaching**, frequently referred to as peer coaching, is the assistance that one teacher provides to another in the development of teaching skills, strategies, or techniques generally within a formal three-part structure: preparation, lesson observation, and reflecting/debriefing. In doing classroom observation in mentoring, the coaching structure is commonly used to structure the classroom observation by the mentor. Coaching by the mentor may also become an essential activity if this type of support is needed by the beginning teacher.

Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher. Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in apprenticeship at the work place. In addition, it includes "cognitive coaching," a term gaining wider familiarity in education. To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning. Mentoring, like coaching, is a collaborative process.

This quick-reference guide addresses core aspects that mentor teachers should have in their mentoring toolbox! Each section begins with framing questions. The purpose of the framing questions is to review what is already known about the topic while receiving an introduction to new ideas.

Purpose of the manual

The purpose of this manual is to provide all stakeholders with the necessary information to make WIL successful. Outlined are specific responsibilities and general suggestions to assure specific learning outcomes for student teachers. Learning outcomes are increased and legal liability is reduced when stakeholders use common sense, act professionally, and are guided by specific policies of SACE, Department of Education, provincial departments of education, school districts, the university and ethical standards of the teaching profession. The WIL office and the identified WIL staff of the Faculty of Education of the NWU recognise that it is their responsibility to provide training and assistance to those who will be closely involved in a student teacher's experience. The success of WIL depends on accepting those responsibilities and executing them with care and understanding.

It is important to recognize the **HOLISTIC** and **INTEGRATED** nature of WIL at the NWU. WIL is not intended to be once-off, loose standing event that happens twice a year and that is separate from teaching and assessment through the rest of the semester. It should form the backbone of students' academic experiences during their years of initial teacher training.

Concept clarification

Co-planning & co-teaching strategy	A well-researched model aimed at the development of stronger teaching skills as student teachers and mentor teachers work together with learners, thus sharing planning, organisation, enactment and assessment tasks. The aim of the model is to motivate students to observe planning and teaching, then become engaged in co-planning and co-teaching, empowering them with skills and confidence to plan and teach independently.
Lesson assessment	Refers to specific situations where mentor teachers and/or university assessors observe and assess the competencies of student teachers. The purpose of lesson evaluations is to **provide constructive and detailed feedback** to the student teachers and evaluate their performance for growth and improvement purposes.
Observations	Specific tasks found in the portfolio requiring student teachers and/or mentor teachers to observe and reflect upon various aspect of teaching such as learner support and classroom management.
Partner school	A school who enters into an agreement with the Faculty of Education of the NWU to host one or more student teachers during their WIL programme.
Work integrated learning	Refers to various components of learning from practice and learning in practice. This includes campus-based non-placement as well as school-based placement for compulsory periods of time.
Mentor teacher	An experienced teacher in a partner school to whom a student teacher is assigned for guidance and mentoring.
Student teacher	A student enrolled at the Faculty of Education for a BEd or PGCE programme.
University assessor	A NWU lecturer or accredited external mentor tasked with assessing BEd and PGCE stu-
WISL system	An automated system to manage the placement and assessment of student teachers.

| WIL Office | An office, on each of the respective NWU campuses, responsible for liaison with students, schools and university assessors, as well as supporting faculty with all the non-academic, administrative and operational tasks of the WIL program. |

| Lesson assessment | An appointee mandated to innovate and manage all academic matters relating to WIL. |

| WIL Coordinator | An appointee mandated to innovate and manage all academic matters relating to WIL. |

| Deputy WIL Coordinator | Assisting and supporting the WIL coordinators on the alternative campuses of the NWU than where the WIL coordinator is situated. |

| Deputy WIL Coordinator | Appointed 3rd and/or 4th year students tasked with liaising administrative and assessment duties between student teachers, the school and the NWU. |

| Professional Orientation Program (POP) | A non-placement compulsory induction and preparation Professional Orientation Program for first year B.Ed students that runs concurrently on all three campuses, as well as the distance mode. It addresses a variety of themes related to the teaching profession and teaching environment. As part of POP student teachers in the contact mode will also attend a three-day off-campus student teacher development excursion (distance students are also encouraged to attend). |

Structure of WIL

WIL: Work Integrated Learning from, in and for practice.

WIL staff and contact detail
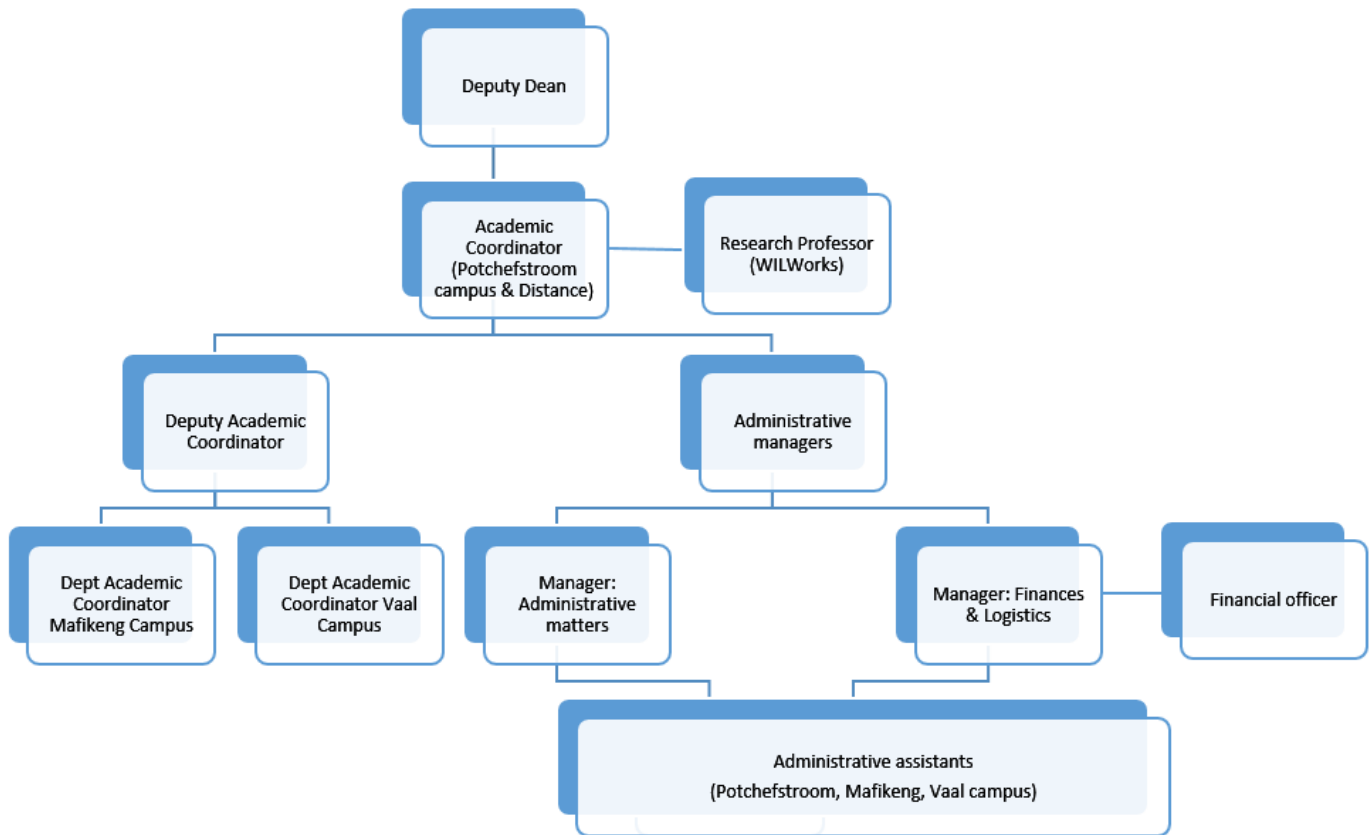
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The purpose of WIL

Within the Faculty of Education at the NWU, successful completion of the WIL program - integrating theoretical learning with its applications in the workplace - is a prerequisite for the completion of the BEd and PGCE programs.

The faculty aims to...

- To expose students to the holistic practice of teaching in various contexts.
- To provide students with the opportunity to practice the various roles of the teacher in an authentic class and school situation.
- To give students the opportunity to observe experienced teachers and reflect upon their experiences, thereby developing their own competencies for professional practice.
- To provide students with the opportunity to plan lessons, conduct classes and create engaging classroom environments.
- To give students the opportunity to develop towards making independent teaching decisions.
- To allow students the opportunity to participate in extra and co-curricular activities.
- To prepare students on an academically and emotional level for full time teaching.
- To assist students in developing 21st century skills and to attain the graduate attributes requested by the NWU as aligned with the Professional Standards of Teachers and the SACE Code of Professional Ethics.

