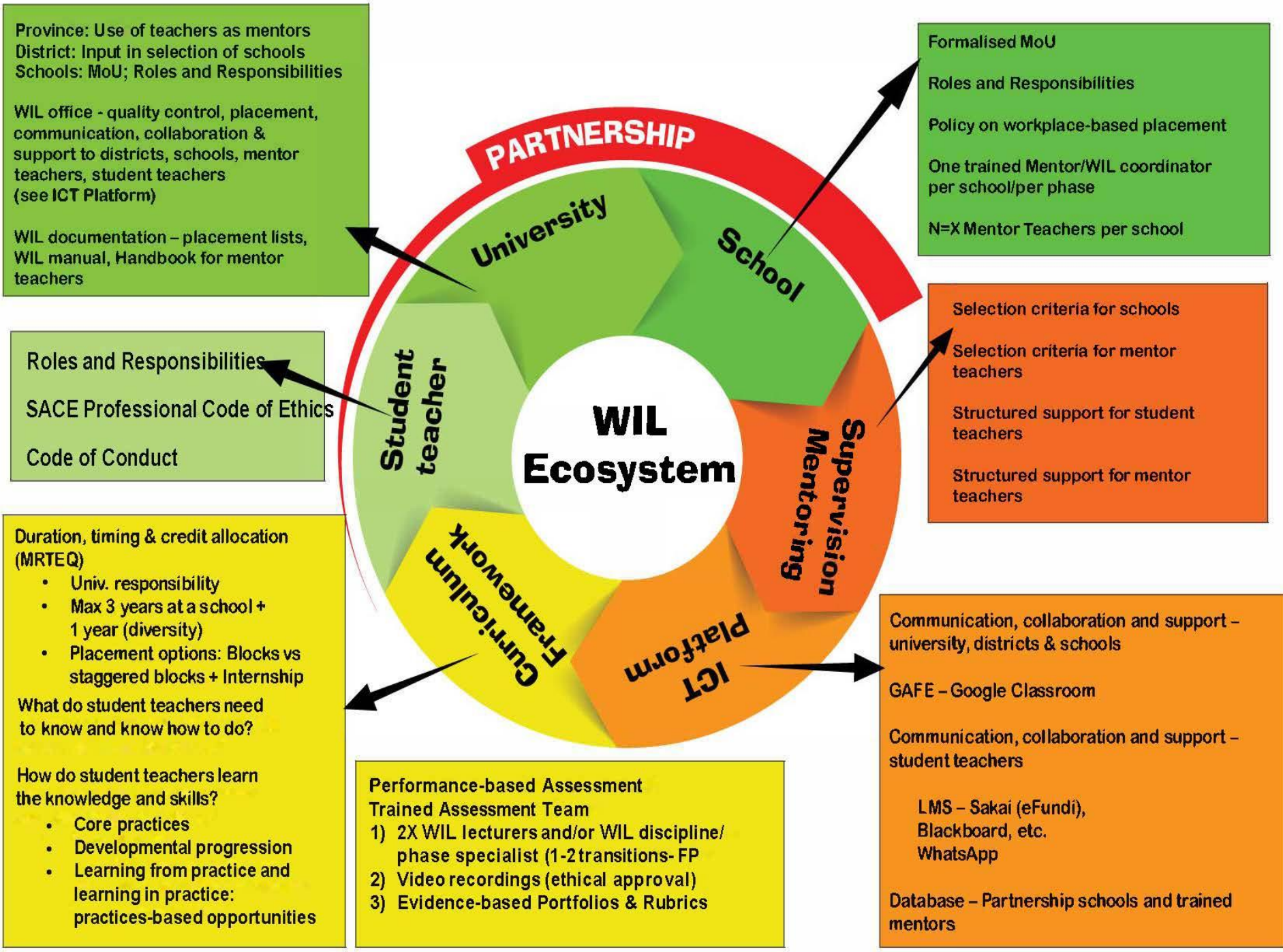




Work Integrated Learning: Guidelines for ITE Programmes



Province: Use of teachers as mentors
 District: Input in selection of schools
 Schools: MoU; Roles and Responsibilities

WIL office - quality control, placement, communication, collaboration & support to districts, schools, mentor teachers, student teachers (see ICT Platform)

WIL documentation – placement lists, WIL manual, Handbook for mentor teachers

Formalised MoU

Roles and Responsibilities

Policy on workplace-based placement

One trained Mentor/WIL coordinator per school/per phase

N=X Mentor Teachers per school

Roles and Responsibilities

SACE Professional Code of Ethics

Code of Conduct

Selection criteria for schools

Selection criteria for mentor teachers

Structured support for student teachers

Structured support for mentor teachers

Duration, timing & credit allocation (MRTEQ)

- Univ. responsibility
- Max 3 years at a school + 1 year (diversity)
- Placement options: Blocks vs staggered blocks + Internship

What do student teachers need to know and know how to do?

How do student teachers learn the knowledge and skills?

