

## The TICZA Community of Practice (CoP) Series

### CoP #7 Summary: 6 July 2022

#### 1. Background and context

New participants were welcomed, in particular a contingent from Walter Sisulu University who had not previously attended.

##### The Teacher Internship Collaboration South Africa (TICZA) – Key Features

TICZA is a **Collective Impact Project**.

**Partnership initiative** with government departments, NGOs, academic institutions and the public sector

**Conveners:** JET Education Services, Trialogue, the Bertha Centre at UCT and BRIDGE

Representative **Steering Committee** for governance

**Aim:** To scale the use of internship-based teacher education pathways across South African contexts, resulting in systemic change which establishes this as an effective, efficient and widely-used route to a teaching

#### 2. Presentations

While the TICZA CoP is the mechanism reporting on working group outputs, it is also a forum for sharing updates on critical issues in the teacher education and development space. To this end, CoP 7 hosted two presentations.

##### 2.1 Qualified but Incompetent: The School Readiness of BEd Graduates

**Nick Taylor** from JET Education Services is well-known in the sector as a policy researcher, having led the Initial Teacher Education Research Project (ITERP) which investigated the quality of pre-service teacher education. ITERP led to the Primary Teacher Evaluation Project (PrimTEd), directed towards developing standards in mathematics and literacy for primary school teachers in training, led by the Department of Higher Education and Training.

The policy for the Minimum Requirements for Teacher Education Qualifications (Mr TeQ) stipulates that for Foundation Phase teaching, teachers must be able to teach all four subjects: Home Language, First Additional Language, Mathematics and Life Skills. In the Intermediate phase, even those who have not chosen Maths as a specialisation need to be competent to teach this according to the requirements of the curriculum. The ability to teach the Maths required by these learners is a key determinant of progression.

However, the ITERP data showed that universities were not teaching students to teach the curriculum. Nick spoke to the percentage of credits allocated to maths in the five sample universities (representing urban and rural, contact and distance) for both those specialising in maths and for the non-specialists, who also have a responsibility for teaching mathematics – see slides 3 and 4. While there is some variation in the ratios, this allocation is not sufficient (especially for those not specialising in maths) given the importance of laying good foundations in the subject. Slides 5 and 6 illustrate the test results of 30 newly qualified teachers who took a simple primary school level maths test, with examples of the basic operations that were not handled well. While this is a small sample it is indicative of a problem, given that the test was aimed at learners and not teachers.

Under the leadership of the Department of Higher Education and Training (DHET), the Primary Teacher Education Project (PrimTEd) is a collaboration between a number of Higher Education Institutions. One of its aims is the generation of knowledge and practice standards for primary teachers of mathematics as set out below, developed by over 300 academics. To see the details of these standards, refer to the sources given at the end of the presentation.

### **Knowledge and Practice Standards for Primary Teacher Education Graduates: Mathematics**

Collaboration between teacher educators on 24 campuses offering BEd for FP and IP

Under the leadership of DHET

What new teachers should know and be able to do on graduating

**Guiding principles**

**General pedagogic standards for mathematics teaching**

**Mathematics Knowledge and Practice standards**

**Strand 1: Mathematical Acting and Thinking**

**Strand 2: Number and Algebra**

**Strand 3: Geometry and Measurement**

Source: PrimTEd, 2020



Following on from this the University of Johannesburg (UJ) has developed the Maths for Primary Teachers (M4PT) which is currently being tested in a number of institutions (see Slide 9).

There is also recognition that initial teacher education does not pay enough attention to teaching how to teach reading to children – that is, literacy pedagogies with a focus on initial literacy in African languages and then switching to English medium reading skills – identified through the SIRP research at 12 HEI institutions. Here again over 300 academics have worked to produce a set of standards for the teaching of literacy and language skills in the teacher education programmes, and various universities are developing courses for these in different African language which can be versioned in future. (see slide 11).

Slides 12 and 13 of the presentation provide all the references for further reading on the work being done.

To access Nick's complete presentation click [here](#).

### Queries, response and discussion points:

- The baseline testing against the primary school level maths test was done with all primary school teachers in training in the 12 participating universities.
- How can we help teachers who have already left higher education and are in the system? Nick noted that we have been engaging in in-service teacher education (INSET) for the last thirty years, and much of this capacity building has never been evaluated so we are unsure of its impact. But the good news is that there are a number of projects focusing on improving the teaching of reading; some examples are the Early Grade Reading Study and Programme, the Funda Wandu Programme and the Gauteng Primary Literacy and Mathematics project. Various pilot projects are also taking place in the North West province and Mpumalanga. The main challenge is to get these pilots into the everyday work of teachers.
- What about issues identified relating to the code-switching, the use of different languages and language interference within the teaching of mathematics? Nic Spaul has done some research into concerns relating to mathematics terminology, and some bilingual teaching materials for the teaching of foundational numeracy and mathematics have been produced. We still don't know the effects of using a mix of English terminology and African language explanations. In short, a lot of work is happening but we need to evaluate their impact.