Standards of practice

The Faculty of Education at the NWU bases the foundations of professional practice on the Integrated Strategic Framework, the Revised Minimum Requirements for Teacher Education Qualifications, the SACE Professional Teaching Standards and the relevant provisions contained in the South African Schools Act. These documents provide an outline of the principles on which the WIL component, and specifically the practical component of the BEd and PGCE programs, are based.

> *Excellence in education is when we do everything that we can to make sure they become everything that they can.*
>
> Carol Ann Tomlinson

NWU®

North-West University

Faculty of Education

Code of Conduct for Student Teachers during Work-Integrated Learning

Preamble

To maintain the honour and dignity of the education profession and to promote educational quality, student teachers should observe core ethical values and adopt appropriate professional conduct at every stage of their development during their initial teacher preparation programme.

The main aim of this Code of Conduct is to provide guidelines to student teachers, in relation to their duties and obligations during their work-integrated learning (WIL) periods at schools. In addition to this document, you are strongly advised to read and adhere to the SACE Code of Professional Ethics (www.sace.org).

Personal details of signatory

I, _____, student number_____ herewith confirm that I am a registered student at the North-West University (- Campus) and agree to subject myself to the Code of Conduct for Student Teachers during Work-Integrated Learning as Student teacher and, thus, to be disciplined according to this Code of Conduct. I, furthermore, endorse the principles as laid down in the SACE Code of Professional Ethics (www.sace.org).

As student teacher I undertake to ensure that my conduct meat the following requirements:

Working with the school

To respect the aims and policies of the hosting school, including its dress code.

To adopt a professional attitude towards my hosting school and fellow student teachers.

School policies

I will become familiar with school policies, particularly those regarding:

being alone with learners;

sexual harassment;

physical contact with learners;

giving comfort and first aid to learners;

school discipline;

learners' safety;

the publication of learners' images and work; and

Working with learners

To seek to promote the intellectual, physical, moral, social, emotional, creative and cultural development of all learners.

To act in such a manner that learners could regard me as an approachable person. However, I will maintain a professional distance inside and outside the school. I will avoid inappropriate physical contact with learners and withhold myself from any other form of intimacy with learners and/or other staff members. This includes inappropriate social media communication. Only school-approved network communication sites will be used to communicate with learners, and I agree that the content of communication should not be personal but of a professional nature.

Not to take advantage of the professional relationship that develops during WIL for my own personal benefit by giving private tuition to my own learners in any form.

To be responsible for providing good quality learning opportunities for the learners in my class during your WIL period.

To attain a good knowledge of the learners, their needs and potential under my care so as to plan my teaching in a manner that addresses their unique processes of growth.

To have a good understanding of the aims and objectives of the CAPS system for the particular phase, grade level and subjects I am teaching to be able to connect my teaching within the WIL period with the previous and future learning experiences of the learners.

Not to stigmatise or label any learner, nor engage in unfair or discriminatory treatment of learners on any grounds. I understand that any sexist, racist, homophobic or disablist comment or behaviour could lead to disciplinary measures taken against me. I will also ensure that the learners in my class do not discriminate against others on these grounds.

To refer any unusual behaviour or symptoms in a learner that could indicate an underlying health or social problem observed by me to the mentor teacher and/or school WIL coordinator for guidance.

I understand that any physical, verbal, emotional and sexual abuse of learners by me will lead to disciplinary measures.

Working with parents

To develop and maintain a positive relationship between the parents/home and the school under the guidance of the mentor teacher and the school WIL coordinator.

To respect the parents, guardians and caregivers in their capacity as partners in the educative process.

To promote the active participation of the parents, guardians and caregivers in the education and welfare of the learners.

Working with the WIL office

To ensure that I adhere to all the rules and regulations related to WIL placement.

To inform the WIL manager of any absences during the WIL period.

To submit my WIL portfolios timeously.

To inform the WIL manager of any problems experienced during the WIL period.

To comply with all ethical guidelines stipulated in the WIL documentation (e.g. the WIL manual) and to subject myself to all disciplinary measures deemed fit by the NWU if I transgress any of these ethical guidelines

Working with the North-West University

To ensure that my conduct does not bring the NWU into disrepute

To adhere to all NWU policies.

I, furthermore, understand and agree that, if I make myself guilty of not conducting myself in the manner agreed to in this document, the NWU may institute disciplinary proceedings against me.

I understand that <u>serious misconduct</u> on my side include but are not limited to the following, upon which my studies at the NWU may be terminated:

    (a) theft, bribery, fraud or an act of corruption in regard to the assessment of learners;

    (b) committing an act of sexual assault on a learner or other staff member;

    (c) having a sexual relationship with a learner of the hosting school;

    (d) seriously assaulting, with the intention to cause grievous bodily harm to, a learner

       or other staff member;

    (e) illegal possession of an intoxicating, illegal or stupefying substance; or

    (f) causing a learner to perform any of the acts contemplated in paragraphs (a) to (e).

I understand that <u>misconduct</u> on my side include but are not limited to the following, upon which the NWU may punish me in a manner deemed fit by the Executive Dean of the Faculty of Education:

- Without permission possessing or wrongfully uses the property of the State, a school, an adult learning centre, another employee or a visitor to the school;

- Willfully, intentionally or negligently damages or causes loss to the property of the State, a school or an adult learning centre;

- In the course of duty endangers the lives of him-/herself or others by disregarding set safety rules or regulations; Unjustifiably prejudices the administration, discipline or efficiency of the Department of Basic Education, an office of the State or a school or adult learning centre;

- Misuses his/her position in the Department of Basic Education or a school or adult learning centre to promote or to prejudice the interests of any person;

- Accepts any compensation in cash or otherwise from a member of the public or another employee for performing his/her duties without written approval from the NWU;

- Fails to carry out a lawful order or routine instruction without just or reasonable cause;

- Absents him-/herself from WIL without a valid reason or permission;

- Unfairly discriminates against other persons on the basis of race, gender, disability, sex, pregnancy, marital status, ethnic and social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth, family responsibility, HIV status, political opinion or other grounds prohibited by the Constitution;

- Performs poorly or inadequately for reasons other than incapacity;

- Without the written approval of the NWU, performs work for compensation for another person or organisation either during or outside WIL hours;

- While busy with WIL, is under the influence of an intoxicating, illegal, unauthorized or stupefying substance, including alcohol;

- While busy with WIL, conducts him-/herself in an improper, disgraceful or unacceptable manner;

- Assaults, or attempts to or threatens to assault, another staff member or another person;

- Incites other staff members to un-procedural and unlawful conduct;

- Displays disrespect towards others in the host school or demonstrates abusive or insolent behaviour;

- Intimidates or victimises staff members or learners;

Carries or keeps firearms or other dangerous weapons on school premises,

Refuses to obey security regulations;

Provides false statements or evidence in the execution of his or her duties;

Falsifies records or any other documentation;

Commits a common law or statutory offence;

Commits an act of dishonesty.

Any breach of this Code of Conduct must be brought to the attention of the Deputy Dean: Community Engagement and Stakeholder Relations. Such breaches shall be referred to the Dean of the Faculty of Education, who have the discretion to initiate disciplinary proceedings.

Signed at_____ this _____ day of _____2020.

_____   _____

Full name and surname   Student number

_____

Signature: Student teacher

Conceptual framework: B.Ed

The BEd degree is an initial minimum 480 credit education qualification for candidates who want to register as qualified professional teachers. The PGCE is an initial education qualification with a minimum of 120 credit qualification allocation. These programs envision a distinctively different 21st century learning community in which knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good. Both programs view teaching as a professional practice that prepares student teachers to become expert reflective practitioners who are equipped to address all the challenges and needs in education in a diverse South Africa.

According to the MRTEQ (DHET, 2015:64) document, beginner teachers should, amongst many other things, have the following competencies: "a sound subject knowledge; pedagogical knowledge of their subject; an understanding of the needs of the learners they will be teaching; be able to communicate their subject knowledge effectively; and, be knowledgeable about the school curriculum." In addition, they are required to understand diversity in the South African context, manage a classroom, have the ability to assess learners work and have a positive work ethic.