- Core practices
- Developmental progression
- Learning from practice and learning in practice: practices-based opportunities

Performance-based Assessment

Trained Assessment Team

- 1) 2X WIL lecturers and/or WIL discipline/phase specialist (1-2 transitions- FP)
- 2) Video recordings (ethical approval)
- 3) Evidence-based Portfolios & Rubrics

Communication, collaboration and support – university, districts & schools

GAFE – Google Classroom

Communication, collaboration and support – student teachers

LMS – Sakai (eFundi), Blackboard, etc.
WhatsApp

Database – Partnership schools and trained mentors

Partnership Guidelines

• Province

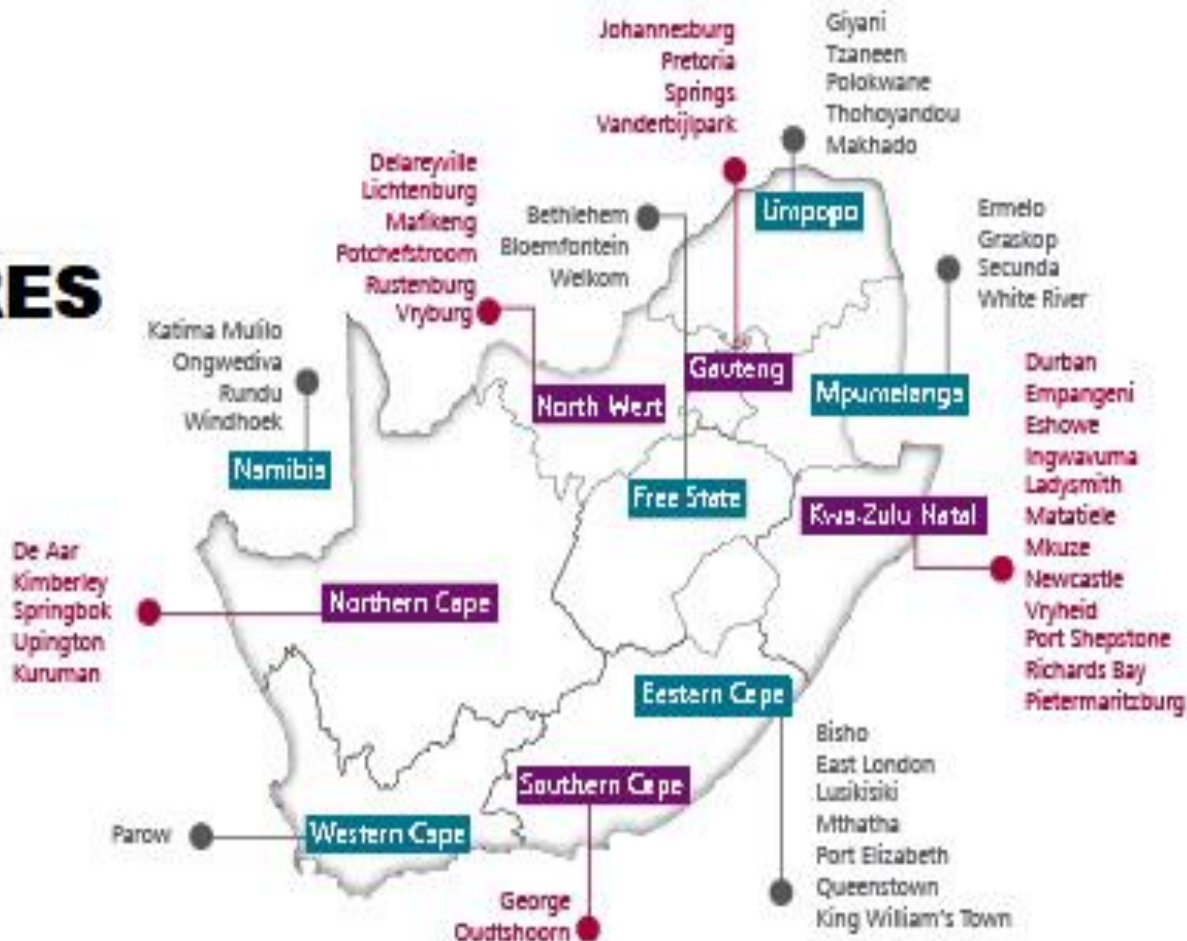
- Teachers fulfil function of mentor teachers
- Trained mentors – Professional development; short courses (pre-service teachers; early career and teacher leaders)
- Provincial hubs (distance)
- 1 trained mentor teacher per school per phase
- Recognition
 - 25 CPD points for mentor teachers (evidence-based portfolios)
 - 5 CPD points for summative assessments (only trained mentor teachers)



Professional Partnership Schools Network



STUDY CENTRES
ALL OVER
SOUTH AFRICA



Unit for Open Distance Learning



- **Districts**

- Input – identifying schools
- Formalised MoU (Universities & Schools)
 - Roles and Responsibilities clearly indicated

- **Schools**

- Formalised MoU
- Teaching practice policy
- 1 trained mentor teacher per school per phase
- Max of 10 student teachers per school per phase



• Universities

- Formalised MoU
- Responsible for arranging workplace-based placement
- WIL office to liaise with schools
- Responsible for timely communication and support to student teachers as well as mentor teachers (ICT platform)
- Developing WIL documentation
- Portfolios of evidence for student teachers
- Training WIL assessment teams
- Database (Schools & Trained Mentors)

