EVALUATION OF TEACHING PRACTICE AT THE UNIVERSITY OF LIMPOPO

by

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DECLARATION

I, Sekgati Samuel Mampa, declare that this thesis entitled "Evaluation of Teaching Practice at the University of Limpopo", hereby submitted to the University of Limpopo for the Doctoral degree in Education with specialisation in Curriculum Studies, has not previously been submitted by me for a degree at this or any other university; that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

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ABSTRACT

This study reports on the evaluation of Teaching Practice necessary for guiding future best practice of Teaching Practice at the University of Limpopo. The key research question answered in this study was: **How is Teaching Practice implemented at the University of Limpopo?** The study is embedded within the interpretive paradigm. A qualitative research approach was employed using case study design. Case study design was used in order to explore the research questions that guided the entire study. This enabled the researcher to interact with the participants, immerse himself in the data for better and deeper understanding of the implementation of Teaching Practice. The case study design was also adopted because the researcher had no control over the implementation of Teaching Practice. In other words, the researcher could not manipulate the behaviour of the participants involved in the study.

Purposive sampling was used to select knowledgeable and information rich participants comprising of the Director of the School of Education, three Heads of Department, the Teaching Practice coordinator, two academic staff members in the Teaching Practice Unit, the Teaching Practice administrative officer, six academic staff members, six four-year Bachelor of Education in Senior and Further Education and Training students, six Postgraduate Certificate in Education students, four school-based mentors in Limpopo, and four school-based mentors in the Mpumalanga Province.

Data were captured through document analysis, semi-structured interviews and observations. Inductive analysis was used to analyse data from the documents. Data from semi-structured interviews and observations were analysed thematically. Findings from the documents, semi-structured interviews and observations were used to make recommendations for establishing an Integrated Model of Teaching Practice at the University of Limpopo. The study revealed lack of appropriate policy for Teaching Practice; lack of clear frameworks for the responsibilities of supervisors; student teachers and school-based mentors; lack of school-university partnerships; inadequate training of supervisors and school-based mentors in relation to supervision and assessment of student teachers; lack of a structured programme on the induction of student teachers into schools; poor human, physical and financial resources, and an inappropriate model for Teaching Practice.

KEY WORDS

- Higher Education
- Work-Integrated Learning
- Teaching Practice
- University
- Supervisor
- Student teacher
- School-based mentor

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LIST OF ABBREVIATIONS AND ACRONYMS

ACE	:	Advanced Certificate in Education
ACEN	:	Australian Collaborative Education Network
ALTC	:	Australian Learning and Teaching Council
AKP	:	Auckland Park Campus
BA	:	Bachelor of Arts
BEd SPF	:	Bachelor of Education (Senior and Further Education and Training)
CAPS	:	Curriculum and Assessment Policy Statement
CV	:	Curriculum Vitae
CHE	:	Council on Higher Education
CPD	:	Continuing Professional Development
DHET	:	Department of Higher Education and Training
DBE	:	Department of Basic Education
DMSTE	:	Department of Mathematics, Science and Technology
DoE	:	Department of Education
EDST	:	Department of Education Studies
ETDP SETA	:	Education, Training and Development Practices Sector Education and Training Authority
EL	:	Experiential Learning
ETQA	:	Education and Training Quality Assurers
FET	:	Further Education and Training
HEIs	:	Higher Education Institutions
HEQC	:	Higher Education Quality Committee
HEQF	:	Higher Education Qualifications Framework
HOD	:	Head of Department
ITC	:	Information Technology and Communication
ITE	:	Initial Teacher Education
IPET	:	Initial Professional Education for Teachers
INTPM	:	Integrated Teaching Practice Model
LSEMS	:	Department of Languages, Social Sciences, and Educational Management
MoU	:	Memorandum of Understanding
MRTEQ	:	Minimum Requirements for Teacher Education Qualifications
NCATE	:	National Council for the Accreditation of Teacher Education
NCETE	:	National Commission of Excellence in Teacher Education
NCHE	:	National Commission of Higher Education
NCE	:	Senior Secondary Certificate
NSE	:	Norms and Standards for Educators
NQF	:	National Qualifications Framework
NTEA	:	National Teacher Education Audit
NTEPEC	:	The National Teacher Education Programme Evaluation Committee
NPFTED	:	National Policy Framework for Teacher Education and Development in South Africa
NZACE	:	New Zealand Association for Cooperative Education
PTED	:	Provincial Teacher Education and Development

PDS	:	Professional Development Schools
PBL	:	Problem-Based Learning
PJBL	:	Project-Based Learning
PGCE	:	Post Graduate Certificate in Education
PjBL	:	Project-Based Learning
PEDs	:	Provincial Education Departments
PPSs	:	Professional Practice Schools
SACE	:	South African Council for Educators
SAASTEC	:	Southern African Association of Science and Technology Centres
SAQA	:	South African Qualification Authority
SASCE	:	Southern African Society for Cooperative Education
SACTE	:	South African Colleges of Teacher Education
SMT	:	School Management Team
SMS	:	Short Message Systems
SL	:	Service Learning
SoE	:	School of Education
SWS	:	Soweto Campus
TSs	:	Teaching Schools
TSP	:	Teaching Schools Programme
TP	:	Teaching Practice
TREC	:	Turfloop Ethics Research Committee
TVET	:	Technical Vocational and Education Training
UCT	:	University of Cape Town
UJ	:	University of Johannesburg
UK	:	United Kingdom
UL	:	University of Limpopo
UNISA	:	University of South Africa
USA	:	United States of America
WBL	:	Work-Based Learning
WIL	:	Work-Integrated Learning
WDTL	:	Work-Directed Theoretical Learning

CHAPTER ONE

ORIENTATION TO THE STUDY

BACKGROUND AND MOTIVATION

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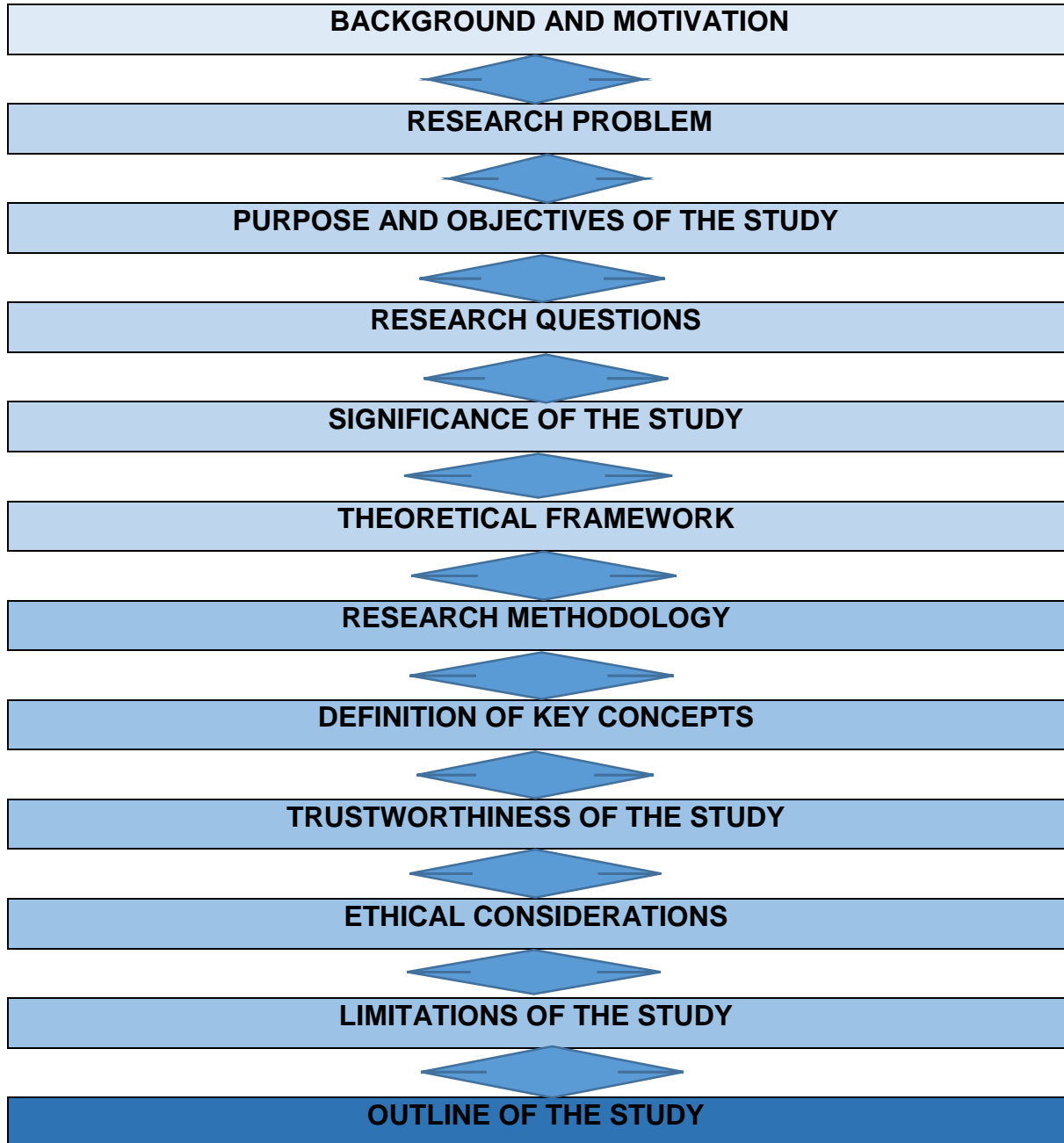
Table 1: Diagrammatic overview of Chapter One