The preparation of the student teachers one within a conceptual framework that focuses on Social Change and Leadership through a Professional and Disciplinary Knowledge Base, Practical Learning and Service Learning (cf. Figure 1). Twelve critical components guide our conceptual framework: Social Change, Leadership, Practical Learning, Service Learning, Professional and Disciplinary Knowledge Bases, Reflective and Analytic Thought, Collaboration, Communication, Professional Dispositions, Professional Learning, Diversity and Technological proficiency, specifically Technological Pedagogical Content Knowledge. These twelve critical components will distinguish our candidates from those who graduate from other institutions.
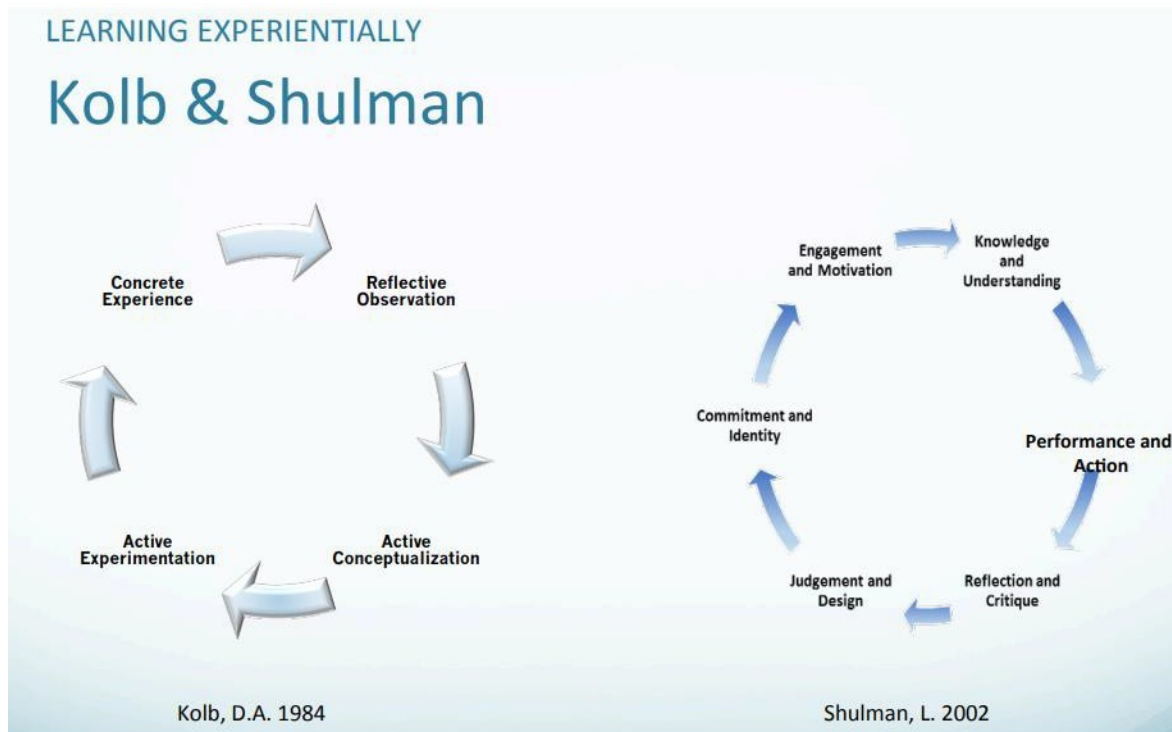

Alignment with NWU T&L strategy

The NWU Teaching and Learning strategy proposes three paradigms of development for pre-graduate students. The NWU WIL approach aligns with these paradigms through the work of Denise Batchelor (2016) on various types of student voices. The following table depicts how Batchelor's work (2016) is applied to the process of WIL.

NWU paradigms	Application of Batchelor's student voices to WIL
The **pedagogical paradigm** that deals with the student's identity as an intellectual being. It emphasises the role that the University plays in training students and empowering them for critical thinking. They become effective in operating within a framework that includes various perceptions of reality and context.	The **epistemological voice** refers to the student's journey to determine what he/she knows. This can also be referred to as the "knowing"-voice. Here students define themselves in terms of their perceptions of different realities in which they operate.
The **cognitive paradigm** illustrates the university's responsibility to convey and extend existing knowledge and to create new knowledge. This approach does not focus on forming people, but rather on creating and internalising knowledge.	The **ontological voice** is also known as the "voice of becoming" and refers to the process where students' professional identity, as well as their identity as citizen of the world......
The **pragmatic paradigm** emphasizes the practical role that the university plays to deliver productive members of the society that can contribute to their chosen careers, the economy and diversity in various contexts.	The **practical voice** refers to all the activities that a teachers conducts in class. This is literally the "plan and do"-voice.

WIL is focused both on academic and emotional readiness to become a full time teacher. The following pedagogical cornerstones inform the NWU Faculty of Education's approach to WIL:

Experiential learning

LEARNING EXPERIENTIALLY

Kolb & Shulman

Concrete Experience → Reflective Observation → Active Conceptualization → Active Experimentation

Engagement and Motivation → Knowledge and Understanding → Performance and Action → Reflection and Critique → Judgement and Design → Commitment and Identity

Kolb, D.A. 1984   Shulman, L. 2002

Reflective practice

Reflection is the purposeful and recursive contemplation of thoughts, feelings, and happenings that pertain to significant practice experiences (Kennison & Misselwitz, 2002) known as exemplars or critical incidents. It is not an end in itself but, rather, it guides action (Freiré, 2007). Reflection allows students to identify links between theory and practice, evaluate their personal and professional growth and inform future decisions.

Reflective conversations and journals can promote reflection-in-action, question assumptions about learning and promote critical thinking. In addition, reflective writing is the development of self- awareness and professional identity, in that manner reducing the gap between theory and practice (Bruno & Dell'Aversana, 2017).

Baker's four step model (1996) is used to structure the content of the reflective practice journal for students who might not have had exposure to the process of reflective practice before:

Step 1 is Identification (select a clinical practice experience that stands out in your mind as significant).

Step 2 is Description (detail thoughts, feelings, and happenings of the experience).

Step 3 is Significance (derive personal meaning from the experience).

Step 4 is Implications (explain how the experience impacted you)

According to Swaner (2012), engaged learners will:

- take responsibility for their learning;
- ask intelligent and probing questions;
- think critically and creatively;
- appreciate complexity;
- hold multiple perspectives;
- remain proactive in the face of challenges; and
- solve problems effectively

Kuh & O'Donnel with Reed (2013) state the following characteristics of an effective internship program that can also be applied to WIL:

- performance expectations set at appropriately high levels
- significant investment of time and effort by students over an extended period of time
- interactions with faculty and peers about substantive matters
- experiences with diversity, wherein students are exposed to and must content with people and circumstances that differ from those that they are familiar with.
- frequent, timely and constructive feedback,
- periodic, structured opportunities to reflect and integrate learning
- opportunities to discover relevance of learning through real-world applications
- public demonstration of competence.

Applying these characteristics can foster complexity in student's thinking, feeling, relating, and acting; and create connections between students' learning experiences and social contexts and communities (integrative and contextual). (King & Sweitzer 2014).

Co-planning and co-teaching strategy

The Faculty of Education of the NWU's co-planning and co-teaching model maximizes teaching opportunities for student teachers. The model is based on extensive research that demonstrates student teachers develop stronger teaching skills and dispositions and school learners' learning is improved when WIL occurs in a co-planning and co-teaching model. The model is designed so the student teacher and school mentor teacher work together with learners, sharing the planning, organization, enactment and assessment of instruction, as well as physical space. Co-planning occurs as the mentor teacher and student teacher work together to identify the lessons that will be co-taught and the co-teaching strategy which will best support learners in meeting the goals and objectives of the lesson. Co-planning meetings are held regularly throughout practicum. Factors to be considered in co-planning include; using planning time wisely, scheduling time to co-plan regularly, discussing and establishing outcomes, pacing, developing engaging lessons focusing on the CAPS, as well as material relevant to learners and their desire to be involved in learning. The goal is to have the school mentor teacher and the student teacher collectively engage with learners as much as possible.

Performance-based assessment

The WIL assessment architecture aligns with the Professional standards developed by SACE, Darling-Hammond and Snyder (2000) identify four characteristics of authentic assessments of teaching:

- the assessments sample the actual knowledge, skills, and dispositions desired of teachers in real teaching and learning contexts;

- the assessments integrate multiple facets of knowledge and skill used in teaching practice;

- multiple sources of evidence are collected over time and in diverse contexts; and

- assessment evidence is evaluated by individuals with relevant expertise against an agreed-on set of standards that matter for teaching performance.

Darling-Hammond and Snyder highlight four assessment tools that meet these criteria: cases, exhibitions of performance, portfolios, and problem-based inquiries (or action research). The NWU utilises all four of these aspects in their formative and summative assessment of WIL.

Danielson and McGreal (2000: 94) describe four common features of teacher portfolios currently in use for teacher evaluation, namely alignment with professional teaching standards as well as individual and school goals, selected examples of both student and teacher work, captions and commentaries that explain and reflect, as well as mentored or coached experiences including conversations with colleagues and supervisors. The architecture focuses on the learning environment, planning, instruction, assessment, academic language demands, professionalism and ethics, 21st century technology integration and the most important aspect the learning of the learner in the classroom. In each WIL module (i.e., POP and WIL) student teachers will, amongst other activities and assignments, be required to complete tasks in an evidence-based portfolio format. These tasks are university specific and have been purposefully created to collect evidence for specific learning outcomes. These tasks have been designed to ensure progression and enable the NWU to track a student teacher's growth over time.