Database: Partnership Schools & Trained Mentor Teachers

A	B	C	D	E	F	G
Province	District	Learning Support Centres	Residential area	School	Medium	Qualified Mentor
NORTH WEST						
	DR KENNETH KAUNDA		KLERKSDORP	AKOFANG PRIMARY SCHOOL	SETSWANA	QUALIFIED
				ALABAMA PRIMARY SCHOOL	PARALLEL AFR/ENG	QUALIFIED
				ARE-ITSHOKENG PUBLIC SCHOOL	SETSWANA	
				CURRO KLERKSDORP PS	ENG	QUALIFIED
				DIPHETOGO PRIMARY SCHOOL	SETSWANA	
				EDUCATORS PRIMARY	ENG	
				GLENLY PRIMARY SCHOOL	ENG	
				GOUE AREND PRIMÈRE SKOOL	PARALLEL AFR/ENG	
				ITHUSENG PRIMARY SCHOOL	TSW/ENG	
				ITIRELE PRIMARY SCHOOL	ENG	
				KAKATLELA PRIMARY SCHOOL	TSW/ENG	
				KLERKSDORP METHODIST PRIMARY SCHOOL	ENG	
				KLERKSDORP PRIMARY SCHOOL	ENG	QUALIFIED
				LS GOUDKOP	AFR	QUALIFIED
				LS LA HOFF	AFR	QUALIFIED
				LS MEIRINGSPARK	AFR	QUALIFIED
				LS PRESIDENT	AFR	QUALIFIED
				LS ROOSHEUWEL	PARALLEL AFR/ENG	
				LS SAAMTREK	AFR	QUALIFIED
				LS UNIE	PARALLEL AFR/ENG	
				MANZILPARK PRIMARY	ENG	
				MASEDI PRIMARY SCHOOL	ENG	
				SEDIKO PUBLIC SCHOOL	ENG/TSW	
			HARTBEEFONTEIN	KABELANO PRIMARY SCHOOL	SETSWANA	
			STILFONTEIN	LS DRIEFONTEINE	PARALLEL AFR/ENG	
				ABONTLE PRIMARY SCHOOL	PARALLEL TSW/ENG	QUALIFIED
				TUKISANG PRIMARY SCHOOL	ENG	
		NORTH-WEST UNIVERSITY,		BERT'S BRICKS PRIMARY SCHOOL		

Placement Lists

PLASINGSLYS / PLACEMENT LIST



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS

Naam van skool/Name of School Ls Midvaal
Dorp of stad/Town or city Meyerton
Skool/School ID 100
Hoof/Principal Mnr Attie Swart
Proefkoördineerder/Coordinator Mnr W Botha
E-pos/E-mail laerskool@laerskoolmidvaal.co.za
Faks/Fax 0163623114
Telefoonnommer/Telephone number 0163620105

Lys van student-onderwysers / List of student teachers

Assess Leader

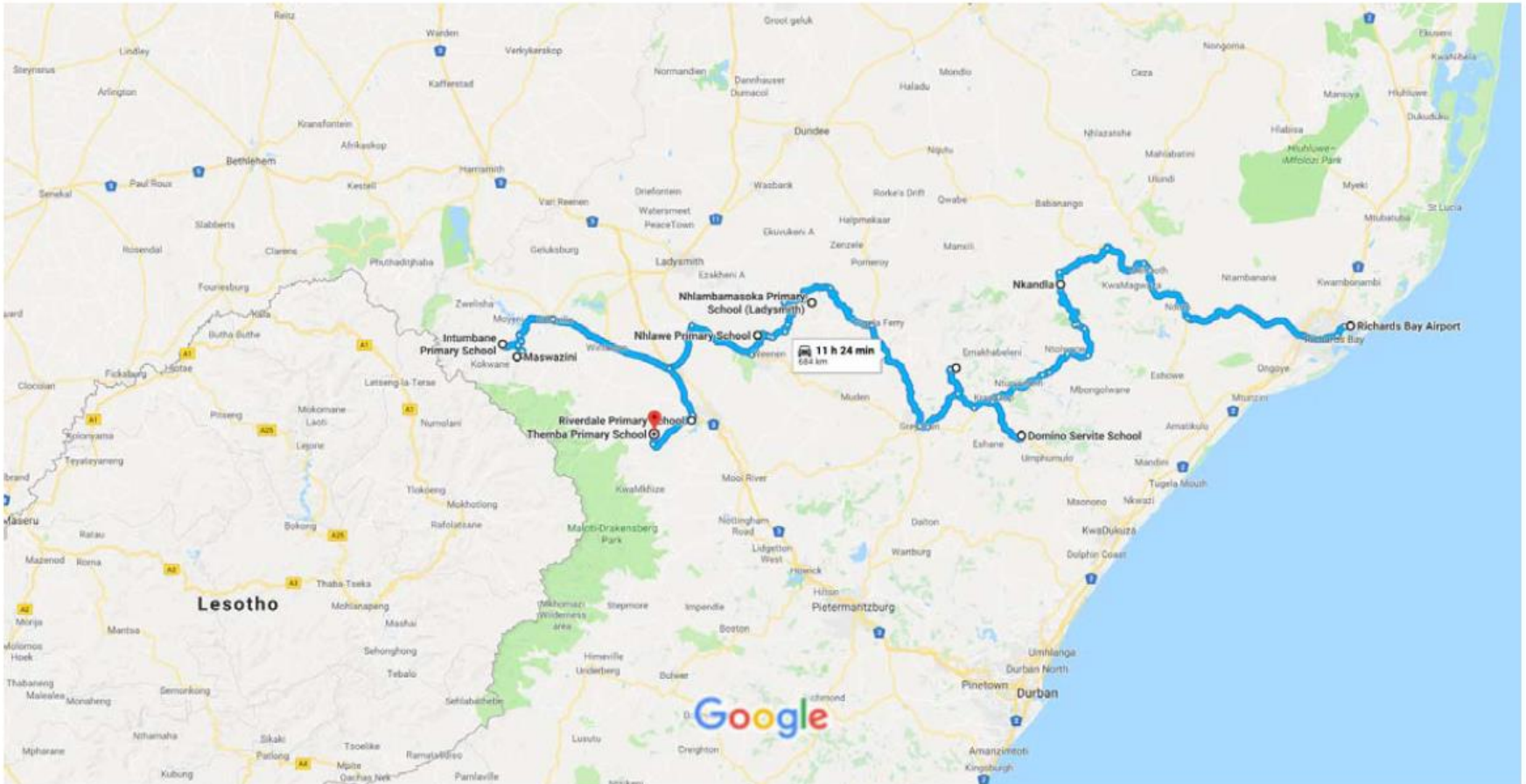
31472338	MISS	RAUTENBACH	EOAL	2 GR 2	2018 BEd GSF 1	762330781	No	No
28699599	MEJ JOANETTÉ	ENGELBRECHT	WIL	6 SW/SS	2018 BEd INT 2	0844555369	No	No
26829525	MS	LOUW	EOAL	1 GR 1	2018 BEd GSF 3	0791751567	No	No
27531449	MEJ KLARYN	BLOKKER	WIL	7 NW/NS	2018 BEd INT/SNR 3	0747362866	No	No
26060108	MNR JOHANNES	BREYTENBACH	WIL	7 TEG/TECH	2018 BEd INT/SNR 4	0794169027	Yes	Yes