1.1 BACKGROUND AND MOTIVATION

Teaching Practice is vital in Teacher Education programmes and this cannot be over-emphasised. It enables student teachers to handle classroom realities (Okobia, Augustine & Osagie, 2013:7; Nwanekezi, Okoli & Mezieobi, 2011:4; Leke-atech, Assan & Debeila, 2013:280). In Teaching Practice, student teachers are vigorously encouraged to integrate theoretical knowledge with practical knowledge, and to develop the habit of being reflective in their teaching (Okeke, Abongdia, Olusola Adu, van Wyk & Wolhuter, 2016:192). In an attempt to achieve this, Initial Teacher Education (ITE) programmes are required to have an element of Work-Integrated Learning (WIL), which focus on putting theory into practice in the workplace (Department of Higher Education and Training, 2015:8).

The Higher Education Qualifications Committee (HEQC) of the Council on Higher Education (CHE) commissioned a study in 2010 to review teacher qualification programmes. The Bachelor of Education (BEd), Postgraduate Certificate in Education (PGCE) and the Advanced Certificate in Education (ACE) programmes were reviewed. The audit report, brought the following challenges under the spotlight: poor planning on Teaching Practice, precarious tasks for mentors, assessment techniques, unstructured programmes as they pertain to support for mentors, and overall support to schools. Furthermore, the audit went on to reflect on poor relationships and communication between Higher Education Institutions (HEI's), schools, and school-based mentors, lack of proper planning in relation to supervision and assessment of student teachers as well as the varied forms of guidelines on learning and training of student teachers (CHE, 2010:94).

In responding to the challenges raised in the audit report, The Minimum Requirements for Teacher Education Qualifications (MRTEQ) policy was promulgated in 2011, and later revised in 2015. This was done in an attempt to put in place programmes that will prepare quality teachers throughout the country. This policy document categorically stated the duration within which Teaching Practice in Teacher Education programmes should be conducted. It mentioned that in a full-time contact BEd programme, student teachers should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed school-based practices over the four-year duration

of the degree. In any given year, a maximum of 12 such weeks could be spent in schools, and at least three of these should be consecutive. In the PGCE programme, students should spend a minimum of eight weeks and a maximum of 10 weeks in formally supervised and assessed school-based practices over the one-year duration of the degree (MRTEQ, 2015:29). This policy document aims to improve Teacher Education programmes in South Africa. It is geared towards putting in place Teacher Education programmes that will produce knowledgeable and skillful teachers who are capable of achieving the national goals in Teacher Education. The MRTEQ of 2015 aims to address all needs associated with Work-Integrated Leaning (WIL) (MRTEQ, 2015:29).

1.2 RESEARCH PROBLEM

The study addressed the lack of clear policy guidelines regarding the implementation of Teaching Practice at the University of Limpopo in South Africa. To address this lack, the study evaluated the implementation of Teaching Practice at the target university. Studies show that student teachers are still confronted with manifold challenges with which they cannot cope during Teaching Practice because they are perhaps not well prepared and equipped to deal with such problems (Leke-atech et al., 2013:280; Gujjar, Naoreen, Saifi & Bajwa, 2010:22).

Although Teaching Practice is a core component in most teacher education programmes, attention is given to its orientation, content and practice (Kennedy, 2010:29). Very little is known about its implementation, specifically the Policy for Teaching Practice; placement of student teachers; duration and timing of Teaching Practice; induction for Teaching Practice; Teaching Practice Curriculum; supervision and assessment of Teaching Practice; professionalism of student teachers; training of school-based mentors; human resources for Teaching Practice; logistics for Teaching Practice and school-university partnerships. An extensive literature review was conducted and no evidence was shown of any recent study conducted in South Africa about the evaluation of Teaching Practice at the University of Limpopo. At present no single study has been conducted about the evaluation of Teaching Practice at the

target university. This study was proposed to close this gap with the intention to establish a model for future best practice of Teaching Practice at the target institution.

1.3 PURPOSE AND OBJECTIVES OF THE STUDY

1.3.1 PURPOSE OF THE STUDY

The purpose of this study was to evaluate the implementation of Teaching Practice at the University of Limpopo.

1.3.2 OBJECTIVES OF THE STUDY

The following objectives were formulated with the intent to:
- assess the guidelines for the implementation of Teaching Practice at the University of Limpopo;
- identify challenges encountered by role players in the implementation of Teaching Practice at the University of Limpopo;
- identify available school-university partnerships that support the implementation of Teaching Practice at the University of Limpopo;
- develop an appropriate model to guide future implementation of Teaching Practice at the University of Limpopo.

1.4 RESEARCH QUESTIONS

This study was intended to answer the following research question:

How is Teaching Practice implemented at the University of Limpopo?

The following sub-questions were formulated with the intent to answer the research question stated above:
- Which guidelines are in place to guide the implementation of Teaching Practice at the University of Limpopo?
- What are the challenges encountered by the role-players in the implementation of Teaching Practice at the University of Limpopo?

- What school-university partnerships are available that support the implementation of Teaching Practice at the University of Limpopo?
- Which appropriate model can be developed to guide future implementation of Teaching Practice at the University of Limpopo?

1.5 SIGNIFICANCE OF THE STUDY

The study originates from the researcher's twelve-year experience as a Teaching Practice coordinator at the University of Limpopo. As such, this research might contribute towards his academic and professional growth through acquisition of relevant and appropriate knowledge, skills, attitudes, and values necessary for best practice in Teaching Practice.

This study may have educational implications in the sense that it may create awareness and update policy-makers and curriculum designers about guidelines and procedures necessary for effective implementation of Teaching Practice. They may also be conversant with recent curriculum changes revolving around development of innovative teaching and learning strategies; assessment; support; coordination; resources, and school-university partnerships essential for best implementation of Teaching Practice exercise.

The Director of the School of Education, and Teaching Practice personnel may gain in-depth knowledge on how best to review the structural organisation of Teaching Practice. Moreover, supervisors, student teachers, and school-based mentors may get exposure to ongoing professional development essential for quality implementation of Teaching Practice. This embraces development of possible strategies for addressing the challenges they encounter before, during and after Teaching Practice and how best to deal with such challenges.

The study may add value by providing the academic context for Teaching Practice; attracting and supporting the advocacy of Teaching Practice; enhancing role players' engagement; expanding Teaching Practice networks at the institution; promoting and strengthening relations between the university and host schools; and generating an appropriate and relevant Teaching Practice model for the target institution.

The findings of this study may have theoretical implications by contributing a new Teaching Practice model to the existing body of knowledge. No single study has been conducted to evaluate the implementation of Teaching Practice at the University of Limpopo. Hence, the current study may be essential for stimulating a debate within the targeted university about Teaching Practice and its relationship to teaching and learning, and research. This has the potential to contribute towards developing a broad-based approach for sustaining the commitment to Teaching Practice.

1.6 THEORETICAL FRAMEWORK

This study draws from the Cognitive Apprenticeship Theory of Learning. This theory is concerned with how learning takes place and put theoretical knowledge into practical knowledge in the workplace training (Cresswell & Plano Clark, 2011:149). Emphasis is on learning which is guided by experienced persons. The implication is that this theory occurs when newcomers enter on the peripheral and slowly move to full participation. This theory embraces learning by watching, imitating or learning by demonstration. In other words, learning by Cognitive Apprenticeship provides students with the opportunity to demonstrate practice that may not otherwise be explicated in a lecture room (Dennen & Burner, 2014:427).