Nick ended by noting that the Zenex Foundation is currently asking for a study of these different approaches. It is critical that we consider how best to use language in the interests of teaching mathematics.

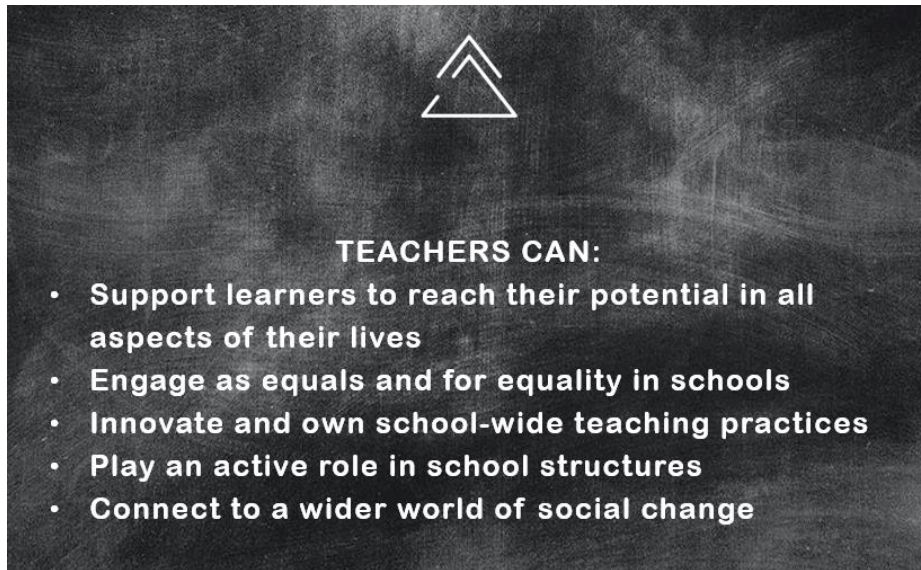
## 2.1 Teachers CAN: How do we support young teachers?

**Andisiwe Hlungwane** is the project lead for Teachers CAN and Parent Power, incubated projects of the DG Murray Trust. She holds a Master of Education with a focus on Pedagogy and Curriculum Development from the University of the Witwatersrand, Johannesburg, South Africa.

She has worked as a primary school teacher both in public and private schools, and as a project manager in the non-governmental sector. Prior to joining Teachers CAN and Parent Power she worked as a policy officer at the Bureau of the Deputy Chairperson at the African Union Commission.

As a funder, DG Murray has always been interested in the education sector, and in 2018 The Human Factor review gathered the views of young teacher and their experiences. A survey with 480 young teacher revealed many young teachers enter the profession highly motivated, but become disheartened when they face challenges for which they are unprepared or find it difficult to navigate the system. They have also reported that they feel that their views are not heard, and that they are discouraged when they suggest innovations. Teachers often need to hold multiple identities – social worker, counsellor, nurse, policeman – due to the socio economic contexts of the children they teach. Young teachers feel isolated once they are in the classroom, lacking mentorship and induction, and unable to cope with some of the psychosocial issues with which they are confronted. This can be overwhelming and can take away their focus on classroom competencies and their professional role as teachers. This results in many teachers leaving the profession in the first five years.

The Teachers CAN project aims at tapping into the motivation and zeal with which young teachers enter the profession. Through building up a mutually supportive network, young teachers can begin to see themselves as nation builders not just curriculum deliverers. The Network is driven by the manifesto outlined in the slide below:



The Network is built up through the holding of events, which include school principals and departmental officials, and publicising what young teachers are doing. There is also the Teacher CAN Fellowship, which currently consists of 45 fellows who already embody aspects of being change agents in their own contexts. The Fellowship is a 4-year journey, starting from self to reflect on their own concerns and traumas, and moving into seeing themselves as professionals: the move from self to a collective voice bring in the notion of influencing those in the network, and beginning to see the profession and those in it as having some power. At present TEACHERS CAN is not at the point of impacting at scale, but focuses on building the confidence of young teachers.

