

# South African Extraordinary Schools Coalition (SAESC) Intern-Teacher Programme



Developing Teachers through guided exposure  
to world class teaching

## 1. INTRODUCTION

Teacher development is a significant constraint to improving educational outcomes in South Africa, as is recognized by the Government's Action Plan 2014. An estimated 25 000 new teachers are needed per year, yet only 6 000 enter the system, about 25% of which leave again. This leaves a gap of more than 20 000 teachers annually. Moreover, current large scale teacher development programs emphasize theory over teaching practice, and arguably fail to produce well-equipped, inspiring teachers and certainly do not have access to school-based programmes. International research shows that the teacher quality is the most significant factor in affecting educational outcomes. In addition, it shows that teaching and instructional practices are best learnt in a hands-on school based environment.<sup>1</sup>

Disadvantaged communities suffer disproportionately under educational system constraints like poor teaching.

There is a growing community of organizations and individuals, both public and private, which is bringing quality education to disadvantaged communities. SAESC is one such.

To raise the quality of teaching and learning, it is our vision to train and grow inspired, high quality, well-equipped teachers from disadvantaged backgrounds through an internship programme. This programme, which expands on an existing internship programme, allows intern-teachers to be mentored and to observe and experience good quality teaching and learning whilst completing their formal studies towards a teaching qualification. The South African Extraordinary Schools Coalition (SAESC) is uniquely placed to develop

## WHAT MAKES SAESC UNIQUE?

- **Quality:** Established network of high performing schools
- **Established intern program:** Around 50 students already interning throughout SAESC
- **Residence based:** Some SAESC schools offer residencies
- **Connected to Best Practice:** Links to leading international schools and educational programmes promoting proven, effective teaching methodologies
- **Continuous Professional Development Culture:** Established network of high performing schools with well-functioning peer review, peer learning, and collaboration mechanisms.
- **Relevant to Educational Needs:** Serves the most disadvantaged demographic student group in South Africa in a streamlined, cost effective manner.
- **Diverse:** Promotes development of teachers from disadvantaged

<sup>1</sup> McKinsey 2007

teachers through this programme. This established network of well-functioning schools uses emerging internationally recognised best teaching practices and has a proven track record of working within disadvantaged communities.

Intern-teachers will receive a bursary covering academic fees, study materials, living expenses, and a stipend. Over a 5 year period each intern will slowly be integrated into the teaching and operating practices of a dynamic, high-performing school, whilst having enough time to complete their formal studies. On completion of this qualification, intern-teachers will be placed in SAESC and other South African schools. The SAESC is looking for funders wanting to partner in this programme.

SAESC's goal is to create the best teacher preparation process in the country by training and mentoring in schools practicing global best practice teaching techniques