The Cognitive Apprenticeship Learning activities are holistic in nature and diverse over time as students become more experienced. This helps students to gain certain strategies which can be implemented to support learning (Dennen & Burner, 2014:427). In terms of this theory, intentional teaching and learning are processes that are shown to students so that they can observe and then imitate them.

The purpose of Cognitive Apprenticeship Theory of Learning is to assist students to be experts in different fields and through real world experiences. The theory argues that expert personnel should help students by providing guidance to support the attainment of goals which are important for Teaching Practice (Dennen & Burner, 2014:427). The theory also gives a guiding vision of the kind of teacher the programmes try to envisage. The theory provides a view of learning and the duty of

the experienced person in the learning environment. This theory gives a set of understanding of how to teach within different contexts. Furthermore, teaching is absolutely necessary to develop the student cognitively (Okeke et al., 2016:132).

The following are the teaching methods rooted in the Cognitive Apprenticeship Theory: *modelling,* which demonstrates the imitation; *coaching* which deals with demonstration; *reflection* which deals with assessment and self-reflection; *articulation* which deals with verbalising the results of reflection; lastly, *exploration*, which deals with formatting and testing of one's own hypotheses (Dennen & Burner, 2014:427). These methods help students to attain cognitive and metacognitive insight for using, managing, and discovering knowledge (Dennen & Burner, 2014:427). For the purpose of promoting the duties of teachers as lifelong learners, this theory provides students with the opportunity to act on authentic situations and resolve complex, ill-defined problems in different classroom contexts and to use their reasoning with unique models and cases (Dennen & Burner, 2014:427). This means that students will become confident in their practice, as they become more knowledgeable. This is why it is imperative that they practice and perfect the art of teaching before joining schools as qualified teachers (Okeke et al., 2016:195).

The Cognitive Apprenticeship Theory of Learning was deemed relevant to this study because student teachers are inexperienced teachers and novices. They need to acquire practical knowledge and skills from experienced teachers so that they can become knowledgeable to solve complex classroom challenges.

1.7 RESEARCH METHODOLOGY

The study is embedded within the interpretive paradigm, which enabled the researcher to understand and interpret the experiences, values, and views of the participants regarding the implementation of Teaching Practice (Creswell & Plano Clark, 2011:32). This implies that Teaching Practice was understood and interpreted from the standpoint of the participants who were part of its implementation (Cohen, Manion & Morriron, 2011:122). Through this paradigm, the researcher managed to access the thick descriptions on how Teaching Practice was implemented at the University of Limpopo. Since the interpretive paradigm was adopted in this study, interpretations

were made in order to make sense of how role players viewed the implementation of Teaching Practice (Creswell & Plano Clark, 2011:32). Therefore, participants were allowed to provide descriptions and express their views regarding the purpose of this study (Cohen, et al., 2011:122).

As socially constructed realities of participants were considered, the researcher used the qualitative research approach to understand the views and uncertainties of the participants relating to the implementation challenges in Teaching Practice. This was operationally significant because very little was known about such challenges (McMillan & Schumacher, 2014:22). The approach was deemed relevant and appropriate since it permitted the researcher the opportunity to explore, discover, and present the complexities and differences of emerging issues in detail, with respect to the type and quality of responses obtained from the participants. Therefore, this acknowledged the social, behavioural, and cultural contexts in which Teaching Practice occurred (McMillan & Schumacher, 2014:22; Merriam, 2009:39).

The case study design was adopted to clarify the research questions that guided the entire study (Merriam, 2009:49). This enabled the researcher to interact with the participants, immerse himself in to the data for better and deeper understanding of the implementation of Teaching Practice (McMillan & Schumacher, 2014:22; Merriam, 2009:39). This design was also used because the researcher had no control over the implementation of the Teaching Practice processes. In other words, the researcher could not manipulate the behaviour of the participants involved in the study. All the collected evidences through observations, interviews and documents were collated to arrive at the best possible responses to the research question. As a result, the researcher gained a sharpened understanding of why Teaching Practice took place as it did, and what could become important to look at more extensively in future studies (McMillan & Schumacher, 2014:22). Due to its interpretive position used in this study and the nature of the research question, the case study design was deemed the most appropriate strategy to use because it provided a systematic way to collect data, analyse information, and report the results, and thus understand the implementation of Teaching Practice in depth.

1.7.1 SELECTION OF PARTICIPANTS

The study was conducted at the University of Limpopo. The target university is situated approximately 40 kilometres east of the City of Polokwane in Mankweng Township, which is midway between Polokwane and Magoebaskloof (University of Limpopo's Annual Report, 2013:6). The University of Limpopo comprises four Faculties: Humanities; Science and Agriculture; Management and Law; and Health Sciences. The School of Education, where the study was conducted, falls under the Faculty of Humanities. The School of Education has three departments: Department of Mathematics, Sciences and Technology (DMSTE); Department of Education Studies (EDST); and Department of Languages, Social Sciences, and Educational Management (LSEMS) (University of Limpopo's Annual Report, 2013:6).

The School of Education offers initial teacher education programmes which include a four-year Bachelor of Education in Senior and Further Education and Training (BEd SPF), which is a 480-credit programme at National Qualification Framework (NQF) Level 7, and a one-year PGCE programme with 120-credits at NQF Level 7, (DHET, 2015:23). The population of this study comprised the Director of the School of Education, Teaching Practice personnel, academic staff members in the School of Education, student teachers, and school-based mentors who participated in Teaching Practice activities in 2017.

Purposive sampling was deemed relevant to select the study participants. This was done by selecting a small number of individuals composed of the Director of the School of Education; three Heads of Department; the Teaching Practice coordinator; two academic staff members in the Teaching Practice Unit; the Teaching Practice administrative officer; two academic staff members from each department; two fourth year BEd SPF students from each department; two PGCE students from each department; four school-based mentors in the Limpopo and four school-based mentors in the Mpumalanga Province. Participants were chosen due to their knowledge and information-rich experience regarding the processes and procedures in conducting Teaching Practice at the institution (McMillan & Schumacher, 2014:55). For ethical reasons, the sampled participants were given pseudonyms as follows:

- Director of the School of Education;

- Heads of Department: 1, 2 and 3;

- Teaching Practice Coordinator;

- Academic staff members in the Teaching Practice Unit: 1 and 2;

- Teaching Practice administrative officer;

- Academic staff members from the three departments: 1,2,3,4,5 and 6;

- Fourth year BED SPF students from the three departments: 1,2,3,4,5 and 6;

- PGCE students from the three departments: 1,2,3,4,5 and 6;

- School-based mentors from Limpopo and Mpumalanga Provinces: 1,2,3,4,5,6,7 and 8.

The total sample of this study comprised thirty-four participants.

1.7.2 DATA COLLECTION TECHNIQUES

For triangulation purposes, data were gathered according to the following phases:

- *Phase One: Document analysis*

The following documents were analysed: CHE report (2010), MRTEQ (2015), Policy for Teaching Practice (2015), Teaching Practice placement form, Teaching Practice curriculum, Teaching Practice portfolio rubric, Teaching Practice evaluation form, template of a lesson plan, minutes of Teaching Practice meetings, and logistical documents for transport and accommodation.

- *Phase Two: Semi-structured interviews*

Semi-structured interviews were used to obtain in-depth information and clarity from questions that were asked (McMillan & Schumacher, 2014:22). The use of this technique took the form of an informal discussion in a more conversational manner (Gall, Gall & Borg, 2010:248). In this case, the participants were given an opportunity to talk freely and as such revealed anticipated information. The semi-structured interview guide was used to explore participants' views systematically and comprehensively, and kept the interview focused on the desired line of action. The aim

was to determine the participants' experiences and personal views on how Teaching Practice was implemented at the target institution (Gall et al., 2010:248).

Hand-written notes and a voice recorder were used during data collection. In this instance, the researcher focused on the interview content and the verbal prompts. This enabled the researcher to generate verbatim transcripts of the interviews (Ary, Jacobs, Sorensen & Walker, 2014: 467). The voice recordings were stored in secured network drives. The researcher ensured that the computer systems were configured with anti-virus software, password protection, with appropriate security systems, and automatic lock features to restrict people from accessing the information.