Portfolio of evidence

In each WIL module student teachers will be required to submit a portfolio of evidence. The portfolio is assessed formatively by mentor teachers giving feedback and guiding the student teachers on their developmental growth path. The mentor teachers also complete specified rubrics on identified student teacher competences. The final responsibility for formative and summative assessment is that of the NWU assessment team.

The remainder of this manual will be divided into sections pertaining to certain role players. Section A will address general matters such as the prescribed progression of students throughout their years of study.

SECTION A; Progression table: B.Ed Foundation Phase

The teaching practice experience is critical to professional learning, as it offers student teachers a place to consolidate and apply what they are learning in their coursework to the classroom setting. Through teaching practice, student teachers acquire a "big picture" understanding of schools, communities, learners and teachers as they observe in classrooms, participate in school life, and plan and teach their first lessons.

Student teachers bring varying background experiences into their teaching practice. Clear dialogue between mentor teacher and student teacher early on will facilitate the development of an appropriate teaching practice plan that aligns with the emerging knowledge, skills and abilities of the student teacher, and their experience to date. Reviewing the plan regularly together, and communicating about how things are going, will help to ensure a gradual scaffolding of responsibility that builds confidence and builds on successes in a supported environment. Any difficulties must be communicated early on.

The goal of teaching practice is to share a learning journey, and provide a learning environment that focuses on modelling practice, and scaffolding expectations through feedback focused on growth toward future performance. Goals need to be specific to the student teacher and mentor teacher pairing, communicated in a clear and coherent form, and aligned with expectations.

Expectations will see a gradual building of engagement of the student teacher over the course of the teaching practice:

Observe, assist, co-plan/plan, co-teach/teach, reflect, plan for improvement

Week 1	Week 2	Week 3	Week 4

ESAs Professional Teaching Standards	Engagement	Year 1	Year 2	Year 3	Year 4
			First Semester		
Professionalism and Ethics	Observe Assisting/Participating Critical reflection	Participation in all activities of the professional orientation programme (POP) (contact) Watch all video recordings of POP sessions/content (distance).	Observe and participate in extra and/or co-curricular activities at school. Acts in a professional and ethically responsible way **towards learners**, in accordance with the Code of Conduct of the South African Council of Educators (SACE). Critically reflect on responsibility as educator towards learners.	Acts in a professional and ethically responsible way **towards colleagues in and out of school.** Critically reflect on responsibility as educator towards colleagues in and out of school.	Acts in a professional and ethically responsible way **towards the community, the profession and the employer.** Plan and conduct a "practice parent meeting" with one of the other teachers at the school who is not your mentor. Critically reflect on responsibility towards the community, the profession and the employer.

Context: School & Learning Environment	Active Observation	Observe the context (School and Learning Environment) The school as community The teacher's action zone Conditions for learning	Observe MT's classroom seating arrangements; Observe MT's beginning and end of day routines and procedures;	Observe your mentor teacher giving instructions.	Observe your school mentor teacher for the first week of the practicum. Pay attention to how she/he implements procedures, routines, transitions and strategies to support learning in the classroom environment (i.e., between learning activities, breaks, visit to the cloakroom, washing hands, lunch, visit to the tuck shop, etc.), as well as how she handles learner behaviour.
	Assisting/Participating	Watch the video on school organisation and administration. Watch the videos on classroom management: Building relationships; Behaviour management in the classroom; and classroom rules and expectations. Prepare a PowerPoint presentation to introduce classroom rules. Visually illustrate how praise and misbehaviour will be addressed.	Watch the videos on classroom seating arrangements before going to school; Draw a picture/diagram of the seating arrangement in your mentor teacher's classroom. As you grow more confident, ask your mentor teacher whether you may conduct beginning and end of day routine and/or procedural tasks: Learners tidy their workspace and pack their suitcases. Tidy the classroom. Empty dustbins. Two learners reflect on the content of the day. Close the windows. Closing thought. Add any aspect of your choice or that the MT asks you to.	Ask your mentor teacher whether you may work with a small groups of learners (e.g., during station teaching) that encourages positive social interaction, which is mutually respectful and provides a low risk of failure for all learners by creating supporting materials and using appropriate classroom management techniques such as proximity control (i.e., standing close to learners to address disruption), along with established cues and signals. Ask your school mentor teacher whether you may give directions, make a voice recording, and explain procedures for a classroom routine	Ask permission to initiate procedures, routines, transitions and strategies for a period of five consecutive days. Pay attention to the following: Efficient procedures for non-instructional activities: taking attendance, distributing and collecting materials, making transitions, etc. Clear guidelines for learner work when it is unsupervised, e.g., in small groups. Evidence of clear standards of conduct, understood by the learners, monitored by the student teacher, corrected successfully (when necessary) by student teacher or learners, or both. Physical environment supportive of learning activities.
	Critical reflection	Critically reflect on how policies, rules, regulations and codes of conduct impact learners as well as themselves as teachers. Critically reflect on how teachers manage learning environments by referring to rules and behaviour management (e.g., relationship building, praise and misbehaviour) in the classroom.	Critically reflect on the effectiveness of seating arrangements for all learners' learning	Reflect critically on your audio recording where you focused on the giving of directions during a classroom routine.	Critically reflect on your implementation of procedures, routines, transitions and strategies in the learning environment.

21st Century Technology	Active Observation	Observe technology integration Blackboard work			
	Assisting/participating	Watch videos on TPACK model and Gen Z. Read documents on the use of ICT in education. Complete practical handwriting on the blackboard. Integrate animation and apps into a Grade R programme.			
	Planning & Co-teaching	Co-plan and co-teach a Grade R activity by integrating technology.			
	Critical reflection	Critically reflect on the use of technology for teaching and learning.			
Planning and Preparation	Active Observation	Observe planning and preparation Classroom profile Learner profile	Observe MT's method of planning.		
	Assisting/participating	Plan and prepare Grade R programmes (year, week and day);	Discussion session with MT to determine how she plans, what she uses, factors she considers, etc. Read pre-planning considerations. Do weekly planning (alone or co-plan with MT) for all subjects; Do one detailed weekly plan for one subject.	Co-plan four whole mornings of lessons for four consecutive days – Mathematics, Language and Life Skills (weekly). Plan four detailed lessons (Maths, Home Language, Additional Language and Life Skills)	Plan for five whole mornings of lessons for five consecutive days under the guidance of the MT (weekly for all subjects). Plan four detailed lessons (Maths, Home Language, Additional Language and Life Skills). Critically reflect on your perceived competence in planning and preparation.
	Critical reflection	Differentiate between Grade R and Grade 1-3 planning and preparation.	Critically reflect on planning (observed, discussed & own planning).		

Instruction	Observe	Not applicable	Observe MT and pay attention to MT's questions, wait time and pacing.	Observe MT as she gives homework. Observe unplanned classroom language as well as the use of the mother tongue/home language in the classroom.	
	Assist/participate		Co-teach two mornings of lessons with your MT. Assist with all informal and formal assessment activities.	Co-teach the four whole mornings of lessons for four consecutive days.	Co-teach or you teach and your MT observes and advises – five whole mornings of lessons.
	Critical Reflection		Critically reflect on your co-teaching and how you experienced it; what worked well and what didn't.	Critically reflect on the giving of homework, unplanned classroom language as well as the use of the mother tongue/home language in the classroom. Critically reflect on your instruction during the teaching practice period.	Do a critical analyis of your instruction.
Assessment	Observe	Not applicable		Observe your MT as she assesses learners' written work. Observe the types of assessments used.	
	Assist/Participate			Develop and administer any four assessment activities. Mark and record all assessment under the guidance of the MT. Schedule a discussion session with MT to talk about how Departmental school-based assessment documents should be utilised. Write a critical reflection on your understanding of assessment and its role in planning and instructional delivery.	Develop one task with its relevant activities (formal assessment) under the guidance of the MT. Do all the marking and recording for the MT.
	Critical Reflection				Do a critical analysis of your assessment competence and your ability to use the assessment results to inform your planning and instruction.

