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Kaapse Onderrig- en Leierskapinstituutminuut: 0004/2020

Aan: Hoofdirekteure, Direkteure (Hoofkantoor en distrikskantore), Hoofde: Subdirektorate en Afdelings (Hoofkantoor), Hoofde: Kurrikulumondersteuning, Hoofde: Bestuur en Beheer, Kringbestuurders, Vakadviseurs en Prinsipale van openbare skole

Onderwerp: Protokol vir Onderwyspraktyk

1. Die verantwoordelikheid om universiteitstudente deeglik voor te berei op 'n loopbaan in onderwys is van uiterse belang. Met die oog op hierdie doelwit het die Wes-Kaap Onderwysdepartement (WKOD) nou saamgewerk met die hoërinstituut in die Wes-Kaap om 'n protokol vir onderwyspraktyk saam te stel.
2. Die protokoldokument bevat 'n duidelike uiteensetting van die rolle en verantwoordelikhede van alle potensiële rolspelers wat betrokke is by en bydra tot die suksesvolle uitvoering van onderwyspraktyk.
3. Rolspelers bestaan uit die Departement van Hoër Onderwys, die Departement van Basiese Onderwys, universiteite, fakulteite van onderwys, die WKOD, asook direktorate by Hoofkantoor, distrikte, skole, beheerliggame en vakbonde. Alle betrokkenes moet 'n deeglike bydrae lewer deur 'n spesifieke verantwoordelikheid te aanvaar om die ooreengekome doelstellings en doelwitte van hierdie protokol te bereik.
4. Bring asseblief die inhoud van hierdie minuut onder die aandag van alle betrokke individue en groepe.

GETEKEN: H MAHOMED

WAARNEMENDE ADJUNK-DIREKTEUR-GENERAAL: KURRIKULUM- EN ASSESSERINGSBESTUUR

DATUM: 2020-03-25



**PROTOCOL
FOR
TEACHING PRACTICE IN
WESTERN CAPE**

2020

PROTOCOL for TEACHING PRACTICE IN THE WESTERN CAPE.

1. PURPOSE

This Protocol serves the purpose of:

- 1.1 Supporting the need for a framework to address the important guiding principles related to Teaching Practice in the Western Cape.
- 1.2 providing background information which creates the context of Teaching Practice and aims to identify the relevant role players and stakeholders involved and highlights specific roles and responsibilities of each entity.
- 1.3 benefiting pre-service teachers and education students who are involved in Teaching Practice as part of the preparatory phases of becoming a teacher.
- 1.4 serving as a guide to all involved entities to accept the related responsibilities and contribute to an effective system of Teaching Practice in the Western Cape.

2. BACKGROUND

Teaching Practice is regarded as a critical part of the preparedness, competency and quality of qualified teachers. This implies that Teaching Practice is central to the training of pre-service teachers. Both at National and provincial level attention had been given to the development of a framework.

The topic has featured prominently in the Teacher Summit of July 2009. The primary goal of the summit was to highlight and address the challenges being experienced in teacher education and development in the country. The summit resulted in a Declaration that called for the development of a new, strengthened integrated national Plan for teacher development in South Africa. This national plan is encompassed in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025.

The establishment of a Teaching Practice steering committee within the Provincial Teacher Education and Development committee (PTEDC) has provided a mutual platform and ensured progress to the development of the protocol for the Western Cape.

The Professional Development Strategy (2017) of the Western Cape Education Department addresses Professional Preparation of student teachers and declares that preparing and recruiting student teachers to become good teachers is a central strategy in improving the quality of learning and teaching in every school in the province. Close cooperation between universities and the actual schools where students are engaged in Teaching Practice is critically important to secure successful partnerships between role players, if effective delivery of competent teachers and a seamless introduction into schools and the daily classroom realities, is to be secured.

3. The concept of Work Integrated Learning (WIL) and Teaching Practice.

If it is agreed that the students who graduate are prepared for the world in which they will live and work, the concept of Work-Integrated Learning (WIL) is important.

- 3.1 Work-integrated learning (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). Practical learning is an important condition for the development of tacit knowledge, which is an essential component of learning to teach.
- 3.2 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.

- 3.3 Whilst WIL could implicate a diverse spectrum of activities (even across many disciplines), the concept of **Teaching Practice** describes the engagement of education students in the realities of teaching in schools – and shall be used as agreed terminology.