During the preparation of the semi-structured interviews, careful consideration was given to the times and venues suitable for the interviewees even if that did not fit into the researcher's plans (Gall et al., 2010:248). The supervisors and student teachers were requested to indicate when they were free in order to arrange the time and venues that were both suitable for them and the researcher. The supervisors were informed personally at least a week in advance to confirm visits to conduct the interviews in their offices. Student teachers and school-based mentors were sent Short Message Systems (SMS) messages via a cellular phone at least a week in advance to confirm their availability for the interviews. Interviews for student teachers took place at the researcher's office while those for school-based mentors were held at their respective schools. Interviews for school-based mentors took place after school hours to avoid the disruption of teaching and learning in schools. Interviews for school-based mentors were conducted in their staffrooms.

- *Phase Three: Observations*

Three observations took place. The first one was conducted before the Teaching Practice session in July 2017. Logistics for Teaching Practice and preparatory meetings for Teaching Practice were observed. During logistical arrangements, the researcher observed how placement of student teachers was conducted, how transport and accommodation for supervisors was done, and how lists of students were distributed to the supervisors. Participants in the meeting involved Teaching Practice personnel, supervisors, and student teachers. The agenda included the role

of supervisors and school-based mentors in the implementation of Teaching Practice, relationships between the university and practising schools, and placement of student teachers. The second observation was conducted during Teaching Practice at the schools in August 2017. The researcher observed challenges related to lesson presentation, supervision and assessment, and resources for Teaching Practice implementation. The third observation took place after Teaching Practice at the University in September 2017. Its focus was on the processes followed during the submission of reflective journals, Teaching Practice marks, and reports.

1.7.3 DATA ANALYSIS

Data collected from analysis of documents were examined inductively. This approach enabled the researcher to use multiple codes to minimise volumes of printed material into more manageable data from which patterns were identified and insight was gained (McMillan & Schumacher, 2014:388). By utilising inductive content analysis, in-depth reading and re-reading of material was done (Ary, et al., 2014:463). The researcher began by organising raw data through an open coding process whereby materials were reviewed, notes developed and headings in the text written. After repeated reading of the material, notes were transcribed, and headings transferred to a coding sheet (McMillan & Schumacher, 2014:388). Following this, data were grouped and categories were reduced by combining similar headings into broader categories. Through this process, the researcher generated knowledge and increased understanding of the material (McMillan & Schumacher, 2014:388).

Data obtained through semi-structured interviews were analysed using thematic analysis. Emphasis was on pin-pointing, examining, and recording patterns or themes within the data. Therefore, themes were transformed into categories. Through thematic analysis, codes and meaningful patterns were created (McMillan & Schumacher, 2014:389). This assisted the researcher to familiarise himself with the data and generate initial codes. The search for themes among codes, reviewing of themes, description and naming of the themes were also done (Ary et al., 2014:466).

Observational data were also analysed through thematic analysis. Through written notes, the researcher established similar themes that emerged during the observations (Ary et al., 2014:470). Each text was noted to establish common and different issues. Then noted texts were re-written in separate documents which represented emerging themes to come up with the final results.

1.8 DEFINITION OF KEY CONCEPTS

The following key concepts were defined:

1.8.1 University

La-Mahrooqi (2011:22), highlights that a University is "*the institution of higher education having authority to award Bachelor's and higher degrees, usually having research facilities".* Similarly, Ball and Forzani (2011:23), also assert that a University is "*an institution of learning of the highest level, having a college of liberal arts and a program of graduate studies together with several professional schools, as of theology, law, medicine, and engineering, and authorized to confer both undergraduate and graduate degrees".* In this study, a university is an institution of higher education offering research, community engagement and provides academic programmes in a variety of subjects. It is a corporation that provides both undergraduate certificates and postgraduate degrees.

1.8.2 Supervisor

Dreyer (2014:46) concurs with Endeley (2014:35) by maintaining that a supervisor is "*a person whose duty is not only to evaluate the lessons of Teaching Practice, but to use his/her abilities to make this experience results-oriented".* For the purpose of this study, a supervisor is an academic staff member who critiques and assesses student teachers during Teaching Practice in order to improve their professional practice to become qualified teachers.

1.8.3 School-based mentor

According to Richards and Farrell (2011:11), a school-based mentor is *"a teacher in the placement school who supports and guides the student teacher and who acts as a point of contact between the university and the school"*. Gujjar, (2010:310) opines that a school-based mentor is "*a teacher who acquaints the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria; immediately involves the student teacher in specific classroom tasks; plans a schedule with the student teacher for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as he/she exhibits readiness to do so"*. In terms of this study, a school-based mentor is an experienced teacher who introduces student teachers to the school community and explains their reason for being at the school, and provides student teachers with information about the school policies, regulations and resources.

1.8.4 Student teacher

According to Caires, Almeida and Martins (2010:55), a student teacher is "*a college, university or graduate student who is teaching under the supervision of a certified teacher in order to qualify for a degree in education"*. Similarly, Caires, Ameida and Viera, (2012:31) also notes that a student teacher is "*a student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in an elementary and secondary school"*. In this study, a student teacher is person who makes a special effort through the development of comprehensive lesson plans for teaching that will be observed and assessed. Such a student prepares all teaching and learning resources as well as hand-outs and makes sure he or she has enough for each learner.

1.8.5 Initial Teacher Education

According to MRTEQ (2015:15), Initial Teacher Education means "*the education of professionals in the area of education which takes place at a university"*. Similarly, Department of Higher Education and Training (DHET) 2015:15) refers to Initial

Teacher Education as *"the foundation stage of learning to be a teacher when student teachers are engaged in a recognised teacher education programme provided by a Higher Education Institution"*. For the purpose of this study, Initial Teacher Education means the education offered to student teachers at a university for them to be professional and competent qualified teachers to teach in diversity contexts in South African schools.

1.8.6 Work-Integrated Learning (WIL)

WIL refers to "*the types of student employment experiences that are usually organised by their institution, related to their field of study and geared toward making connections between classroom learning and on-the-job experiences"* (Wilton, 2012:33). Bates, (2011:11) refers to Work-Integrated Learning as "*on-campus and workplace learning activities and experiences which integrate theory with practice in academic learning programmes"*. In this study, Work-Integrated Learning refers to well-structured, experiential learning activities that integrate theory and practice in the workplace environment.

1.8.7 Teaching Practice

According to Gujjar, Naoreen, Saifi and Bajwa (2010: 340), Teaching Practice *"embraces all the learning experiences of student teachers in school. It is a culminating experience in teacher preparation. It provides the opportunity to beginning teachers to become socialised into the profession".* Richards and Farrell, (2011:33) also noted that Teaching Practice is "*a period of time when student teachers are working in practicing schools to receive specific in-service training in order to apply theory in practice"*. In this study, Teaching Practice refers to all the practical elements within method subjects taught in initial teacher education. It includes activities such as peer teaching, micro-teaching, and practice in classroom teaching.

1.8.8 Implementation

Implementation refers to "*a specific set of activities designed to put into practice an activity or program of known dimensions"* (Barnes & Locke, 2010:22). Similarly,

Bloomberg and Volpe (2012:59), refer to implementation as "*the process of putting a decision or plan into effect, or execution".* In this study, implementation refers to the carrying out of the Teaching Practice programme.

1.8.9 Micro-teaching

According to Nwanekezi et al. (2011:41), micro-teaching is *"a cycle of events which consists of the performance of micro-skills recorded on videotape and played back for evaluation and improved practice".* However, Adams and Sewery (2010:171), argue that micro-teaching is "*an organised, concentrated and scaled-down simulated teaching practice where a student teacher teaches a small portion of a lesson to a small group of his or her classmates".* In this study, micro-teaching means the presentation of mini-lessons of about 10-15 minutes by the student teacher to a small group in order to be critiqued with the goal to develop and improve professional practice and gain experience with lesson planning and presentation.

1.9 TRUSTWORTHINESS OF THE STUDY

To ensure credibility in this study, knowledgeable participants such as the Director of the School of Education, HoDs, Teaching Practice personnel, supervisors, student teachers, and school-based mentors were interviewed to provide rich and detailed responses. Furthermore, the researcher used triangulation of data collection techniques and primary sources to implement Teaching Practice such as the CHE report (2010); MRTEQ (2015); Policy for Teaching Practice (2015); Teaching Practice placement form; Teaching Practice curriculum; Teaching Practice portfolio rubric; Teaching Practice evaluation form; template of a lesson plan; minutes of Teaching Practice meetings; and logistical documents for transport and accommodation which were analysed. Over and above, a voice recorder during the interviews to capture accurate responses was also used. The findings of this study were discussed with the two promoters to avoid biasness (McMillan & Schumacher, 2014:23).