Progression table: B.Ed Intermediate, Senior and FET phase

	Year 1 July	Year 2 April	Year 2 July	Year 3 April	Year 3 July	Year 4 April	Year 4 July
EMBEDDED SIGNATURE ASSESSMENT (ESA) 1: THE SELF							
PROFESSIONAL IDENTITY		Roles of a teacher	Action plan	Professional and ethical conduct			
PROFESSIONAL DEVELOPMENT	**Attend** meetings	**Attend** meeting and **observe** the procedure	**Attend** meetings if appropriate; attempt to take your own minutes of the meeting	**Attend** meetings if appropriate	**Attend** meetings if appropriate; take the minutes if you are allowed	**Attend** meetings, and if possible, **co-chair** a meeting	**Attend** meetings, and if possible, **co-chair** a meeting
EMBEDDED SIGNATURE ASSESSMENT (ESA) 2: THE ENVIRONMENT							
SCHOOL AND CLASSROOM CONTEXT	Classroom context	School profile		Classroom profile School profile (if you are in a different school than in your 2nd year)		School profile Community profile	
CLASSROOM ROUTINES AND TRANSITIONS	**Become familiar with** classroom routines **Observe** routines, e.g. morning routine, transitions **Learn** some names	**Become familiar** with classroom routines **Take part in** routine in class **Learn** all names	**Begin to take over** responsibility for conducting morning routine and other routines e.g. attendance **Partner** with mentor teacher on managing transitions	**Share responsibility** for morning routine and attendance **Manage** transitions between lessons, breaks, etc.	**Take responsibility** for morning routine and attendance **Solely manage** transitions between lessons, breaks, etc.	**Take lead in and responsibility for** all instruction, management and duties	**Take over all** instruction, management and duties **Initiate** a new routine/ tradition
ADMINISTRATIVE DUTIES	**Observe** administrative duties, e.g. attendance, recording of mark sheets	**Take part in** administrative duties	**Assist in planning** an event	**Assist in planning and executing** an event	**Take responsibility for some aspects of executing** an event	**Take responsibility for some aspects of executing** an event	**Write a proposal and full planning document** for an event
CLASSROOM MANAGEMENT AND DISCIPLINE	**Observe** management protocols and classroom discipline style	**Discuss** strategies for planning and teaching lessons **Observe** teacher's classroom management style	Use some of his/her own classroom management techniques with learners	Attempt his/ her **own managment technique**	Use his/her **own management techniques** with learners	**Responsible** for all aspects of classroom management and discipline	**Responsible** for classroom management and discipline

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EMBEDDED SIGNATURE ASSESSMENT 3: THE TASK OF TEACHING							
LESSON OBSERVATION	12 (6 compulsory and 6 optional)	9 (5 compulsory and optional)	9 (5 compulsory and 4 optional)	8 (4 compulsory and 4 optional)	7 (5 compulsory and 2 option-al)	7 (5 compulso-ry and 2 op-tional)	4 (2 compulsory and 2 optional)
LESSON PLANNING	**Observe** strategies for planning and teaching lessons **Study** weekly/ cycle planning; compare to CAPS 4 partial Co-planning (2 compulsory and 2 optional)	**Observe** strategies for planning and teaching lessons **Study** weekly/ cycle planning; compare to CAPS **Co-plan** 10 partial lessons with your mentor teacher on the lesson plan template required by your subject lecturer; all PowerPoints (PPTs) and resources must be included. (5 compulsory and 5 optional)	**Start implementing** strategies for planning and teaching lessons **Incorporate** weekly/cycle planning; compare to CAPS **Co-plan** 10 single lessons with your mentor teacher on the lesson plan template required by your subject lecturer; must include introduction, lesson outcomes and content; PPTs and resources must be included; lessons must be connected with the curriculum and content that mentor teacher is covering at that time; include lesson plans and resources (5 compulsory and 5 optional)	**Start implementing** strategies for planning and teaching lessons **Incorporate** weekly/cycle planning; compare to CAPS 8 single lessons (4 compulsory and 4 optional)	**Start implementing** strategies for planning and teaching lessons **Incorporate** weekly/cycle planning; compare to CAPS One cycle	**Start implementing** strategies for planning and teaching lessons **Incorporate** weekly/cycle planning; compare to CAPS 2 cycles (1 compulsory and 1 optional)	**Start implementing** strategies for planning and teaching lessons **Incorporate** weekly/cycle planning; compare to CAPS 2 cycles (1 compulsory and 1 optional)
LESSONS PRESENTED BUT NOT ASSESSED	None; **no teaching is allowed**	**Co-teaching** of 2 lessons; team-teaching must be used; student and mentor teacher must present the lesson concurrently; first lesson: 60% teacher; 40% student; second lesson: 40% teacher: 60% student (2 compulsory)	**Co-teaching** 1 lesson; team-teaching must be used; student and mentor teacher must present the lesson concurrently. 20% teacher; 80% student (2 compulsory)	**Teach 7 single lessons** Mentor teacher present in the classroom (4 compulsory and 3 optional)	**Teach 9 single lessons** (6 compulsory and 3 optional)	**Teach 5 lessons, if possible all the lessons in a cycle**	**Teach all the lessons in a cycle**

LESSONS PRESENTED AND ASSESSED BY MENTOR TEACHER	No solo teaching allowed	No solo teaching allowed	**2 lessons** must be presented as assessed by the mentor teacher; these must be lessons that were co-planned with the mentor teacher and must be presented after the co-teaching lesson opportunity; another co-teaching opportunity can be scheduled if it is deemed necessary by the mentor teacher	**5 lessons** An altered repetition of a lesson that was presented but not assessed; can be a lesson that was used for micro-teaching	**5 lessons** An altered repetition of a lesson that was presented but not assessed; can be a lesson that was used for micro-teaching (3 compulsory and 2 optional)	**5 lessons** must be presented and assessed by the mentor teacher (3 compulsory and 2 optional); these lessons must preferably be an altered repetition of a lesson that has been presented but not assessed	**5 lessons** must be presented and assessed by the mentor teacher; these lessons must preferably be an altered repetition of a lesson that has been presented but not assessed (3 compulsory and 2 optional)
LESSONS PRESENTED, ASSESSED BY LECTURER	None	None	None	None	None	**2 lessons** If possible, these lessons must be an altered repetition of a lesson that has been presented and assessed by the mentor teacher; align with CAPS	**2 lessons** If possible, these lessons must be an altered repetition of a lesson that has been presented and assessed by the mentor teacher; align with CAPS
LEARNER ASSESSMENT	**Observe** the teacher marking assignments/tests; start helping with small tasks	**Observe** the teacher marking assignments or tests; co-mark small assessments/class tests	**Co-plan and design** informal assessments **Assist** mentor teacher with marking assessments	**Plan and design** single informal assessments and implement **Mark** assessments Mentor teacher to **moderate**	**Plan and design** single formal assessments and implement **Mark** assessments Mentor teacher to **moderate**	**Plan and design informal and formal assessments**, implement for a whole cycle **Set** a test, create a memo and mark your own tests **Mark** assessments for the mentor teacher	**Plan and design informal and formal assessments**, implement for a whole cycle. **Set** a test, create a memo and mark your own tests **Mark** assessments for the mentor teacher

	EMBEDDED SIGNATURE ASSESSMENT 4: THE IMPACT OF TEACHING						
LEARNER SUPPORT	**Begin working** with individual learners	Start working with **2/3 learners**	Work steadily with **small groups**	Work steadily with **larger groups** of the class to offer additional support	Start working with the **whole class** to provide support	Continuously work with the **whole class** to offer support	Continuously work with the **whole class** to offer support
EXTRA-CURRICULAR ACTIVITIES* *This includes all activities outside the curriculum IN SCHOOL HOURS; if possible, attend activities after school hours; include community engagement	**Attend** some extra-curricular activities	**Attend some** extra-curricular activities and **observe** procedures	**Attend** all extra-curricular activities you can and work steadily at being involved in administration and procedures	**Attend** all extra-curricular activities, be involved in administration and procedures	**Attend** all extra-curricular activities you can and be involved in administration and procedures	**Attend** all extra-curricular activities you can; if possible, **take responsibility** for administration and procedures	**Attend** all extra-curricular activities you can; if possible, **take responsibility** for administration and procedures
SECTION 6: REFLECTIVE PRACTICE							
SECTION 7: GENERAL							
PORTFOLIO OF EVIDENCE	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling
TAKE NOTE!	**No teaching!** **Students are not to be left alone with a class without teacher supervision!**	**No solo teaching!** **Students are not to be left alone with a class without teacher supervision!**	**No solo teaching!** **Students are not to be left alone with a class without teacher supervision!**	**Solo teaching is undertaken under the supervision of the mentor teacher**	**Solo teaching can be attempted for a full day under the supervision of the mentor teacher**	**Solo teaching for a whole cycle, if possible; full-day teaching is advised**	**Solo teaching for a whole cycle, if possible; full-day teaching is advised**