## 2. THE SAESC INTERN-TEACHER PROGRAMME

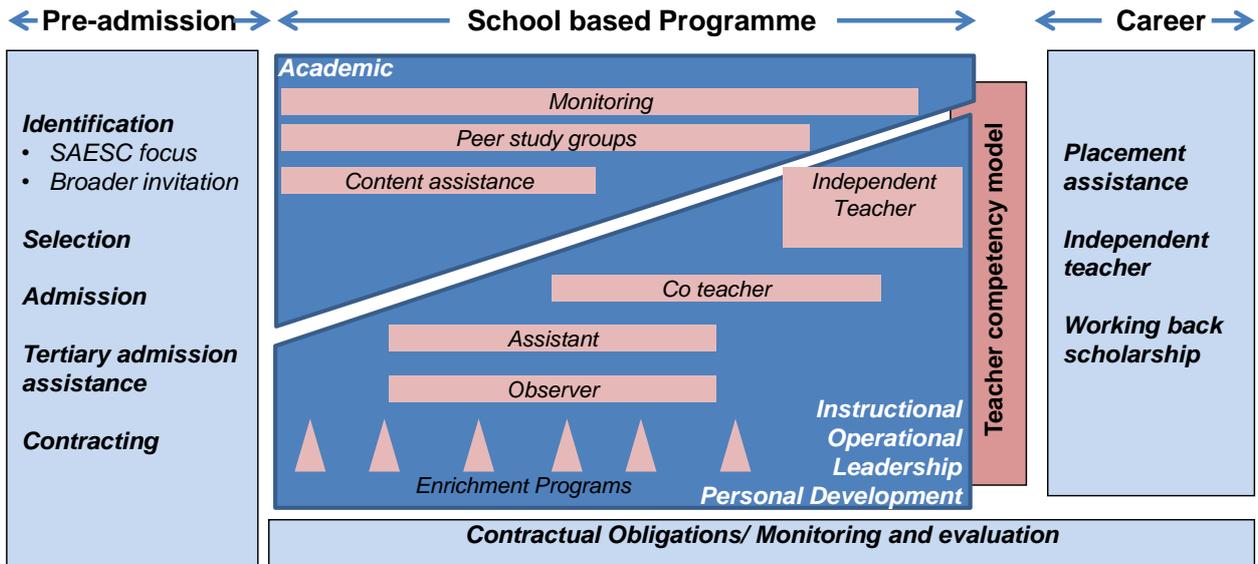
The SAESC intern-teacher programme is a 5 year programme in which interns work towards a Bachelor of Education via distance learning through a reputable tertiary institution (currently UNISA) as well as valuable classroom experience, mentoring, and professional development. SAESC longer term goal is to self- or co-develop a fully accredited teaching program consistent with both national frameworks and its own teaching philosophies

The SAESC intern-teacher programme teaches toward a holistic teacher competency model. The elements of this competency model are:

- **Academic:** Having both the relevant educational theory (philosophy, psychology and sociology of education) and subject content knowledge
- **Instructional:** Understanding best practice teaching techniques and being able to apply them in class. Growing from observer to co-teacher to independent teacher.
- **Operational:** Being able to function well in all aspects of the school's broader operations. Growing from observer to assistant to independent worker
- **Leadership:** Becoming and inspiring teacher; living and integrating the values of the school into everyday teaching. Growing from observer/participant to leader
- **Personal development:** Being mindful; taking ownership for own continuous professional and personal development