To maintain transferability, the researcher categorically stated the purpose of the study (McMillan & Schumacher, 2014:22). The researcher also adequately provided the research context and setting. The context at which the study was located was well

detailed and accurate. A complete description of the target university was also provided. Participants who had experience and knowledge of Teaching Practice matters were approached and interviewed. It can be concluded that the findings of this study cannot be transferred to other situations because of its small sample and that only one university was chosen for this study. To ensure dependability in this study, the researcher consulted with his two promoters to monitor the extent to which the data were aligned to the purpose, objectives, problem statement and research question (McMillan & Schumacher, 2014:25). Furthermore, he triangulated the data through document analysis, semi-structured interviews and observations to ensure that the findings complement each other. To ensure conformability, all the materials used for the development of this report have been safely kept. Furthermore, all the sources cited were fully referenced (McMillan & Schumacher, 2014:30).

1.10 ETHICAL CONSIDERATIONS

The following ethical considerations were adhered to for the smooth-running of this research (Ary et al., 2014:473; McMillan & Schumacher, 2014:362).

- **Permission to conduct this research**

Permission to conduct this study was granted by the Turfloop Research Ethics Committee (TREC) on 03 March 2017. This was followed by the permission from the Limpopo Department of Basic Education on 15 May 2017. All the schools involved in the research were covered within the Ethical Clearance Certificate. As such, permission to access schools was granted.

- **Informed consent**

Informed consent was sought from participants for the interviews. An information sheet and letter of participation in the study were provided, and all prospective participants were informed of the necessity for the use of the voice recorder. Participants were fully informed about the research procedures before data collection took place (McMillan & Schumacher, 2014:371).

- **The right to withdraw from the study**

Participants were made aware that they could withdraw from taking part in this study at any time during the course of the data collection process if they wished to do so. They are also allowed to withdraw from participating in the study at any time if they wished to. All these aspects were explained to them before they participated in the study (Cohen et al., 2011:999).

- **Violation of Privacy**

Participants described their experiences of implementing Teaching Practice. The information given was not divulged to the public. Participants determined the time, venue, and general circumstances under which interviews were conducted.

- **Anonymity, confidentiality and privacy**

Participants' identities were protected. Anonymity, confidentiality, and privacy were guaranteed by ensuring that data obtained were used in such a way that only the researcher knows the source. Therefore, no names were attached to the information gained rather only codes were provided.

- **Dissemination of results**

The findings of this study are to be disseminated in the form of a research report. The report is intended to stimulate readers to go through and to determine its feasibility for implementation. This report does not expose the weaknesses of the university to the its stakeholders, but recommends how Teaching Practice could be appropriately implemented. The participants were made aware that the copy of the research report would be given to the Limpopo Department of Basic Education as well as to the University of Limpopo. The information will also be published in relevant journals so that other readers could be informed about the results of the study.

1.11 LIMITATIONS OF THE STUDY

Limitations of this study involve its context and sample. The study was conducted at the University of Limpopo. It could have included other universities in South Africa, but limiting the study to the target university was based on convenience since the researcher is employed at the University of Limpopo. It would be fitting for other researchers to conduct research in other universities to obtain a holistic view on how Teaching Practice is implemented in the country.

The enquiry was restricted to fourth-year groups in the BEd SPF and PGCE programmes. The study sample comprised the Director of the School of Education, three HoDs, four Teaching Practice personnel, six supervisors, twelve student teachers and sixteen school-based mentors. As such, the study did not include a full representation of the population of this study. Therefore, it is not known what the implications are for other year groups within similar programmes at the same institution or at other universities in South Africa.

1.12 OUTLINE OF THE STUDY

The following section provides a brief outline of this study:

Chapter One: Orientation to the study

This introductory chapter comprises the background, motivation and research problem. It also addresses the purpose and objectives of the study, research questions and the significance of the study. The theoretical framework into which the study is embedded, together with the research methodology, definition of key concepts, trustworthiness of the study, ethical considerations, limitations of the study, and outline of the study are explicitly laid out.

Chapter Two: Literature review: overview of Teaching Practice

In this chapter relevant and appropriate literature is reviewed to clarify and explore how Teaching Practice is implemented around the world. International and national

policies for Teaching Practice; WIL; the purpose of Teaching Practice; challenges facing the implementation of Teaching Practice; Teaching Practice curriculum; resources for Teaching Practice; the theory and practice of micro-teaching; school-university partnerships for Teaching Practice, and models for best practice in Teaching Practice are outlined.

Chapter Three: Research methodology

Chapter Three presents research methodology, selection of participants, data collection techniques, and data analysis procedures.

Chapter Four: Teaching Practice at the University of Limpopo

In this chapter, presentation and interpretation of the findings of this study are discussed categorically.

Chapter Five: **Towards an Integrated Teaching Practice Model at the University of Limpopo**

This final chapter presents a discussion of findings, recommendations of the study and suggestions for future research.

1.13 CONCLUSION

This first chapter provided a background, motivation and discussed the research problem. This chapter also focused on the purpose of the study, research questions, significance of the study, and theoretical framework. Furthermore, the chapter presented the research methodology and an outline of the study. In the next chapter, Chapter 2, relevant and current literature related to the topic is reviewed.

CHAPTER TWO

LITERATURE REVIEW: OVERVIEW OF TEACHING PRACTICE

INTERNATIONAL AND NATIONAL POLICIES ON TEACHING PRACTICE

WORK-INTEGRATED LEARNING IN TEACHER EDUCATION

THE PURPOSE OF TEACHING PRACTICE

TEACHING PRACTICE CURRICULUM

RESOURCES FOR TEACHING PRACTICE

THE THEORY AND PRACTICE OF MICROTEACHING

SCHOOL-UNIVERSITY PARTNERSHIPS FOR TEACHING PRACTICE

MODELS OF TEACHING PRACTICE
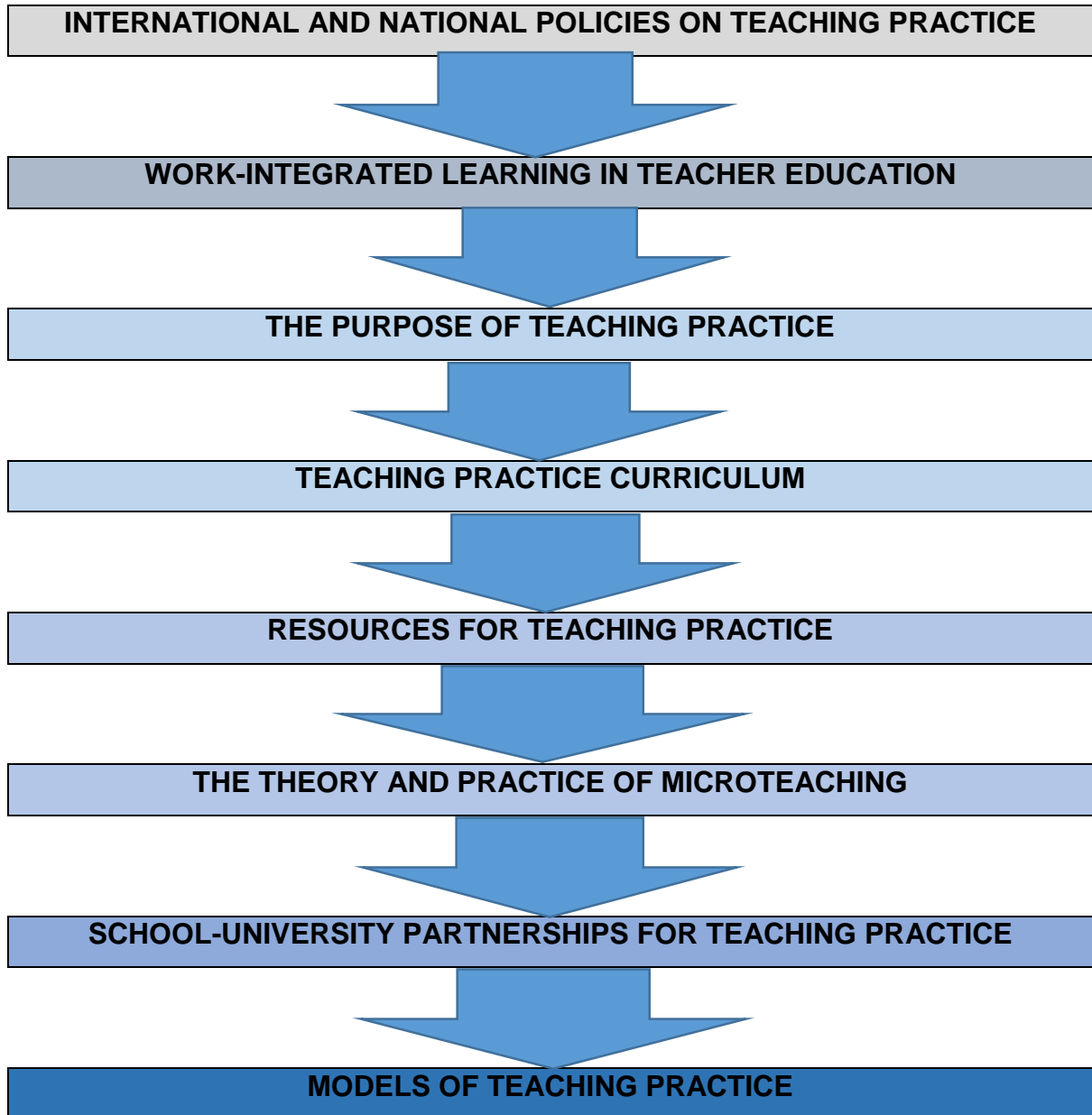
Table 2: Diagrammatic overview of Chapter Two