Grade R Student Teacher Assessment

E,140	Max of Semester Mark	Selfoon nr	Email	School Name	Address	Hometown	Province
26785609	26785609-NM ZIQUBU-6	638550462		Emadresimi Primary school	Stand number 243637, Emondlo	Vryheid	KZN
27074730	27074730-SF NGUBANE-	795348937	stahndiwekangul	Dolo combined school	P17 Inadi Road,	Greytown	KZN
27077748	27077748-NP NGOBESE-	769806683		Ntshwili Primary school	3855 Stand number	Nkandla	KZN
27087719	27087719-SD NCAYIYANA	734349285		Mzukela primary	Kwamachi Ward, Mbangweni Location ward5	Harding	KZN
27088200	27088200-NG SHOZI-861	789015410		Siphakamiae primary school	Bhobhowi location, ward21	porcshepscone	KZN
27144844	27144844-BF MSOMI-65	795349022		Hlengisizwe JP School	PO Box 91 Philani Valley 4154	Folweni Townshi	KZN
27236617	27236617-NZ SITHOLE-7	632617061	nelisiwes301@g	Umhlanga Primary	Mahunu reserve Portdunford	Empangeni	KZN
28225848	28225848-ZNJ MADIBE-8	763871662		ASHDOWN PRIMARY SCHOOL	DR SEME AND VILAKAZI STREET, ASHDOWN MCP, Edendale	Pietermaritzburg	KZN
28663438	28663438-PZ ZWANE-74	787885439		Hlalunolwazi Primary Scho	Dicks Halt Manzana area, Jakkalspan, Newcastle Rural	OSIZWENI	KZN
28663632	28663632-PP NGCOBO-8	792013113		SANELE PRIMARY SCHOOL	Ndwanwe main road	Ndwanwe	KZN
28683927	28683927-NO MAVUNDU	787560863		Sicelulwazi Primary school	A2051 MDUBU ROAD	Kwamashu	KZN
28683935	28683935-TP MHLANGA-	724651443		Mhloshana Primary school (Maswazini)	Mhloshana Primary school, at Emaswazini kwaNkosi area, B	Bergville	KZN
28873602	28873602-SS MADLALA-8	714309061		Sibonginhlhla Primary	2Mushroom road , Verulam	Durban	KZN
28874668	28874668-NT NDLOVU-7	848599806		Lozi jp School Swayimana)	Ngungumela area Mbava Swayimana	Pietermaritzburg	KZN
29057604		763495783		Riverdane primary school	51 Jenning road	Estcourt	KZN
29057647	29057647-ZE MLABA-72	724751091		Intumbane Primary	emoyeni area	Bergville	KZN
29275997	29275997-SI MAKHAYE-8	736214347		Gomane primary school	Impendle Main Road via Gomane Area word 4	Impendle	KZN
29729254	29729254-RN SINGH-950	653780155		Sathya Sai School Newcastle	02 Hillbrow street Newcastle	Newcastle	KZN
29801699	29801699-TG MSELEKU-8	732170973		COLA J.P. SCHOOL	Z271 UMLAZI, COLA PLACE UMLAZI 4031	Durban	KZN
29801834	29801834-SM NCUBE-81	735977777		Tshelimnyama primary school	Lot no 3688 marrianhil mhlathuzana road	Pinetown	KZN
29802075	29802075-PN MBOTHO-7	833382279		Daluxolo primary school	KwaMashu 2360 C section	durban	KZN
29802164	29802164-SF MNCWANG	630675145		Yiboni primary	P O Box 1564 amanzimtoti 4126	Amanzimtoti	KZN
29913950	29913950-TN MVELASE-9	826330427		Nhlawe Primary school	Nhlawe area PO Box 284, Wenen	Estcourt	KZN
29914973	29914973-M RETIEF-950	748206908		Domino Servite School	Kwasizabantu Mission, Kranskop, 3268	Kranskop	KZN
29949912	29949912-NP SITHOLE-9	822667909		Themba	Sobabili area ntabamhlophe	Estcourt	KZN
29958725	29958725-VN SHANGASE	725887442		Shakaskrans primary school	school road	Shakaskraai	KZN
28683722	28683722-S SITHOLE-840	720929750		Nhlambamasoka primary school	Mhlumayo, Oqungweni, Nhlambamasoka, Ladysmith, 3370	Ladysmith	KZN