## Intern-Teacher Program

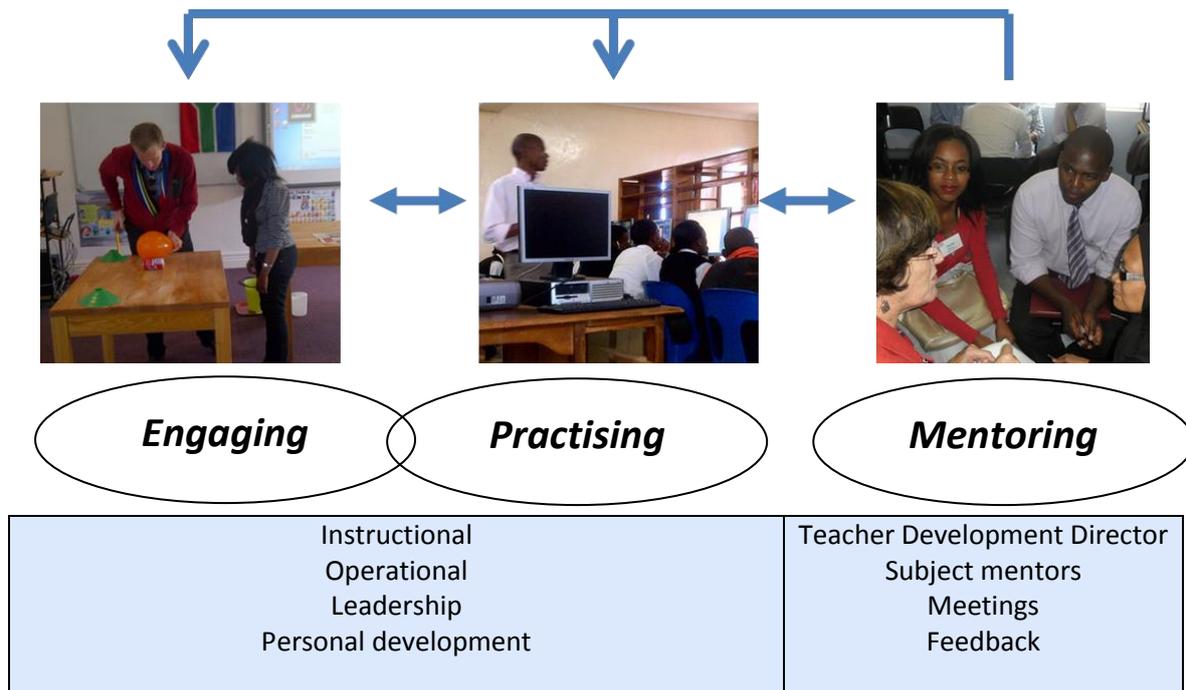


The intern teacher programme comprises 3 components: Academic, Professional School-Based, and Contractual. The first two of these covers the teacher competency model.

### 2.1 ACADEMIC COMPONENT

- The intern-teacher, mentored by the teacher development director and subject mentors, receives assistance with university application process, subject choices, time management, and subject-specific content.
- Intern-teachers utilise study groups (both within their school, SAESC schools, and the relevant tertiary institution).
- Intern-teachers have access to school-based resources: textbooks, internet, and library facilities.

## 2.2 PROFESSIONAL SCHOOL-BASED COMPONENT



### Engaging and Practising

Throughout the programme, intern-teachers will be engaging and practising in the following:

#### **Instructional:**

- *Observation of best practice.* Management, administration, instruction, extra-curricular, team work, collaboration, specific teaching techniques
- *Instructional practice.* Student centred teaching; project-based learning, data-driven instruction, critical thinking, classroom management, differentiated learning.
- *Use of technology:* Championing the use of technology both as a learning aid and a gateway to knowledge development

#### **Operational:**

- *Planning and review.* Macro and micro planning (lesson plans), assessment planning and review, curriculum planning and mapping, educational management
- *Extra-curricular programme.* Sport, cultural, academic.

#### **Leadership:**

- *Meetings.* Staff, department and subject meetings.
- *Culture and values.* Student-centred learning, values-based learning, professionalism and ethics, classroom engagement.

#### **Personal development:**

- *School-based workshops.* Integrating into the school's professional development programme.
- *Enrichment programmes.* Regional intern enrichment lectures, digital conferencing, regional intern exchange programs

As intern-teachers progress, there will be a shift towards more independent practice in all aspects mentioned above

### **Mentoring**

Each school will provide one teacher development director and a number of relevant subject mentors (i.e. current teachers at the school stepping into these roles). Some of the core roles and activities in this process are:

- **Teacher development director.** Oversees the programme, the interns and the subject mentors. Have periodic one-on-one check-ins with each intern; guides intern through the system; act as external sounding board and mentor
- **Subject mentors.** Provide assistance with content and subject didactics. The intern-teacher is an assistant in the subject mentor's classroom.
- **Meetings.** Formal scheduled intern accountability meetings with mentors
- **Feedback.** Mentors provide specific, individually tailored feedback based on observation of the intern-teacher's teaching practice and help formulate action plans for continuous improvements. This feedback is provided both in formal meetings and throughout the programme where needed.

### **2.3 CONTRACTUAL COMPONENT**

- **Financial Assistance** – stipend, university fees, study materials, board and lodging/subsistence and travel.
- **Intern-Teacher Contract** – obligations, academic progress requirements, completion within 5 years, consequences of early termination, time allocated to academic component and professional school-based component, remuneration, leave, period of contract, code of conduct.
- **Post-Qualification Placement Assistance** – for each year of the intern-teacher's contract, s/he will be expected to work for a year in return post qualification. First preference for placement must be given to the school of training and the SAESC schools, and thereafter other education institutions in South Africa.
- **Memorandum of Understanding** – between SAESC and funder, including financial accountability and monitoring and evaluation.

Note: It is unlikely that these contracts can be realistically enforced given the economic circumstance of most of the interns. Yet the contracts are an important part of the overall programme, signalling the serious nature of the commitment from both parties.