Progression table: PGCE

	1st WIL Opportunity	2nd WIL Opportunity
EMBEDDED SIGNATURE ASSESSMENT (ESA) 1: THE SELF		
PROFESSIONAL IDENTITY	Conceptualise professional identity	Define and develop a professional identity
PROFESSIONAL DEVELOPMENT	**Attend** meetings, if appropriate; attempt to take your own minutes of the meeting	**Attend** meetings and, if possible, **co-chair** a meeting
EMBEDDED SIGNATURE ASSESSMENT (ESA) 2: THE ENVIRONMENT		
SCHOOL CONTEXT	Classroom profile; school profile	School profile; community profile
ROUTINES AND TRANSITIONS	Become familiar with classroom routines **Observe** routines, e.g. morning routine, transitions **Learn** some names	**Share responsibility** for morning routine and attendance **Manage** transitions between lessons, breaks, etc.
ADMINISTRATIVE DUTIES	**Observe and start taking part in** administrative duties such as attendance and recording of mark sheets **Assist in planning** an event	Take sole responsibility for some administrative duties **Take responsibility for some** aspects of planning and executing an event
CLASSROOM MANAGEMENT AND DISCIPLINE	**Observe** and **discuss** management protocols and classroom discipline style **Discuss** strategies for planning and teaching lessons	Attempt **own management techniques** Implement own strategies for planning and teaching lessons.
EMBEDDED SIGNATURE ASSESSMENT 3: THE TASK OF TEACHING		
LESSON OBSERVATIONS	Ten (5 compulsory and 5 optional)	Eight (4 compulsory and 4 optional)
LESSON PLANNING	**Observe** strategies for planning and teaching lessons **Study** weekly/cycle planning; compare to CAPS **Co-plan** nine lessons with your mentor teacher on the lesson plan template required by your subject lecturer (5 compulsory and 4 optional)	**Start implementing** strategies for planning and teaching lessons **Incorporate** weekly/cycle planning; compare to CAPS Eight lessons, forming a whole cycle (5 compulsory and 3 optional)
LESSONS PRESENTED BUT NOT ASSESSED	**Teaching** five lessons At least one lesson must be a team-teaching endeavour; student and mentor teacher must present the lesson concurrently – 60% teacher, 40% student	**Teach a minimum of five single lessons** making up a whole cycle

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LESSONS PRESENTED AND ASSESSED BY MENTOR TEACHER	**Five lessons** must be presented as assessed by the mentor teacher; these must be lessons that was co-planned with the mentor teacher and must be presented after the co-teaching lesson opportunity; another co-teaching opportunity can be scheduled if it is deemed necessary by the mentor teacher (3 compulsory and 2 optional)	**Five lessons**. An altered repetition of a lesson that was presented but not assessed; can be a lesson that was used for micro-teaching
LESSONS PRESENTED, ASSESSED BY NWU ASSESSOR	**Two lessons** If possible, these lessons must be altered repetitions of lessons that have been presented and assessed by the mentor teacher; align with CAPS	**Two lessons** If possible, these lessons must be altered repetitions of lessons that have been presented and assessed by the mentor teacher; align with CAPS
LEARNER ASSESSMENT	**Observe and co-plan** informal assessments; **assist** mentor teacher with marking assessments	**Plan and design** one informal and one formal assessment **Mark** assessments; mentor teacher to **moderate**
EMBEDDED SIGNATURE ASSESSMENT 4: THE IMPACT OF TEACHING		
LEARNER SUPPORT	**Begin working** with individual learners and progress towards working steadily with **small groups**	Start working with the **whole class** to provide support
EXTRA-CURRICULAR ACTIVITIES*	**Attend** all extra-curricular activities you can and work steadily at being involved in administration and procedures *This includes all activities outside the curriculum IN SCHOOL HOURS; if possible, attend activities after school hours; include community engagement*	**Attend** all extra-curricular activities you can If possible, **take responsibility** for administration and procedures *This includes all activities outside the curriculum IN SCHOOL HOURS; if possible, attend activities after school hours; include community engagement*
REFLECTIVE PRACTICE		
GENERAL		
PORTFOLIO OF EVIDENCE	Complete all tasks required in the portfolio and take part in reflective journaling	Complete all tasks required in the portfolio and take part in reflective journaling
TAKE NOTE!	**Solo teaching is undertaken under the supervision of the mentor teacher; students are not to be left alone with a class without teacher supervision**	Solo teaching for a whole cycle, if possible Full-day teaching is advised

Attendance during the entire WIL period at a partner school is **compulsory,** this is also applicable to POP for first year students**.** We recognize that absences due to illness, family emergencies and religious obligations may occur. These procedures govern all absences from the WIL school-based placement session:

- For extended absences of more than five consecutive school days, the WIL coordinator / Deputy WIL coordinator for all extended absences, other than illness. Evidence needs to be provided. Should the absence occur during the WIL period, the school principal and mentor teacher must also be informed and be provided with evidence.

- All absences less than five consecutive days must be reported to the relevant WIL Office immediately. Unreported absences may result in failure of the module.

- School principals and mentor teachers are not authorized to grant permissions for any absences without communication with the WIL office.

- Requests for vacations that interfere with the school-based placement session and/or classes will be denied.

- It is compulsory for the student teacher to complete the Medical Leave of Absence Form and to have it completed by the medical practitioner. This form must be included in your Portfolio of Evidence.

- Absences will only be valid and approved if you:

  - inform the mentor teacher and student teacher liaison (where relevant) <u>before</u> the school day begins. Send an email to the relevant WIL office.

  - can provide the relevant documents (medical certificate, funeral notice, accident report) and attach these to the attendance register. Please note, that an official medical certificate from a doctor or clinic is required, a receipt from a pharmacy will not suffice.

  - complete the school's departmental leave form, available from the school secretary, and attach a copy to your attendance register.

Emergency school closure

Schools are occasionally closed to learners for emergency situations, such as public protest action. In the rare instance that a school is closed completely for a limited time for emergency reasons, the relevant days missed are considered to be complete as this situation is beyond the control of student teachers. **It is vital that students inform the WIL office of such occurrences immediately.**

However, if such a closure extends beyond four days the relevant WIL Office will make alternative placement arrangements.

Student teachers are not permitted to act as substitute teachers should the mentor teacher be absent for one or more days. Such a request from a school should immediately be communicated with the WIL coordinator or deputy coordinators.

Should a mentor teacher be absent, the principal needs to place the student teacher with an alternative mentor until the original mentor teacher returns.

Extended absence of the mentor teacher should be discussed with the relevant WIL office to decide whether another placement is necessary.

Removal from practicum

The following include, but are not all inclusive reasons for removal from practicum:

- Violating the WIL Code of Conduct.

- The use of any form of physical punishment. This includes, but is not necessarily limited to, spanking, hitting, throwing objects at the student, grabbing, pinching, pulling hair, shaking, and/or shoving.

- Other forms of abuse considered serious enough to result in removal include, but are not limited to psychological abuse, including teasing, ridiculing, and/or other acts that result in humiliation or loss of self-esteem; sexual harassment; and illegal discrimination based on race, gender, national origin or ethnicity.

- Any violation of the SACE Professional Code of Ethics

- School mentor teachers and principals have the right to request a student teacher's removal from their school. This needs to be communicated with the WIL coordinator or Deputy coordinators.

Guidelines for module registration

A student can only register for ONE WIL module per semester and a total of 2 modules per year.

Students cannot register for a subsequent module if the preceding modules have not been completed successfully.

If a student has failed to successfully complete one or both of the WIL modules in a given year, they will have to repeat them in the following year.

Final year students, who only has one WIL module outstanding, can repeat it in the first semester of the following year, even if it is a second semester module.

Overview of WIL

The WIL programme at the NWU includes two forms of Work Integrated Learning – Non-placement WIL (learning from practice) (only first years for the first semester) and school-based placement WIL (learning in practice) (1st to 4th year). The non-placement WIL is only held in the first semester of the registered student teacher's 1st year of study. Non-placement WIL is a compulsory three-week Professional Orientation Program (POP) that runs concurrently on all three campuses, as well as the distance mode, that addresses a variety of themes related to the teaching profession and teaching environment. The POP is an orientation and preparation program for student teachers before school-based WIL collaborative teaching training. As part of POP, student teachers in the contact mode will also attend a student teacher development excursion (students from the distance mode can elect to attend).

School registration: WISL system

IMPORTANT

Cases of merit for preferential placement will be considered by the Deputy Dean. All other placements will be done on the WISL system and according to a first come first serve basis.

Diversity: school and grade placement

In order to ensure that students gain a thorough knowledge of the prescribed curriculum in the relevant phase and subjects during their period of education, students will be placed, where practically possible, in a variety of grades to ensure diversity across their years of study. Students are also motivated to register for a variety of schools from different contexts throughout their study.

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Success in Work Integrated Learning requires a process of growing independence. Students are motivated to learn from practice and learning in practice. This includes all academic and non-academic aspects of teaching. Students are motivated to take responsibility for their own professional growth.

This involves attention to four main areas: Professional attitude, Orientation, Observation, and Participation.

Professional attitude:

- recognition and acceptance that the welfare of the learners is of ultimate concern and that the mentor teacher has the final responsibility for what occurs in the classroom;

- maintenance of an ethical and professional attitude towards all members of the school community;

- continuous evaluation of one's growth as a teacher;

- ability to accept critical suggestions and recommendations in a cooperative and positive manner.