2.1 INTRODUCTION

In this chapter, related literature is reviewed in order to clarify and gain a deeper understanding of how Teaching Practice is implemented globally. International and national policies for Teaching Practice; Work-Integrated Learning in Teacher Education; the purpose of Teaching Practice; Teaching Practice curriculum; resources for Teaching Practice; the theory and practice of micro-teaching; school-university partnerships for Teaching Practice; and models of Teaching Practice are outlined.

2.2 INTERNATIONAL AND NATIONAL POLICIES ON TEACHING PRACTICE

2.2.1 United States of America

Mtika (2011:66) indicates that Policy on National Council for the Accreditation of Teacher Education (NCATE) was established in 2010. This set of policy initiatives was launched to design professional initiatives, increase investments in induction mentoring and professional development, transform roles for teachers, strengthen Teacher Education, and certification requirements. The policy guidelines provide clear guidance on how to design, implement, and evaluate the Teaching Practice component. It also advises against allocating all the decision-making powers on issues related to Teaching Practice to Universities. Teaching Practice issues include the placement of students; the content to be taught in the Teaching Practice component; the duration of Teaching Practice blocks; and the assessment of students (Zeichner, 2010:55).

A report by the National Council for Accreditation of Teacher Education (NCATE) (2010:2) states that in the USA, Teaching Practice takes place in schools between 10 – 12 weeks in a four-year B. Ed programme. Student teachers are sent to schools once in each academic year. These students sent into schools are assigned to teachers, but managing them just becomes extra work for those teachers. There is an expectation that the teachers will train, support and guide the students, yet there is very little or no remuneration or training for these teachers. This could result in negative experiences similar to those which Zeichner (2010:55) alludes. NCATE

(2010:10) recommends that greater communication between universities and schools needs to take place. Mentors or 'best practice' teachers need to be supported, guided and 'constantly empowered' to effectively lead and assist students during Teaching Practice sessions. Aleccia (2011:87) and Mtika (2011:66) agree that mentor teachers should 'provide student teachers with appropriate guidance, give potential teachers a cohesive framework for understanding the professional cycle of a classroom teacher and to serve as a resource for student teachers'. Aleccia (2011) and Mtika (2011) further contend that the kind of support offered to students will help them to 'make sense of their experience and learn from it'. They concur that teachers supported by expert practitioners actually learn more. They also recommend that profiles be drawn up for each school and then selection be done to find schools that meet certain criteria. These schools would be used to provide Teaching Practice experience for student teachers.

Gentry (2012:66) also suggests that there should be an even spread of Teaching Practice sessions during the year. Students should be sent out at the beginning of the year to observe the processes followed to kick-start the year. In addition, they should have four-week sessions in both the second and third terms to expose them to the 'management styles and various institutional cultures' experienced throughout the year. Heeralal (2014:87) agrees that there should be two or three sessions per year. Heeralal and Bayaga (2011:87) also indicate that the 10-12 week of Teaching Practice is not adequate and suggests that more supervised experience with graduated responsibility can have a positive effect on candidates' practice and self-confidence. While there is a call for longer Teaching Practice, at the same time optimal use needs to be made of the current time set out and, therefore, the Teaching Practice time-table at the universities should take into consideration the demands made on students in terms of the university work as well as on schools, for example, assessment and examination periods. Students should not be sent out when either of the institutions is under pressure, since it will negatively influence the nature of their experience (Heeralal and Bayaga, 2011:87).

From the researcher's point of view, two ideas of best practice can be drawn from the United States of America policy, namely, the model underpinning Teaching Practice and emphasis on a conceptual framework. The collaborative model which this policy

advocates draws upon the different forms of professional knowledge contributed by staff in higher education and staff in schools. In other words, the conceptual framework of this policy provides a guiding idea in the development of the Teacher Education programme and Teaching Practice. It can therefore be concluded that the very manner in which this policy is presented facilitates the smooth implementation of Teaching Practice.

2.2.2 Finland

Hollins (2011:257) noted that in Finland, the goal of Teaching Practice is to develop teaching professionals who develop their own work and improve communities of practice. The minimum of a Master's degree is mainly the Finnish norm. Finnish Teacher Education features exposure to pedagogy and practicals. The nature of the practice may not necessarily form part of the completion of a degree. Teaching Practice forms part of pedagogical studies, therefore can be also conducted after the completion of a degree.

Hollins (2011:257) also indicated that research is regarded as a major component in the teacher training programmes and forms a core component of developing the teacher as a professional. In Finland, working with learners of varied ages, and diversity in Teaching Practice is considered imperative, and there are no stipulated timeframes. Becoming a teacher is seen as a long-term process in Finland. As far as Finland is concerned, teachers are regarded as professionals, with minimum qualifications at the Master's level, and Teaching Practice is part of pedagogical studies (Soneye & Agbonluare, 2013:33).

It is noted that the Teacher Education model in Finland is based on collaboration between HEI and schools that train teachers. Teaching Practice is regarded as the central focus of the development of the teacher and taking place in training schools governed by universities, and follow the similar curriculum as other public schools. Research is these schools is key component and integrates theory and practice during Teaching Practice. It is therefore, imperative that the long-term focus of Finland's Teaching Practice could be considered by South Africa as part of ongoing self-development, with the research component strengthening such development.

2.2.3 Cameroon

Endeley (2014:148) states that Teaching Practice is compulsory in all the teacher training universities in Cameroon. In universities such as Ecole Normale Superieure, Yaounde, Bamenda and Maroua which have schools of education, three months is blocked for Teaching Practice where classes are not held so that students and their supervisors concentrate on Teaching Practice. This is done only once until the student graduates (Endeley, 2014:148). According to Davids (2016:33), at the University of Buea, the BEd programme trains secondary school teachers. Students enrolled in this programme are expected to go for Teaching Practice twice during the course of the programme. They go for Teaching Practice in their second year and in their third year, while other courses are taken in other faculties. Therefore, a student will have completed 24 weeks (six months) of Teaching Practice upon graduation (Davids, 2016:33).

Placement of student teachers is done in different schools where they are expected to spend 12 weeks per Teaching Practice session. They are assigned to experienced teachers who are chosen based on their expertise and competence and to university supervisors only from the Faculty of Education (Endeley, 2014:148). Supervisors are expected to visit the student teacher at least twice during each session. They are also expected to observe mentor teachers teaching. At the end of Teaching Practice, the student teacher receives an aggregate score derived from the mentor teacher, the supervisor and a students' portfolio which is made up of a report, lesson plans, lesson notes, a journal and teaching aids. In Cameroon, the secondary teacher training programme offers Teaching Practice which takes place concurrently with classes in the university (Endeley, 2014:148; Ntsaluba & Chireshe, 2013:355). Ntsaluba (2012:355) further indicated that in Cameroon, longer periods of Teaching Practice and training of teachers are observed (3-4 years of university training with three to six months of Teaching Practice). In Cameroon, the candidate is required to write an entrance examination which makes it possible for strong and qualified students to be selected and trained as future teachers (Ntsaluba, 2012:355).