### 3. FINANCIAL MODEL

	Per Year 1 <sup>st</sup> Year	Per Year 2 <sup>nd</sup> Year	Per Year 3 <sup>rd</sup> Year	Per Year 4 <sup>th</sup> Year	Per Year 5 <sup>th</sup> Year	Per Year Graduate
<b>Academic fees + study materials</b>	R15 000	R15 000				
<b>Stipend</b>	R12 000 (R1000 pm)	R18 000 (R1500 pm)	R24 000 (R2000 pm)	R30 000 (R2500 pm)	R36 000 (R3000 pm)	R48 000 (R4000 pm)
<b>Board and lodging/ subsistence and travel</b>	R12 000	R12 000				
<b>Direct programme salary costs</b>	R5000	R5000	R5000	R5000	R5000	R5000
<b>Total cost</b>	<b>R44 000</b>	<b>R50 000</b>	<b>R56 000</b>	<b>R62 000</b>	<b>R68 000</b>	<b>R80 000</b>

The total cost for one intern-teacher for a complete 5-year programme is  
R280 000

The SAESC estimates it has capacity to take on 75 new intern-teachers. This implies an approximate total annual funding need of  
**R4,5 million**

We acknowledge that there are opportunity costs incurred by individual schools (mentor time, academic assistance time, administration time, occasional transport and clothing costs). We estimate this cost to be approximately R15 000 to R20000 per intern per year. These costs are a school contribution to the programme.

#### **PROGRAMME-WIDE ADDITIONAL FUNDING**

- Regional intern enrichment lectures (R50 000)
- Digital conferencing equipment
- Mentor training (R50 000)
- External evaluation of intern-teacher programme
- Intern-teacher short term exchanges within SAESC
- National intern-teacher Summit (R150 000)

## 4. RECRUITMENT AND SELECTION

SAESC schools endeavour to actively target and recruit 5 to 10% of each Grade 12 graduating class to study at tertiary level to become teachers (either full time study or on an intern-teacher programme). The programme will focus, although not exclusively, on addressing the scarce critical skills of mathematics and science.

- **Target population:** The program aims to take students with the following profile:
  - Undergrad and graduate students
  - Academically competent (Grade 12 average pass above 60%)
  - Offering mathematics and science
  - From disadvantaged communities
  - A strong likelihood to remain in the education profession as estimated by teachers
  - The main focus of the initial program, and hence target population, is on interns becoming high school teachers. This is driven by the fact that the SAESC is predominantly made up of high schools.
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- **Sources of Intern-Teachers:**
  - The SAESC schools are the primary source. These interns have experienced high quality education and been exposed to international best practice teaching techniques. Informed SAESC teachers can recommend suitable candidates for the programme.
  - Open applications. These will take the form of a traditional application, interview and selection process.
- **Selection and placement:**
  - The number of annual intern placements will be determined by funding and capacity of local SAESC schools.

## 5. MONITORING AND EVALUATION

This is an on-going multifaceted process involving the following:

*Internal SAESC evaluation mechanisms:*

- **School-based Evaluation**
  - Observations, interviews, reports, and development plans for individual interns as prepared by the development director and subject mentors
  - Monitoring and tracking of tertiary results
- **Internal collaboration and coordination:** Between different teacher development directors.
- **Quarterly National Meetings** – existing SAESC management structure also used for planning, reviewing, and funding accountability of the intern programme.
- **Peer-Review** – intern programme evaluation is included in the peer review instrument.

*External evaluation mechanisms:*

- **External Evaluation** –
  - Verify the academic results of individual interns
  - Observe and evaluate their teaching practice based on the teacher competency model
  - Confirm amount of observation and practice exposure .
- **Performance Indicator tracking**
  - Intern-teacher will qualify as a teacher after 5 years
  - Graduate teachers will be retained in the teaching profession for a minimum of 5 years.
  - Note: Realistically the above two indicators will not be 100% met, as it is a stringent requirement. Yet it is important to track these over time to measure overall impact, and to do course correction as needed

## 6. SAESC INFORMATION

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### Current SAESC participatory schools