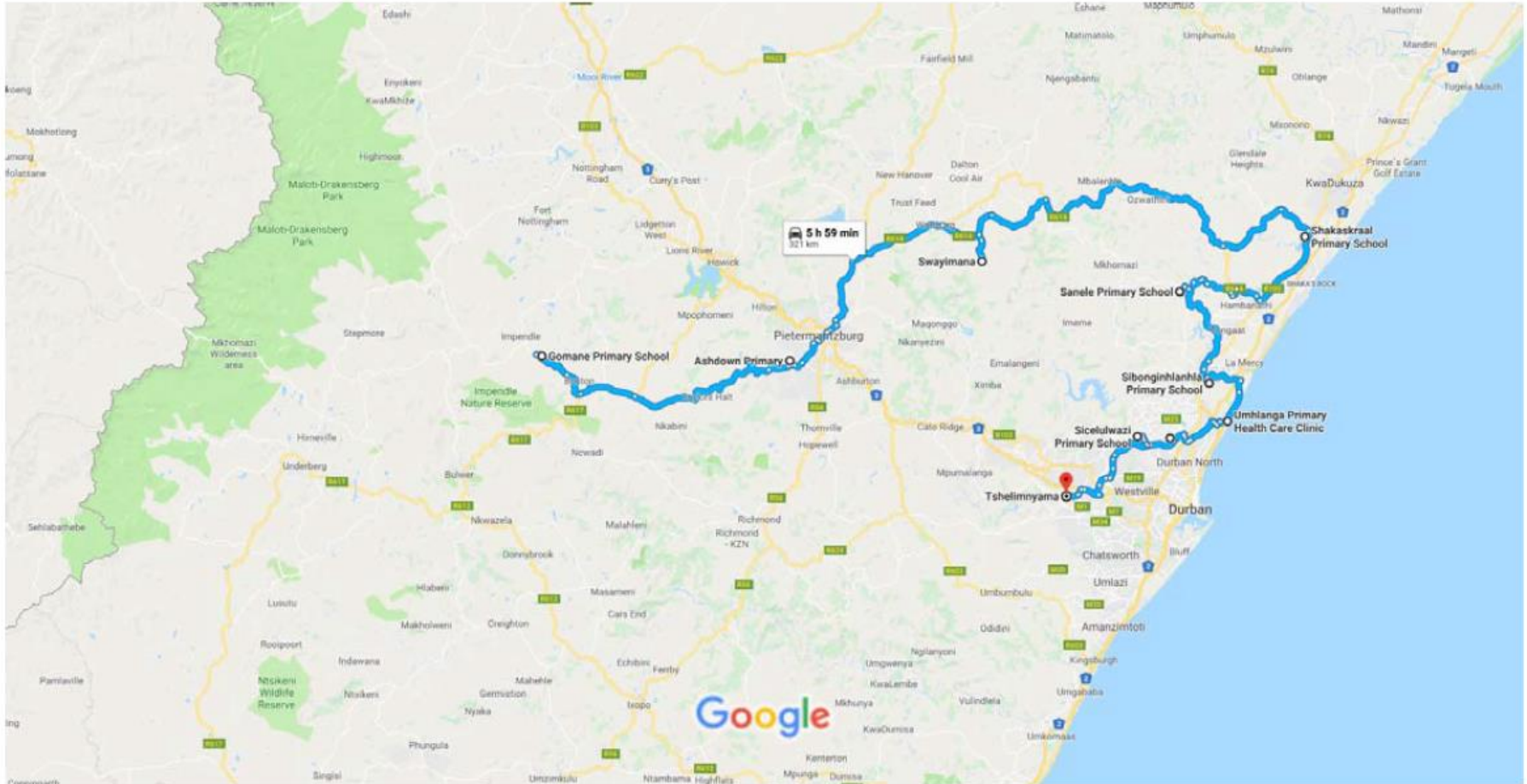
Map data ©2019 AfriGIS (Pty) Ltd, Google 20 km