4. NEED FOR PROTOCOL

- 4.1 The emphasis on quality teaching and learning is evident in all debates on contributing to the provision and delivery by a successful educational system. The importance of quality teachers is regarded as an important variable which has the potential to secure the ingredients of quality teaching and learning.
- 4.2 Whilst a variety of guidelines and formulated documents had been in existence, a mutually agreed framework to guide Teaching Practice in the Western Cape had remained in absence. The protocol will therefore recognise that different expectations at varying levels could exist.
- 4.3 In addressing the need for a protocol of this nature, the role of initial Teacher Education as a product of Higher Education Institutes, is paramount. The engagement of other role players such as schools, districts and others, can be regarded as secondary and supportive of the goals of Education Faculties.
- 4.4 The WCED therefore agrees that an agreed provincial framework for Teaching Practice must support the local realities of individual universities, whilst subscribing to general principles underlying the exposure and processes of preparing teachers for a career in teaching in schools.

5. ELEMENTS OF QUALITY EDUCATIONAL PROGRAMMES AS PRESENTED BY HIGHER EDUCATION INSTITUTES:

Initial Teacher Education can make a significant contribution by focusing on the following three elements which characterize quality educational programmes:

- 5.1 Enhancing the student teacher preparedness to deal with and manage the reality of a classroom;
- 5.2 The delivery of courses and structures which provide teacher candidates with the subject knowledge and conceptual understanding they will need to teach;
- 5.3 Pedagogical courses teaching student teachers about how learners learn, how to mediate the content and how to manage the classroom to maximise learning;
- 5.4 School experiences which provide an opportunity for candidates to apply their knowledge of teaching and learning in the context of a specific school community;
- 5.5 The exposure to context, diversity and school realities as representative of the South African Community;
- 5.6 Exposure to and involvement in the challenges and revised pedagogy needed to perform ICT integrated delivery of the curriculum as found in e-enabled schools.

6. GUIDING PRINCIPLES

Supportive to a system of quality Teaching Practice the following guiding principles should be secured:

- 6.1 The responsibility and commitment of the Western Cape Education Department and the relevant structures to support high level of Teaching Practice;
- 6.2 Acknowledgement for the uniqueness of each individual University and it's context in securing Teaching Practice aligned with and guided by the Minimum Requirements for Teacher Education Qualifications (MRTEQ)
- 6.3 Other related strategies should be supportive in nature and no single strategy shall dictate local realities at Universities;
- 6.4 Effective communication between all involved role-players;
- 6.5 The pivotal contributing role of mentors at various levels of the education system in guidance of student teacher;
- 6.6 The functional role and position of Cape Teaching and Leadership Institute;
- 6.7 Adequate provision of Teaching Practice opportunities in schools.
- 6.8 Recognition of the status of the student teacher as being an initial phases of professional development;
- 6.9 Acknowledgement of the challenges of both schools (eg. appropriate schools, accommodation, capacity) and universities (eg. placement of large numbers of students, logistical realities, costs etc.)
- 6.10 Recognition for the existence of an e-enabled environment in all schools which should be included as an emphasis and pedagogical reality within the curriculum as performed by the student teacher.
- 6.11 Effective processes of reflection and appropriate adjustment based on structured monitoring of process and impact.

7. RESPONSIBILITIES of ROLE PLAYERS

This protocol confirms that the acceptance and delivery of the following responsibilities which shall contribute to a successful operational system of Teaching Practice in the province.

7.1 THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING:

DHET must secure:

- 7.1.1 The Curriculum framework for teacher education, including Teaching Practice
- 7.1.2 The funding model for teacher education
- 7.1.3 A National Teaching Practice Teaching platform.

7.2 Responsibilities of Higher Education Institutes:

- 7.2.1 HEI's, in collaboration with CTI secure the development of effective mentoring course(s) to empower teachers as mentors
- 7.2.2 Identification and sourcing of schools which are capable of providing high quality Teaching Practice experiences
- 7.2.3 The appropriate preparation of students meeting the expectation of school practice
- 7.2.4 Securing an appropriate level of knowledge regarding the basic policies and practices operational in schools such as behaviour, dress code, curriculum, disciplinary prescripts, etc.
- 7.2.5 Communicate with schools, coordinators and mentors on measures related to the organisation and preparation for Teaching Practice
- 7.2.6 Drafting of memorandum of understanding with schools,
- 7.2.7. The co-approval / endorsement of schools presented to the WCED.

- 7.2.8. Perform the necessary assessment and evaluation of student teachers with the involvement of schools.
- 7.2.9. Support schools with possible student teacher disciplinary cases.