Orientation:

- familiarizing oneself with the philosophy, resources, policies, and rules of the school assigned;

- utilizing communication platforms like eFundi to familiarize oneself with WIL arrangements;

- confirm own placement and logistical arrangements.

Observation:

- determining the procedures to be followed in completing and submitting the assigned portfolio of evidence;

- observing and reflecting in a systematic and purposeful manner, remembering that the observation is designed for one's introduction to the role of educator;

- ensure that you take notes during observation and reflective conversations.

Participation:

- reference the relevant prescribed progression table to ensure increasing responsibility for more complex tasks;

- respect and adhere to the school code of conduct;

- making oneself available for regular reflective conversations with the mentor teacher and, where relevant, university assessor;

- reference the relevant progression table and complete the prescribed portfolio to ensure that you reach the required milestones;

- participating in extra-curricular school activities;

- engaging in critical self-reflection around teaching and professional conduct;

- attending relevant school-related meetings.

The mediocre teacher tells. The good teacher demonstrates. The great teacher inspires.

William Ward

- **Except through application on the WISL system, student teachers may not be involved in arranging their own placements**. Students are not allowed to contact a school, a teacher or a principal and request WIL placement there. All arrangements are made by and through the WISL system.

- Requests for changes of placement cannot be considered for reasons of convenience of transportation, holiday arrangements, etc.

- Placements are not advisable with a school mentor teacher who is related to or a close friend of the student teacher, or in a school attended by the student teacher's children.

- Students are encouraged to attend a variety of schools from different contexts and not attend the same school for all their WIL placements. It is also strongly advised that students do not request placement at the school where they matriculated, as this impairs the development of their new identity as a professional person rather than as a learner.

- It is crucial that students' contact details, for example telephone number and email address, are updated. Official Faculty correspondence will primarily be sent to your email address. **Should a student's contact details change and not be updated, the WIL office does not take any responsibility for students not receiving communication or missing due dates.**

- After registration on the WISL system, a school still needs to validate the placing. Should the placing not be accepted by the school, as their availability might have changed, the student will be contacted by the WIL office and will have to register for another school.

- **Should a student complete their WIL time at a school where they have not officially been placed by the WISL system, such a WIL period will be invalid and has to be repeated.**

Professional Orientation Programme (POP)

The first WIL session of the first year in the B.Ed program is allocated to POP. First year students must register for a school (preferably in their home town) and attend the school for the first week of the WIL period. They will be expected to complete a number of observation tasks that will be part of their portfolio of evidence. For the remainder of the WIL session, students will undergo a non-placement campus-based program. It is compulsory that students attend these sessions as it contributes to the minimum required amount of weeks that students are obliged to complete. Failure to attend either the observation days at a school or the campus-based program will lead to students failing the module.

Distance students will also complete the compulsory four days of observation at a school after which they are expected to complete an online POP program.

Professionalism and ethics

The following are professional and ethical guidelines with which ALL student teachers are expected to comply. For further clarity, please contact the WIL Coordinator or Deputy coordinators.

Professional conduct

- Participate and fulfil responsibilities in the same manner expected of any staff member in the school.

- Demonstrate professionalism in dress code, conduct, confidentiality, and commitment.

- Always have your NWU student card with you while at school during the WIL for identification purposes.

- Devote your full attention and time to WIL to ensure a successful experience. Eliminate distractions and outside activities that may cause conflict with WIL (e.g., a job, another class, etc.)

- Keep confidences and respect the rights of others. All information received about learners during WIL is strictly confidential.

- Respect possible differences of opinion between your mentor teacher and the university **assessors** concerning your performance. Try to implement the constructive feedback from your **mentor teacher** and **university assessor.**

- Maintain a positive attitude and develop a positive learning climate for learners.

- Willingly participate in non-classroom activities in which your mentor teacher has some responsibility.

- Refrain from imposing personal, religious or political views upon learners and/or colleagues and exhibit an accepting and tolerant attitude toward other perspectives, cultures and religions

- Be punctual and dependable. Prepare thoroughly for each day.

- Your mentor teacher is in charge of the classroom. Pay careful attention to instructions you receive from them.

- Check e-mails and eFundi regularly and reply promptly to any communication from your mentor teacher, school administration and WIL office.

- It is a simple but important act of courtesy to express appreciation to the mentor teacher and principal for their assistance.

- All pedagogical resources belonging to the teacher or the school and all learner's work and marks in the student teacher's possession must be returned.

Communication

The following guidelines should be considered when referring to various methods of communication that a student might use during WIL time at a school.

- Social media

- Written communication

- Oral communication

Social media

Social media should be used with absolute discretion.

Please follow these basic guidelines:

- Do not write about learners, even if not identify by name.
- Do not write about WIL experiences, your school, parents, colleagues, etc.
- Do not invite learners to Facebook, Twitter, Instagram or any other social media/ blogging site.
- Do not 'friend' learners on any social media platform.
- Do not post pictures of learners or your school on any website

Do not forget the importance of non-verbal communication. Gestures, body language and your eyes gives loud messages.

Written communication

Written communication includes emails, assessment comments, etc. and must be carefully written. The words you write represent you, your school, the NWU and other NWU student teachers. Make sure you follow these guidelines:

- Proofread everything you write. Use correct grammar and spelling. Invite a trusted peer to proofread important documents.
- Use full sentences, avoid jargon and slang.
- Use abbreviations sparingly and use them only after having defined them.
- Be sensitive to your target audience and potential unintended recipients as well.
- Keep communication professional in nature
- Be open, honest and positive.
- State facts, not opinions.
- Do not share written documents about learners

Oral communication

Oral communication should follow similar guidelines as written communication:

- Select your words carefully and articulate clearly.

  Balance positive with negative comments and never use sarcasm.
- Do not talk about learners in your class with anyone.
- Do not gossip and be very careful with teasing.
- Avoid the use of sexual innuendos in conversation or jokes
- Avoid discussion about political candidates, parties or persuasions.
- Do not share your personal beliefs regarding politics, religion, lifestyle choices, etc. Avoid sensitive and controversial topics in your conversations with learners.

Dealing with complaints

School mentor teachers have been selected by school management and are considered competent for their role. If, for some reason, a student teacher feels that a mentor teacher is not adhering to the guidelines or fulfilling their roles and responsibilities, the student should contact the respective WIL office immediately.

Any other complaints must also be directed to the respective WIL office. Student teachers are encouraged to contact the WIL staff should they have any concerns they need to voice.

Student disabilities service

If you are a student teacher with a documented special need, you are encouraged to bring this to the attention of the respective WIL office. We look forward to working with you to arrange any necessary accommodations for your unique need.

Religious needs

Student teachers who have special religious needs that require accommodation in their school placements should ensure that the respective WIL office, principal and mentor teacher is made aware of these needs.

Additional costs

As stipulated in the NWU Faculty of Education yearbook, all costs related to WIL, including transport and accommodation, is the responsibility of the student teacher. Students who are placed in Potchefstroom/Mafikeng/Vaal and surrounding areas may make arrangements to still remain in their university residences.

Accidents and injuries

It is imperative that students familiarize themselves with the school's policy regarding accidents and injuries and are aware of staff that does have first aid training.

- It is also advisable that students complete certified first aid training themselves as soon as possible.
- In the case of any form of accident or injury related to a learner, the following procedures should be followed:
- Limit your involvement to as little as possible.
- Immediately call in the assistance of a permanent staff member. If necessary, send a learner to call a teacher, do not leave the injured learner alone.
- Ensure immediate first aid if absolutely necessary.
- Be careful of coming in contact with blood or other bodily fluids.

Section C:
Student teacher liaisons

Student teacher liaisons are the spokespersons of the student teachers and the ambassadors of the University. Student teacher liaisons are appointed for both WIL periods at schools when the placement lists are finalised. Third and fourth year students are appointed as student teacher liaisons (PGCE students do not qualify).

Student teacher liaisons are required at a school:

- If there are eight or more student teachers in the same school.
- In a Primary school, where there are more than sixteen students at the school, TWO (2) student teacher liaisons will be appointed and divided into Foundation Phase and Intermediate Phase.
- At a High school, where there are more than twenty-four students, TWO (2) student teacher liaisons will be appointed, and divided between them.
- Student teacher liaisons must apply for this position and will be appointed by the WIL coordinator and deputy coordinators. Subsequent communication will be conducted via SMS and email.

Roles and responsibilities

- Student teacher liaisons must contact the principal before the school closes for the vacation to find out on what day and time the student teachers must report in the next term.

- The meeting time and other details must then be communicated to the members of the group of student teachers through WhatsApp groups.

- Student teacher liaisons meet the student teachers at the entrance of the school and then introduce them to the principal and/or the representative of the school management team (where relevant).