via R34

11 h 24 min

11 h 24 min without traffic

684 km



Map data ©2019 AfriGIS (Pty) Ltd, Google 10 km

via R617

5 h 59 min

5 h 59 min without traffic

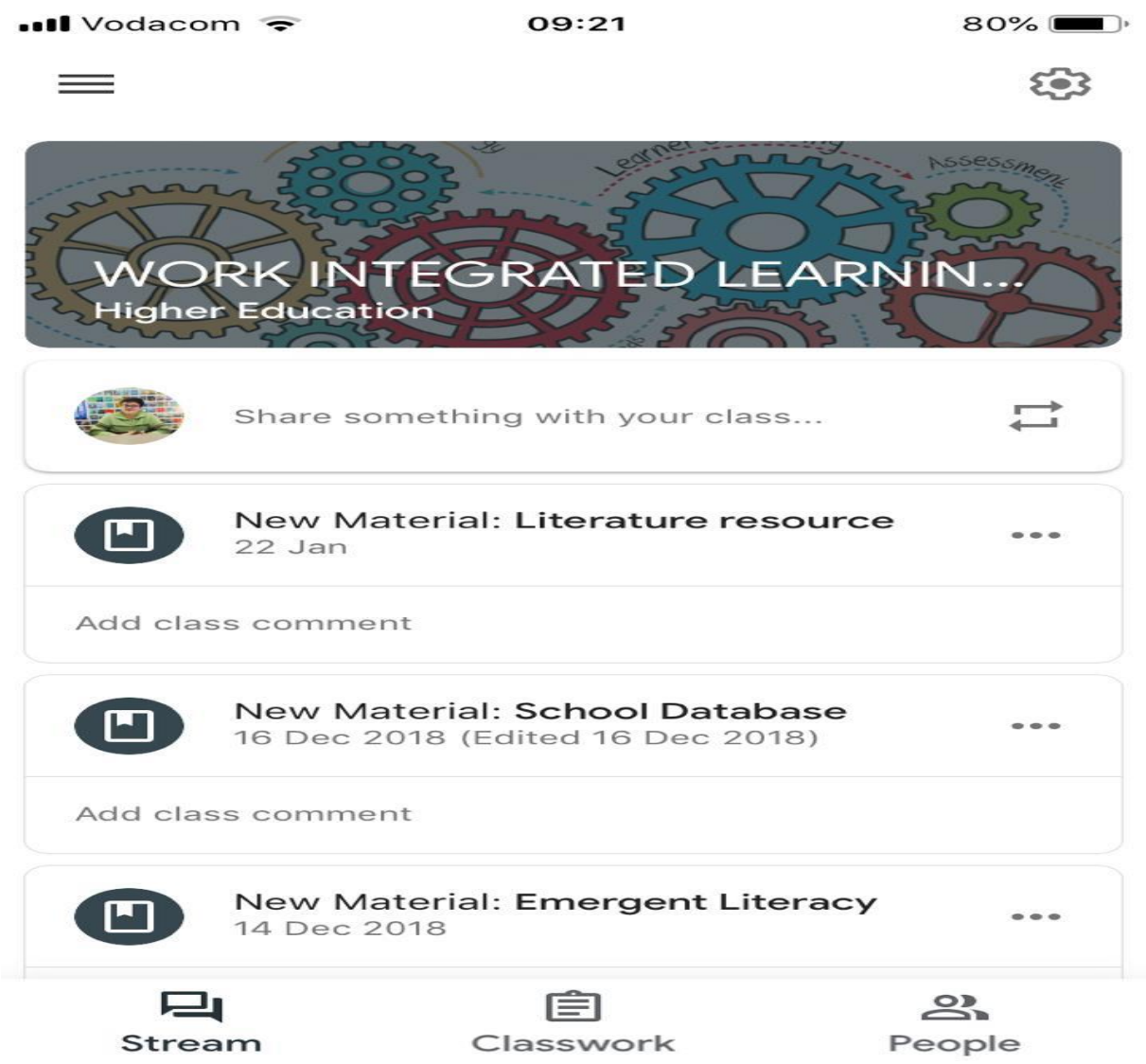
321 km

ICT Platform: Guidelines

- A sustainable and cost effective ICT platform should be identified to enhance communication, collaboration and support for mentor teachers, student teachers and selected WIL partners.



Google Classroom: Schools & Mentor Teachers



Learning Management System: Student Teachers

eFundi

View Site As: ▾

Sites

CARISMA

Home ▾

EDCC 126 Foundation Phase ▾

EDCC225 Foundation Phase ▾

EDCC326 Foundation Phase ▾

EDCC 116 PC Year 2019 ▾

EDCC 216 PC Year 2019 ▾

EDCC 316 PC Year 2019 ▾

EDCC 416 PC Year 2019 ▾

Overview

OVERVIEW

Sign-up: 1st Year WIL...

Contact Sessions

Portfolio

WIL Code of Conduct

Register for Schools

WIL Practicum Dates

Placement list

Practicum Leaders Info

Plagiarism

Announcements

Resources

Assignments

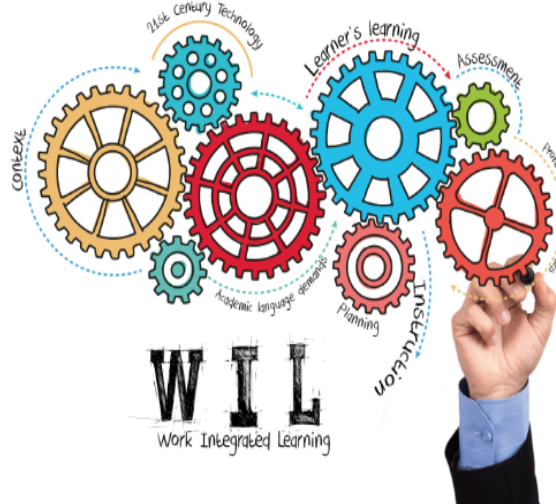
Tests & Quizzes

Welcome

Edit

Link

Help



FACULTY OF EDUCATION / FAKULTEIT
OPVOEDKUNDE

Recent Announcements

Link

Help

Options

Announcements

(viewing announcements from the last 10 days)

[Advanced Short Course on Dyslexia \(ONLY CONTACT STUDENTS OR ODL STUDENTS IN POTCH\)](#)

(SINDISWA MSUTU - 12-Feb-2019 14:56)

[EDCC 116 English group class\(Contact students\)](#)

(CARISMA NEL - 05-Feb-2019 12:22)

Recent Chat Messages

Link

Help

Options

Students do not go out in April. There is the WIL...