The LEAP Maths and Science Schools (Cape Town, Johannesburg, Jane Furse, Pretoria)

([www.leapschool.org.za](http://www.leapschool.org.za)) x 6 schools

Inanda Seminary (Durban) ([www.inanda.org](http://www.inanda.org))

Dominican Convent (Johannesburg) ([www.dominican.co.za](http://www.dominican.co.za))

Lebone II College (Pokeng) ([www.lebonecollege.co.za](http://www.lebonecollege.co.za))

The Cape Academy of Mathematics, Science and Technology (Cape Town)

([www.capeacademy.co.za](http://www.capeacademy.co.za))

Centre of Science and Technology (Khaylitsha)

(<http://www.khayelitsha.net/index.php> or [www.seri.org.za](http://www.seri.org.za))

Harvest High School (Ladysmith) ([www.harvestschools.org.za](http://www.harvestschools.org.za))

Ridgeway Sumbandile (Limpopo) ([www.ridgewaycollege.co.za](http://www.ridgewaycollege.co.za))

Tiger Kloof (Vryburg) ([www.tigerkloof.com](http://www.tigerkloof.com))

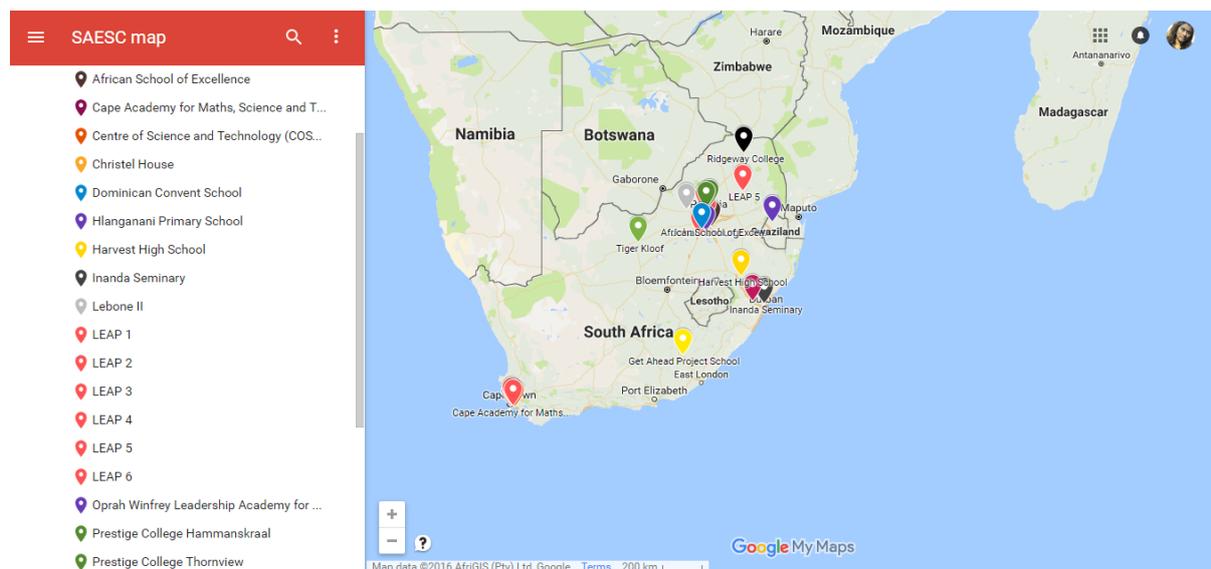
Oprah Winfrey Leadership Academy for Girls (Meyerton) ([www.owla.co.za](http://www.owla.co.za))

Masibambane College (Orange Farm)

Prestige College (Hammanskraal and Thornview) ([www.prestigecol.co.za](http://www.prestigecol.co.za))

African School for Excellence ([www.ase.org.za](http://www.ase.org.za))

St Nicholas Diocesan School (Pietermaritzburg)



To see the full map click [here](#)

## **Addendum**

See separate SAESC documents for:

- SAESC vision and mission
- SAESC governance structure and Lead Group
- SAESC operations and activities
- Details on individual school performance within the coalition