South Africa can draw some lessons from Cameroon because the Teaching Practice policy in Cameroon is very clear about assisting both the student teachers and school-

based mentors in the entire process of Teaching Practice. Unfortunately, in Cameroon, Teaching Practice runs concurrently with classes at the university as is the case with the University of Buea. In such a situation, the competencies the students acquire, the quality of supervision and time spent on Teaching Practice may be limited, thus affecting the quality of teachers being trained.

2.2.4 South Africa

The MRTEQ of 2015 suggest that the seven roles which form the cornerstone and basis for Teacher Education in the Norms and Standards for Educators (NSE) of 2000 was replaced by other competencies. MRTEQ aim to address all the needs associated with practical learning, such as supervision, mentoring and the environment that is responsive to these needs. Along with these amendments comes a new perspective which involves learning in-and from practice. MRTEQ (2015:18) refer to this component as Work-Integrated Learning (WIL), which involves the planning of lessons and teaching in authentic and simulated classrooms, and the observation of lessons taught (Okeke et al., 2016:253).

Another key focus of the MRTEQ is to provide guidelines on the time spent on Teaching Practice for the BEd SPF and PGCE programmes respectively. This policy also indicates that in a full-time contact BEd programmes, student teachers should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed school-based practices over the four-year duration of the degree. In any given year, a maximum of 12 such weeks could be spent in schools, and at least three of these should be consecutive. In the PGCE programme, students should spend a minimum of eight weeks and a maximum of 10 weeks in formally supervised and assessed school-based practices over the one-year duration of the degree (MRTEQ, 2015:29; Cohen, 2010:375; Huang, 2011:55; Parry, Brown-Schild, Hbler, Coble & Carbonell, 2011:123).

The noticeable different between Cameroon and South Africa with regard to Teaching Practice is its duration. It is indicated that in Cameroon student teachers spend longer period such as three to six months, whereas in South Africa, students spend a minimum of 20 weeks and a maximum of 32 weeks in schools. Furthermore, In

Cameroon, candidate is required to write an entrance examination which makes it possible for strong and qualified students to be selected and trained as future teachers unlike in South Africa, where candidates are not obliged to write such an entrance examination.

2.3 WORK-INTERGRATED LEARNING IN TEACHER EDUCATION

According to Yorke (2011:40), the Southern African Society for Cooperative Education (SASCE) determined the relationship between learning and work. This society conducted an international study in 1996 at the University of Leeds. The study mentioned three aspects that integrate learning to the workplace, namely, learning at work, learning for work and learning through work (Yorke, 2011:40; Jackson & Chapman, 2012:541; Jackson, 2010:30).

Yorke (2011:40) also noted that this rationale explains the difference between career-oriented, practical learning, WIL programmes and vocational training. Yorke explains that learning for work encompasses anything that has a career focus. Practical learning encompasses the development and training at the workplace. Through learning on work, student teachers are engaged in specific work-based learning, which should be integrated in the Teaching Practice curriculum, and is known as WIL (Copper, Orell & Bowden, 2010:54).

2.3.1 Types of Work-Integrated Learning

CHE (2011:11) identifies four components of WIL namely, Work-Directed Theoretical Learning (WDTL), Problem-Based Learning (PBL), Project-Based Learning (PJBL) and Workplace Learning (WPL). Dickson and Kaider (2012:55) also indicated that there are several types of WIL. These include *Ad hoc approach* where the programme may have a flexible content or a very rigid curriculum. In this approach, students may be assisted to find a work placement. Student teachers acquire theoretical knowledge and skills from the university campus and then practise them in schools (Yorke, 2011:34).

According to Billet (2011:35), *Cooperative education* advocates that the time student teachers spend in the schools is part of an academic programme. This should be a formal agreement between the university and practicing schools. A cooperative programme usually kick-starts after certain tasks in the programme have been completed or the programme alternates between work and study. Sometimes, a recruitment agency is used for this purpose, and the cooperative education office has full-time staff that help student teachers with their needs throughout their time in the programme (Billet, 2011:35). *Workplace learning (WPL)* is a component of a learning programme and focuses on the application of theoretical knowledge in schools. It focuses on a specific skill and competency requirements within a qualification that will enhance employability (Hanna, Curran, Fraser, Ayre & Nicholl, 2011:22; Yorke, 2011:50).

Billet (2011:22) argues that in an *Internship programme,* work is carefully structured and monitored and student teachers are given learning objectives that should be obtained within a certain period of time. Through the Internship programme, student teachers learn the organisational structure of the work environment and develop professionally (Billet, 2011:22). This is a good model for the professional development of engineers, but is also used in Teacher Education. However, it is impossible to provide an intentional uniform learning agenda for all students in different firms or schools (Billet, 2011:22). According to Dixon (2011:45), *Service-learning or community service* advocates specific community needs. This type of learning integrates the academic programme of the curriculum. Service-learning should be assessed and results be granted. This learning should assist student teachers to take civic responsibility, as such, they should share their skills, values, attitudes, and knowledge learned during their studies (Dixon, 2011:45).

2.3.2 Advantages of Work-Integrated Learning

Bates (2011:111) argues that "WIL provides a link for students between their present academic knowledge and their professional future". WIL also provides an opportunity for students to bridge the gap between theory and practice. In this case, students shall have prepared to develop relevant professional skills. Another advantage of WIL in Teaching Practice is to assist students to become active participants in an active

learning situation. In this case, students shall have achieved their set learning objectives for WIL and be able to apply their acquired knowledge and the experience real work-place (Billet, 2011:21). Students should acquire experience, build capabilities, and knowledge using both academic and workplace curricula to improve their understanding of what is required of them in practical teaching (Jackson, 2010:30 & Yorke, 2011:119). In addition, WIL is used in teacher training programmes to equip new teachers with a set of skills desired by potential employers (Yorke, 2011:119).

Many students are discovering that the traditional university setting of classrooms may not prepare them well to become successful workers in a competitive new environment (Bates, 2011:111; Billet, 2011:21; Jackson, 2010:30 & Yorke, 2011:119). Jackson (2010:30) further suggests that universities need to drastically change their way of preparing students for employment by providing practical, meaningful experiences. WIL has attracted considerable attention in recent years as a tool for developing work-readiness and enhancing professional practice to the standard which school expects of new teachers (Yorke, 2011:119; Martin, Rees & Edwards, 2011:19). The significance of WIL to develop students' professional and employability is widely accepted by both employers and the higher education sector (Hammer & Green, 2011:303). WIL assists students to improve general academic performance, enhancement of interdisciplinary thinking, benefit from academic staff members, increase motivation to learn and also personal benefits (Gamble, Patrick & Peach, 2010:535; Hammer & Green, 2011:315; Wilton, 2012:39).

Student teachers are more employable if they understand required skills standards and are able to perform in the workplace (Gamble, et al. 2010:535). Placement of student teachers provides an opportunity for practising skills which may not be available to students, especially in periods of economic downturn Gamble, et, al. (2010:546); Wilton (2012:39). WIL is also perceived to improve employment chances for new teachers, to have more favourable outcomes in securing employment and career progression, and wages (Botha & Reddy, 2011:2132; Jackson, 2014:35).

WIL provides communication and networking opportunities which are essential for career progression and enhances learning transfer in new teachers. WIL also assists student teachers to bridge classroom theory with practice in a work-based situation.

Student teachers who complete work placement do not encounter major problems in applying their generic skills in the workplace (Botha & Reddy, 2011:2140). In order to enhance a complement of employability skills in WIL, participants are largely assumed by role-players and this is a significant motivator for embedding WIL into the undergraduate curricula (Govender & Taylor, 2015:43; Jackson & Chapman, 2012:560; Jackson, 2010:45).

WIL plays a vital role in terms of the readiness of new teachers entering the system and contributing to society at large and the workplace (Ntsaluba & Chireshe, 2013:15). WIL helps student teachers to prepare and learn from the workplace. Furthermore, it enables student teachers to transfer theoretical knowledge learned in their formal education into practical situation (Ross, Vesco, Tricarico & Short, 2015:50; Jackson & Chapman, 2012:560; Jackson, 2014:40).