7.3 THE PROVINCIAL TEACHER EDUCATION AND DEVELOPMENT COMMITTEE - PTEDC

- 7.3.1 This entity shall be regarded as and perform as an over-arching formal structure and platform where all role-players and stakeholders can strategize, plan, guide and discuss mutual matters pertaining to Teaching Practice in the province;
- 7.3.2 The PTEDC shall mandate a Steering Committee to develop, mediate, and accept the responsibility to coordinate inputs and potential amendments as required to enhance the quality of the protocol.
- 7.3.3 The PTEDC will liaise with Department of Higher Education on matters arising when needed;
- 7.3.4 The PTEDC shall consider and agree to structures and other entities which might in future be deemed necessary or in a position to contribute to and provide Teaching Practice.

7.4 Responsibilities of Western Cape Education Department:

The Department of Education is primarily responsible for the continuing professional development of teachers which undoubtedly include the support for the preparedness of student teachers in training.

The Department should also:

- 7.4.1 Secure access and assist Universities to source sites that can provide high quality teaching experiences across a range of school contexts, different socio-economic environments for example urban, rural, resourced, under-resourced, special and multi-grade schools.

- 7.4.2 Providing schools representative of diverse contexts, urban, rural, multi-grade
- 7.4.3 Securing the availability and training of a Teaching Practice Coordinator at every school responsible for the coordination and management of general arrangements.
- 7.4.4 Adequate support to student teachers provided by all role-players at school, district and provincial level.
- 7.4.5 The availability of sufficient exposure and involvement in extra-mural activities presented by schools.
- 7.4.6. Secure the necessary recognition through the CPTD system for all training provided to teachers
- 7.4.7 Involvement in developing course work and training of mentors responsible for the support and guidance of the allocated student teacher
- 7.4.8 Liaising of schools selected by Universities;
- 7.4.9 Advocate an approach of sensitive developmental- and nurturing nature regarding the management and guidance of the teacher in-training.
- 7.4.10 Understanding and support for the realities and challenges experienced by universities such as placement, transport, accommodation and cost of the delivery of Teaching Practice.

7.5 Cape Teaching and Leadership Institute - CTLI

- 7.5.1 The Directorates of Teacher Professional Development and Cape Teaching and Leadership Institute are the administrative functionary responsible for and liaison between the WCED and HEIs.
- 7.5.2 The above Directorates shall discuss with internal stakeholders prior to the activation of Teaching Practice at schools in February, and as reflection in October of each year regarding the successful execution of

suitable and preferred Teaching Practice, involved schools and related matters.

7.5.3 The CTLI will stage appropriate induction programs for novice teachers.

7.5.4 Facilitate mentorship programmes for mentor teachers.

7.6 Principals Forums

7.6.1 Recognised principals forums in the province will form part of the mediation process of this protocol.

7.7 Unions

7.7.1 Recognised unions, as constituted in the ELRC (Education Labour Relations Council) shall be represented in the Teaching Practice Steering Committee and serve the interest of their members.

7.8 Districts

The district official and manager responsible for Institutional Governance and Management in the district should:

7.8.1 be fully informed of the stipulations and spirit of this protocol;

7.8.2 support and provide information on the selection and involvement of specific schools offering;

7.8.3 Ascertain and keep record of activities within the District;

7.8.4 Support relevant internal stakeholders with such activities;

7.8.5 Intervene with schools on urgent matters which may arise and could impact on the execution of Teaching Practice.

7.9 Schools

7.9.1 School Governing Bodies and principals are regarded as important entities to accept the responsibilities of Teaching Practice at school level.

- 7.9.2 Schools must appreciate and accept the crucial role and responsibility as partners to the training of student teachers and the future readiness of teachers.
- 7.9.3 The Principal of each participating school shall accept responsibility for the general execution of practices related to and confirm such in the applicable agreement between the relevant Universities and the school.
- 7.9.4 Responsible selection of phases, grade, and mentor teachers at each school who are professional, enthusiastic role models
- 7.9.5 Each participating school shall annually identify a specific person to act as Co-ordinator of all Teaching Practice students in that school, including functions of communication and liaison with HEIs.
- 7.9.6 Schools shall secure the effective training and involvement of identified mentors to guide, support and mentor, practice teachers allocated, as needed by the student teacher.
- 7.9.7 Schools shall, through the coordination of the appropriate assigned mentors, assist with prescribed assessment practices
- 7.9.8 Schools shall, in liaison with the particular Higher Education Institute, perform the necessary disciplinary processes of student teachers where transgression of expected and prescribed behaviour occurs.
- 7.9.9 Schools shall be guided by the legal prescripts dictating the necessary indemnity as applicable.
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