(Main Chat Room - LIZETTE MARAIS - 11-Feb-2019 16:32:21 SAST)

5

Supervision & Mentoring: Criteria for School Selection

- The following criteria may be used to select partnership schools:
 - Input and guidance from the educational districts may be sought in terms of school selection;
 - Functional schools (as defined in the MRTEQ);
 - Schools willing to provide a whole school approach to mentoring;
 - Schools that are willing to host student teachers within all grades within a specific phase;
 - Schools that have a trained mentor teacher (Phased in); and
 - Schools with a functioning ICT infrastructure in order to facilitate communication and support to mentor teachers.



Selection of Mentor Teachers

- Possess the level of academic preparation recommended for the teaching position they occupy.
- Possess full registration and teach in the major content area of their preparation (are highly qualified) (Foundation Phase teaching). Student teachers they mentor will be registering in the Foundation Phase and teach the Home Language offered at the partnership school.
- Have a minimum of three years teaching experience.
- Recommended as a school mentor teacher by the school management team.
- Show evidence of mentor qualities including personal experience with adult learners, respect for and from peers, and knowledge of developmental sequences and processes.



- Willingly schedule the time to give one-on-one mentoring of student teachers.
- Complete initial and on-going training on how to observe, evaluate, and mentor others, either from the Faculty of Education (Universities) or through other accredited bodies/organisations.
- Build trust, rapport, and communication with student teachers and the University WIL mentor.
- Is recognized as being innovative and using best practices in assessment, instruction, and professionalism.
- 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.
- Understands how to work with and mentor an adult learner.
- Is an excellent communicator and listener.
- Is able to articulate the skills needed to become a successful teacher.
- Has the skills to provide constructive feedback based on observations.



- Has a positive impact on the learning of the learners.
- Encourages exploration, experimentation and innovation.
- Is current on educational issues and practices and considers themselves to be lifelong learners.
- Is an active member of the school community (e.g., serves on school committees, attends school functions).
- Has a willingness to share and work collaboratively using co-planning and co-teaching strategies and practices.



WIL Curriculum Framework

MRTEQ Guidelines

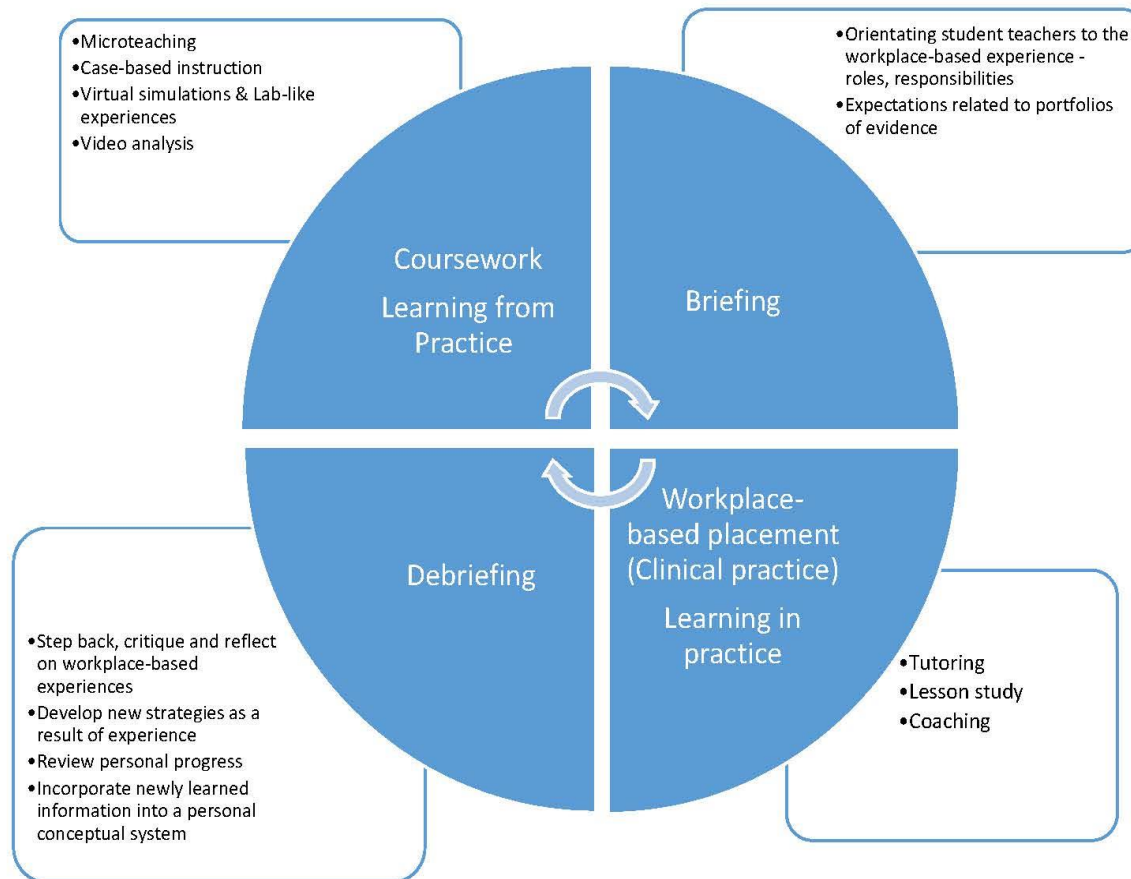
- In the MRTEQ document it is stated that, “Practical learning involves learning from and in practice. **Learning from practice** includes the study of practice, using discursive resources to analyse different practices across a variety of contexts, drawing from case studies, video records, lesson observations, etc., in order to theorise practice and form a basis for learning in practice. **Learning in practice** involves teaching in authentic and simulated classroom environments. **WIL takes place in the workplace and can include aspects of learning from practice** (e.g. observing and reflecting on lessons taught by others), **as well as learning in practice** (e.g. preparing, teaching and reflecting on lessons presented by oneself).” (DHET,