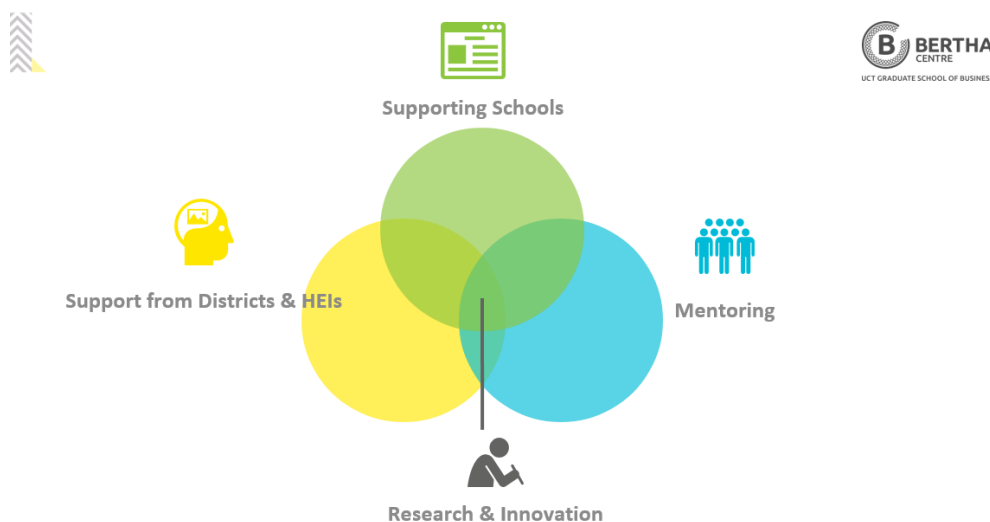
Participant responses noted that organisations like TEACHERS CAN occupy a critical space in relation to teacher retention, and can also play a role in attracting new teachers to the profession.

To access Andisiwe's complete presentation click [here](#).

## 2. TICZA Working Group Report

**Fergus Turner** from Bertha Institute has been leading the working group processes on behalf of the TICZA Convening Group.

The three Working Groups (WGs) cover HEIs, School Support and Mentoring.



Fergus noted that working groups are part of TICZA road map, and their outputs will support systemic change across thematic areas. The ideas developed in the Research and Innovation WG have been integrated into the other WG Scopes of Work as far as possible; but this group has also bookmarked ideas for further work in the future. He also noted that there was not enough participation in the WG designated as Supporting Schools, so prior ideas from this group will be integrated into other scopes of work.

In the previous CoP (CoP 6) the prototypes developed by each working group were shared and validated. The subsequent working group meetings have fleshed out the next steps needed and refined the outputs, with the aim of crafting the Terms of Reference for the development of the tools and knowledge products which will support the TICZA projects. The proposed rationales and actionable priorities have been discussed with the TICZA convening group and will be collated into a synopsis to be reviewed by the working group members.

### HIGER EDUCATION WORKING GROUP:

Key priorities, session participants and parameters and barriers can be viewed on the Slides 11-14.

Fergus outlined the actionable priorities, noting that some of these processes are already underway.



## Actionable Priorities



### Key Deliverables & Work Timeline

*What Actions, Products, & Platforms need to happen such that the selected next steps might be effective at moving the needle on key bottlenecks for HEI Implementer alignment?*

Specifically, the next steps concerning the following output:

*Strategic Convenings for alignment between HEIs and Implementers towards a Common Framework for Internship Programmes*

### TICZA Processes: (in progress)

- TICZA & HEI Convention
  - MOUs with HEIs should be finalised to ensure that all are aware of their roles
- Agreement between mutually agreed upon good points of contact
- Engage with the EDF to ensure that HEIs are pulled into the TICZA process as a source of alignment and to access good contact points. (in progress)
- Curriculum Seminar
  - The curriculum seminar could address what is meant by general collective requirements in Priority Output 2 (Common Competency Framework)

### Priority

- The changes will be driven by supply and demand discussion underpinning themes of quantity vs quality as well as equality in education, e.g. rural education

### Next Steps

- Include DHET, DBE, HEI, implementer, graduates
- Putting source documents to inform the development of priority output noted above plus relevant data noted below
  - (teacher supply data) in one place to direct the TORs
- Set up a meeting with universities in order to hear their ID gaps to establish common themes and topics that could fall within TICZA's role
- Have a Curriculum Forum partnering with universities with Bed/PGCE/HDE curricula

He then noted that the Terms of Reference can now be drafted against the Key Deliverables, as outlined below.