- Student teacher liaisons must ensure that student teachers have their student cards with them at all times. This is for identification purposes.

- On the first day, student teacher liaisons must find out the following and inform the other student teachers:

  - The daily school time-table, periods and breaks;
  - The school programme for the duration of WIL;
  - The dress code of the school;
  - The smoking policy;
  - The parking arrangements;
  - Use of the staff room;
  - The tea fund contributions;
  - The timetable for playground duty, etc.

  Any minor problems with students must be communicated immediately with the relevant staff member at school. If the matter is not resolved or any serious misconduct is encountered, this must be reported to the WIL coordinator or deputy WIL coordinator on the respective campus.

- The timetable for visiting University assessors is provided by the WIL office.

- The assessment times must be communicated to the relevant University WIL lecturers/external mentors **48 hours** in advance of the specific day by SMS, e-mail or telephone.

- Student teacher liaisons meet the University WIL lecturers/external mentors at the school entrance and introduce them to the principal and/or WIL coordinator, if possible. If there are no student teacher liaison at the school, the student will meet them.

- The students who is to give the first lesson accompanies the lecturer to the class for the first lesson.

- Student teacher liaison or the last student assessed take leave of the University WIL lecturers/external mentors as soon as the last assessment has been completed.

Section D:
The mentor teacher

Mentor teachers guide student teachers by providing modelling, mentorship and support in various areas. Mentor teachers frequently become the most significant influence in the development of a competent and qualified student teacher. A deliberate, methodical approach to mentoring will help them grow and develop as an educator.

Roles and responsibilities

Orientation and Observation

Mentoring in this phase includes:

- welcoming the student teacher to the school and the classroom;

- familiarizing the student teacher with the mentor teacher's expectations;

- orienting the student teacher to the school, which includes providing information about the phase, the context, the learners and the school/classroom, routines and procedures;

- give an informative introduction to your class when the student teacher arrives. They should be treated as a professional and this attitude should be conveyed to your learners. Learners respond best to a student teacher who is introduced and approached as another teacher in class.

- discuss with your student teacher the importance of being a role model in your classroom in the areas of respect for others, diversity, appropriate dress code and language, etc.

- providing the student teacher with adequate opportunities to observe the school mentor teacher's own teaching practice.

Teaching Practice

Mentoring includes:

- enabling student teachers to progress from simpler to more complex teaching tasks, aligned with the prescribed progression table.

- providing the student teacher with opportunities to co-teach and co-plan, moving student teachers gradually towards greater responsibility as appropriate to their year level and the prescribed progression table;

- assisting student teachers in planning their own teaching strategies and in selecting and designing appropriate instructional material;

- guiding student teachers in developing sound classroom organization and management strategies;

- assist the student teacher in requiring all the tasks required for their portfolio of evidence;

- give your student teacher opportunities to experience non-classroom activities such as playground duties and/or extracurricular activities. Note that extracurricular activities are not limited to after school hours, but includes all activities during school hours. Let them work with school counsellors and participate in professional development sessions, parent meetings, and district meetings where appropriate, so long as they do not distract from the primary role of teaching;

- by referring to the progression table, gradually allow your student teacher to assist you in

    - planning lessons and learning opportunities.

    - creating opportunities to clarify your choices, so they can learn from your experience.

    - providing them with opportunities to prepare and develop original teaching materials and resources.

    - offering them opportunities to model and practice specific teaching strategies

- provide your student teacher with opportunities to work with and support learners within the parameters of the progression table.

- familiarize your student teacher with classroom assessment techniques and procedures. Refer to the progression table for the specific tasks allocated to specific year groups.

- discuss difficulties with your student teacher as soon as they become apparent. Work together to develop strategies to overcome any issues;

Please take note!

No students are to be left alone with a class.

It is recommended that third and fourth year students teach independently, but is never left alone without the supervision of a mentor teacher.

Under no circumstances may students be used as substitutes for teachers. They are required to be in a structured and guided situation under the guardianship of an experienced teacher.

Providing Feedback

Consistent daily feedback to student teachers is important to their growth and development as teachers and professionals. Here are a few tips that might help you in providing quality feedback to your student teacher.

- Remember that, like the l e a r n e r s in your class, student teachers will vary in their readiness to independently perform certain teaching tasks. Some student teachers will require more assistance, guidance and encouragement than others;

- Set aside a few minutes each day to discuss their notes and progress;

- Always provide constructive feedback on strengths and strategies for improvement;

- Feedback should be realistic, honest and fair. Unrealistic feedback lulls student teachers into false complacency and is thus a disservice to them, remember that this is a learning opportunity and they must have a developmental plan for the remainder of their studies.

- Some of the most valuable feedback is provided informally. This could happen during playground duty, over lunch, at the photocopier, etc.

- Regular reflective conversations allow the student teacher to analyse their own instructional skills and to set goals and strategies for improvement.

Please take note!

School mentor teachers must contact the WIL coordinator and deputy WIL coordinator as soon as possible if a student teacher is experiencing difficulties or they believe the student teacher is at risk of failing WIL.

Section E: School management

Registration and placement

The school principal/deputy principal recommends teachers who demonstrate superior teaching practice and are eligible to serve as mentor teachers. Principals must assure that the mentor teacher has adequate time to serve as an effective mentor for the student teacher.

Principals consult with eligible teachers regarding their willingness to work with university student teachers and university assessors. Additional responsibilities would include:

- Formally introduce student teachers to staff during a staff meeting.

- Acquaint student teachers with the community, school, and vicinity in order for them to become a valuable part of the school team. Familiarise them with the context of your unique school and a description of the socio-economic status of members of the community, and the needs of the families your school serves.

- Orient student teachers to general policies and practices of your school and make the following available for future reference: mission and philosophy of your school and/or district, code of conduct, calendar of school activities, and schedule for relevant meetings, etc.

- Inform student teachers about policy and procedures regarding accidents, injuries and first aid.

- Involving student teachers in extra-curricular activities

- Providing constructive and critical feedback to the NWU on the general performance of student teachers and the administration of the WIL sessions.

Please take note!

No students are to be left alone with a class.

It is recommended that third and fourth year students teach independently, but is never left alone without the supervision of a mentor teacher.

Under no circumstances may students be used as substitutes for teachers. They are required to be in a structured and guided situation under the guardianship of an experienced teacher.

Criteria for selection of mentor teachers

Mentor teachers are identified as experienced teachers qualified to mentor a student teacher as part of an initial teacher preparation training programme.

Listed below are criteria that could be used as you select mentor teachers:

- Be registered with SACE.
- Preferably a minimum of three years teaching experience.
- Teachers who model the values depicted in the Professional Standards document and the SACE code of professional ethics.
- Be willing and committed to offer their time and energy to mentor student teachers.
- Is recognized as consistently being innovative and using best practices in assessment, instruction, and professionalism.
- A teacher who has a reputation of consistent, fair and ethical classroom management and discipline.
- Effectively collaborate with grade level team members, school administration, staff, and parents.
- Demonstrate the value of professional learning communities (PLC) to student teachers through their participation.

Accidents and injuries of student teachers

- Apply first aid where necessary and transport the student to a doctor or hospital if need be.
- Make a full written report of the circumstances using the appropriate school report form.
- **In all circumstances the NWU form for reporting incidents (available at the WIL Office) must be completed and forwarded to the WIL Office within two school days.**
- If immediate first aid was not rendered, have the student teacher consult a doctor as soon as possible, even if the injury appears to be slight.

- University assessors formally assess B.Ed students in the first and second semester of their fourth year. Each student must be assessed once during each semester.

- PGCE students are formally assessed twice during each semester. Distance PGCE students have the option of completing WIL during their second year of study.

- University assessors as met by Student teacher liaisons (where applicable) when they arrive at the school. Where there are no student teacher liaisons, the student that needs to be assessed must meet the university assessor and introduce them to the university at the entrance and introduce them to the mentor teacher and to the principal, if possible.

- The student who is to present the first lesson accompanies the lecturer to the class for the first lesson.

- University assessors must complete the relevant documents of the student. It is advisable to university assessors consult previous assessment by themselves or other university assessors.

- Bear in mind that they are prospective teachers and should not be judged on the standards for an experienced teacher.

- University assessors are not permitted to leave the classroom before the end of the lesson.

- Make sure that the eventual assessment report that you prepare for student teachers reflects the written and oral feedback you have given them.

- After the lesson, the university assessor should have a comprehensive and detailed reflective conversation with the student. Discuss the student's experience of the lesson before sharing your views.

- Strive towards a realistic and balanced assessment of the student teacher's performance in the light of her/his present stage of professional development;

- University assessors should complete the necessary document summarizing their marks of all the students that they have evaluated and return this document to the relevant WIL office immediately after their last assessment.

> *No one should teach who is not in love with teaching.*
>
> Margaret Sangster

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