2018: 11



Application


Learning From Practice and Learning in Practice



Duration & Timing

- Blocks of varying duration
- *minimum of 20 weeks and a maximum of 32 weeks* in formally supervised and assessed
- Students *must move from observation and other forms of learning from practice to supported teaching to independent teaching* (learning in practice). In *any given year besides the fourth year, a maximum of 12 such weeks* could be spent in schools.



- 
- An *extended period of WIL of up to 16 weeks in the final year should be enabled*
 - *This WIL period* must be used to ensure that the prospective new teacher graduates are *well positioned to meet expectations* as beginner teachers, and equipped to successfully participate in an employer induction programme which will lead to their full registration as professional teachers by the SACE if the requirements are met.

How student teachers learn Knowledge & Skills



Figure 1. Cycle for collectively learning to engage in an authentic and ambitious instructional activity.

Core Teaching Practices; Examples

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting individual learners' thinking
- Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- Implementing norms and routines for classroom discourse and work
- Coordinating and adjusting instruction during a lesson
- Specifying and reinforcing productive learner behaviour
- Implementing organizational routines
- Setting up and managing small group work
- Building respectful relationships with learners
- Talking about a learner with parents or other caregivers



- Learning about learners' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- Setting long-term and short-term learning goals for learners
- **Designing single lessons and sequences of lessons**
- Checking student understanding during and at the conclusion of lessons
- Selecting and designing formal assessments of student learning
- Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
- **Providing oral and written feedback to learners**
- Analyzing instruction for the purpose of improving it



Performance-based assessment



Rubric

Learner Development - Teaching a Developmentally Appropriate Lesson

The student teacher plans, teaches, and assesses a developmentally appropriate lesson to a large group of learners. The plan should be flexible enough to accommodate learners across varied levels of development, the student teacher should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level.

Criteria (Check all that apply)	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Planning: Did the student teacher <ul style="list-style-type: none"> ▪ → Create a developmentally appropriate plan? ▪ → Is the plan differentiated for individual learners? ▪ → Justify the plan using knowledge of child/adolescent development and theory and/or research? 	<p>The student teacher has a limited awareness of individual differences in the classroom. The plan does not address differences in development and does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little or no insight into the developmental levels among learners.</p>	<p>The student teacher demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental levels and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among learners.</p>	<p>The student teacher regularly discusses the varying levels of learner development with the teacher. The plan includes accommodations for a wide variety of learners based on the student teacher's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical). Multiple connections are made between the plan for instruction and the existing knowledge about child development.</p>	<p>The student teacher designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners' development and is flexible enough to accommodate learners across varied levels of development. Significant insight is revealed by the connections between the plan for instruction and developmental theory.</p>
Enactment: Did the student teacher <ul style="list-style-type: none"> • → Introduce tasks that allowed for developmental flexibility? ▪ → Provide scaffolding when appropriate? ▪ → Consider developmental differences in their assessment of learner learning? 	<p>Learners are observed in activities that are developmentally inappropriate. Student teacher uses limited strategies (e.g. questions, materials, and facilitated responses) that do not elicit learners' thinking. The student teacher does most of the talking, and learners provide few responses or interactions.</p>	<p>Learners participate in activities that focus solely on one modality for learning. Student teacher primarily asks low-level questions and evaluates learners' responses as correct or incorrect. Student teacher uses some strategies to facilitate and elicit learners' thinking.</p>	<p>Learners are actively participating in learning experiences that occur in multiple modalities. The student teacher consistently uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking and build their understanding of the lesson in a meaning-based context.</p>	<p>Student teacher consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking, actively facilitating the construction of their understanding of the lesson in a meaning-based context.</p>

Guidelines

- Teaching practice early in programme.
- Teaching practice long enough for genuine relationships to develop and be maintained (sense of belonging and being).
- At least one setting must offer diversity.
- The work integrated learning component needs to be integrated with other courses.
- Learning from and learning in practice experiences must provide evidence that the student teacher has been actively supported to:
 - integrate theory and practice throughout the programme
 - plan, implement, assess, evaluate and reflect on their teaching practices
 - analyse and interpret practices they observe in schools in relation to research, theories and other knowledge gained throughout the programme



- Performance assessments aligned with SACE professional teaching standards should be considered.
- Student teachers should be formally assessed at least twice (once in the third year and once in the fourth year) by university-based WIL lecturers/WIL discipline/phase specialists

OR

- The lesson presentations made by student teachers may be video-recorded by a trained WIL assessment team for formal assessment by the assessment team (practicality & distance).
- All university-based WIL lecturers forming part of the assessment team should be trained to ensure validity, reliability as well as adherence to ethical guidelines.
- Assessment should NOT be focussed on discrete lessons, but aim to include at least one to two transitions in lessons (e.g., Foundation Phase – transitioning from English Home Language to Mathematics to Life Skills, etc.)