# Drafting Terms of Reference

ToR	Detail
Scope of Work	<p>TICZA seeks the services of a specialised facilitation and action research team with experience in education research to co-design, coordinate and implement an ecosystem mapping of the sector's existing frameworks, curriculum forums and communication barriers; rigorous supply/demand research as it pertains to different internship models for entry-level teaching professionals; towards the development of a Common Competency Framework for Interns (covering extended internship programmes).</p> <p><b>Key Deliverable 1: Ecosystem Mapping &amp; Evidence-Based Research Piece</b></p> <ul style="list-style-type: none"> <li>Identify HEIs in SA who have existing internships in place. Discuss current working internship models that are used by HEIs in SA to identify challenges and strengths to assist in a way forward.</li> <li>Unpack the success stories to understand the reasons for success but also what needs to change.</li> <li>Ecosystem Mapping, Infographic - Accessible</li> </ul>
	<p><b>Key Deliverable 2: Common Competency Framework for Internship Programmes</b></p> <ul style="list-style-type: none"> <li>Identify all existing frameworks or any research/material that could feed into <i>Common Competency Framework for Internship Programmes</i></li> <li>driven by supply and demand discussion underpinning themes of quantity vs quality as well as equality in education, e.g. rural education</li> </ul>
Approach	<p>The TICZA team is seeking an individual or group that may have experience in participatory action research and undertakes research, convening work with a <u>user-centered</u> approach.</p> <p>We understand that the proposed timelines and deliverables may shift depending on the type of convening, knowledge products and proposed by the researcher.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>Presentation to TICZA platforms</li> <li>Participatory Action Research approach</li> <li>Transparency, accessibility of Forums, Processes</li> <li>6 months / Year end</li> <li>Rapid review inclusive of convening piece</li> </ul>

## MENTORING WORKING GROUP

In relation to the Mentoring WG, Fergus noted that SACE and SADTU are key role players who have not yet participated. He welcomed any ideas on how to invite and get feedback from these entities. Details of session objectives, participants, barriers and parameters can be seen on slides 20-21.

The key deliverable is a mentor-centred universal Toolkit, which will draw on existing toolkits. Competency-based frameworks linked to intern contexts will inform this Toolkit. (See slide 22 as below.)



# Deliverable 1: Tool-Kit

## Key Deliverables

### 1. Universal In-Service Tool-Kit

- Mentor-centred
  - a Tool Kit for mentors explaining the framework, competencies and how they can be best developed during internships
- Universal Tool Kit for Schools, Universities and NGO Implementers to manage the selection of, and professional development of teachers as mentors in schools
  - In field/usability of Tool Kit for in-service teachers

### Supporting Actions

- Finding out what material already exists
  - Analogies: Finding different formats that have worked (tool kit examples, research)
- Survey to Mentors to ascertain FAQs, challenges and get a better sense of needs across the life cycle
  - What are the key areas/touchpoints from selection to having an exemplary mentor?

## Considerations

- Identify touchpoints, e.g: mentor selection criteria
- Identify actions required at each touchpoint (checklist/interview questions?)
- Develop survey
- Identify Timelines for effective mentoring process
- Feedback, Reflections & Refining of the progress
- Mechanism for efficient feedback and reflections

## Knowledge Products

- Infographic
  - Infographic: Mentoring Life cycle
- Minimal Viable Product for Testing with key partners, institutions and users alike.
- Feedback Cycles and Evaluation of the Design Process
  - Low Fidelity Mechanism for Feedback

## 2. Competency Based Frameworks for Mentoring

- Forming part of Universal In-Service Tool Kit ()
- Intern-centred
  - an intern competency framework

To access Fergus' complete presentation click [here](#).

### Call for participation

Fergus noted that more voices and participation would be welcomed. Here is the expression of interest link:

<https://docs.google.com/document/d/1FBfwHPa2XOHlgLMncG6FUNZidvoChWxzjlQrEjmw8NI/edit?usp=sharing>

### CoP 7 Participants

First Name	Last Name	Organisation
Akani	Mkansi	BRIDGE
Andisiwe	Hlungwane	Teachers CAN and Parent Power
Bunmi	Omodan	Walter Sisulu University
Fergus	Turner	Bertha Centre
Jenni	Parantainen	JET Education
Judy	Tate	Khanyisa
Kehinde	Lawrence	Walter Sisulu University
Kelly	Shiohira	JET Education Services
Lauren	Tracey-Temba	JET
Marion	Joseph	NAPTOSA
Melissa	King	BRIDGE
Nana	Agyeman	Walter Sisulu University
Nick	Taylor	JET Education Services
Nolutho	Diko	Walter Sisulu University
Nombulelo	Nongalo	University
Patience	Voller	BRIDGE
Patrick	Molokwane	JET Education Services
Pumelela	Nyiki	Walter Sisulu University
Reginald	Muzariri	Thuto Trust
Sibonelo	Nongcula	Numeric

Sibongiseni	Mayeza	Walter Sisulu University
Tiba	MTIYA	Walter Sisulu University
Tumi	Erasmus	BRIDGE
Zahraa	McDonald	JET Education Services
Zanele	Ginyigazi	Walter Sisulu University
Zikile	Magadana	Walter Sisulu University