2.3.3 Disadvantages of Work-Integrated Learning

Botha and Reddy (2011:2144) argue that WIL programmes may indeed make employment objectives worse by disturbing and distracting students from their subject-specific studies. These authors further mentioned that WIL programmes may attract students who do not care about material advancement. Wilton (2012:609) states that further studies are required on the characteristics of good WIL which enhances appropriate skills development, workplace results, and employment objectives. WIL does not offer an appropriate answer to lack of competitiveness in the industry (Smith, Meijer & Kielly-Coleman, 2010:409). To address this, WIL should be well-structured and organised; its implementation process must be taken into account.

2.4 THE PURPOSE OF TEACHING PRACTICE

Teaching Practice plays a crucial part in improving the quality of student teachers who graduate from the teacher-training institutions to teach in varying and diverse schooling contexts countrywide. It is a central and most significant experience in the professional preparation of teachers, being an extension of university-based preparation into the classroom-based learning and teaching that all teachers fundamentally require (University of Johannesburg, 2015:15). Teaching Practice is a

process by which the student teacher is exposed to real everyday teaching experience in a school. Teacher pre-service training may not be enriching or indeed, possible, without this important aspect (Tameh, 2011:15; Nillas, 2010:42).

Another important aspect of Teaching Practice is the opportunity it affords students to observe experienced teachers engaged in teaching in a real-life situation and to become a qualified teacher. Teaching Practice, therefore bridges the gap between theory that student teachers are exposed to at the university and professional knowledge in practice. Besides classroom teaching, it also exposes student teachers to participate in extra-curricular activities, such as sport, school nutrition, school administration, learner transport, resource room and library duties, and many others (Maphalala, 2014:74; Dias, 2011:45; Du Plessis, Marais & Schalkwyk, 2011:540; Major & Tiro, 2012:63; DBE, 2015:22; DHET, 2015:9; Mudzielwana & Maphosa, 2014:402).

2.5 CHALLENGES FACING THE IMPLEMENTATION OF TEACHING PRACTICE

2.5.1 Coordination of Teaching Practice

Stakeholders such as universities and schools form the backbone of Teaching Practice for student teachers. The quality of leadership and management of such stakeholders is what makes Teaching Practice a success or a failure. Student teachers should understand the importance of leadership and management of institutions in relation to the implementation of Teaching Practice. The elements that make a Teaching Practice experience successful include appropriate selection of schools, adequate communication between universities and practicing schools and appropriate Teaching Practice curriculum (Hamel & Jaasko-Fisher, 2011:434; Frick, Arend & Beets, 2010:337).

2.5.2 Duration of Teaching Practice

Dreyer, Lombard, Maila, Materechera, Mbunyuza-de-Heer Menlah, Mokoena, Moreeng, Oduaran, Seroto, Themane, and van Wyk (2015:5) and Nills (2010:42)

argue that teaching as a profession needs to be reviewed in the same way as other professions such as legal and medical professions. This should be done regarding roles and responsibilities of teachers in developing theory and professionals through observation, teacher research, and sustained in-service programmes, rather than the limited practical sessions currently offered in the training programmes.

Maphalala (2014:74) also suggests that there should be an even spread of teaching experience sessions during the year. Student teachers should be sent out at the beginning of the year to observe the processes followed to kick-start the year. In addition, they should have four-week sessions in both the second and third terms to expose them to the management styles and various institutional cultures experienced throughout the year. Dias (2011:45) and Du Plessis, Marais and Schalkwyk, (2011:530) agree that there should be two or three sessions per year. Major and Tiro (2012:63) noted that the current 10-12 weeks of Teaching Practice is not adequate and suggest that more supervised experience with graduated responsibility can have a positive effect on candidates' practice and self-confidence. Also that the number of opportunities student teachers get to teach and the nature of the diverse classrooms they teach in result in teachers being much stronger in their first few years of teaching, because they have a stronger frame with which to interpret important concepts in teaching and learning (Mudzielwana & Maphosa, 2014:402).

Okeke et al. (2016:191) also believe that while we strive for learning to be interactive instruction, a form of experiential learning where learners learn by doing, is necessary for student teachers to have enough time to experience the processes involved. DHET (2015:9) echoes this, and states that active learning should include a wide variety of learning theories and should encourage critical thinking and reflection. However, in order for student teachers to successfully apply this process of learning, it is necessary to extend their teaching experience period to enhance the quality of their training.

While there is a call for longer teacher experience periods, at the same time optimal use needs to be made of the current time set out and, therefore, the teacher experience time-table at universities should take into account the demands made on student teachers in terms of university work as well as on schools, for instance, assessment and examination periods, etc. (DHET, 2015:9). Student teachers should

not be sent out when either of the institutions is under pressure, since it will negatively influence the nature of their experience (DHET, 2015:9).

2.5.3 Placement of student teachers

In South Africa, the MRTEQ provide universities with some guidelines on the placement of student teachers for Teaching Practice, as well as with the minimum and maximum duration period for the different programmes in teacher education. For instance, for a full-time BEd programme, the MRTEQ prescribe a maximum of 32 weeks, and no less than 20 weeks. For the PGCE programme, a maximum of 12 weeks, and a minimum of eight weeks is prescribed (DHET, 2015:8). Different universities use different placement strategies such as whole semester perspective: where student teachers, especially those at BEd level four, spend the whole semester in a school, being supervised by an experienced mentor teacher. In such institutions, the student teachers only undertake Teaching Practice during their final year of study, and once a week for the semester, and have a block session during the second semester.

During the Teaching Practice periods, students observe lessons, plan and teach lessons, complete workbooks and portfolios of evidence, and are assessed by supervisors and school-based mentors. Owing to large enrolments in teacher education programmes at some institutions, not all students are assessed by university-based supervisors. In one institution, for instance, BEd II students are only assessed by school-based mentors; while BEd III students are assessed once by the university-based supervisors, BEd IV and PGCE students are assessed twice by university-based supervisors. This is in addition to assessment done by school-based mentors. External supervisors are also contracted in some institutions to assist and support all students (Okeke et al., 2016:210; Teaching Council, 2013:55).

Like most people, all students have a 'comfort zone', meaning they would invariably prefer to teach where they feel comfortable. If schools are selected for students outside their comfort zone, there may be some resistance on the part of students. For some students, this means a preference for teaching learners in their home language

in small classes and in schools with all the necessary resources. Other students relish the challenge of being placed in schools they might want to join as permanent staff members in future, even if the school currently lacks the necessary support structures for the student. The school might also be resource poor but appeal to the student because it is closer to their background and own school experience, or because it represents a real teaching and learning challenge (Robinson, 2014:114).

2.5.4 Assessment of student teachers

The assessment in Teaching Practice should be integrated in the learning process. As such, it should be well designed, planned and done in a proper way. Okeke et al. (2016:228) and Mtika (2011:55) argue that assessment is *"the process of identifying, gathering and interpreting information about a learner's achievement in order to assist the learner's development and improve the process of learning and teaching."* Leke-ateh et al. (2013:285); Robinson (2014:39) and Mtika (2011:551) alluded that assessment is required to systematically evaluate if a ever student is ready to demonstrate his/her readiness to acquire intended learning objectives in a curriculum. They also argue that assessment methods and tasks should be appropriate and need to be related to the learning outcomes.

2.5.5 Types of assessment

Leke-ateh et al. (2013:285) identified two types of assessment, namely formative assessment and summative assessment. According to Leke-ateh et al. (2013:285), formative assessment assists to provide constructive feedback to student teachers while learning is in progress so that they have an opportunity to improve. Mtika (2011:551); Darling-Hammond & Lieberman (2012:151) and Robinson (2014:551) report that this type of assessment refers to many methods that academic staff members may use to assess student's performances. This type of assessment assists academic staff members to identify difficult concepts for student teachers to understand so that help can be provided to them. Formative assessment is aimed at collecting the whole information so that instruction can be improved (Robinson, 2014, 2011:551). Summative assessment is used at the end of the instructional period to evaluate student learning, skill acquisition, and academic achievement. It is used to

grade the overall or final marks at the end of the module, level or degree (Mtika, 2011:551; Dreyer et al., 2014:222; Robinson, 2015:3).

2.5.6 Roles and responsibilities of the Teaching Practice coordinator

According to Edwards (2010), Teaching Practice coordinators play an important part in ensuring Teaching Practice success. They provide administrative support for the Teaching Practice unit. More importantly, the coordinators focus on quality control and accountability.

Wilton (2012:33) and Chen and Mu (2010:120) also highlighted that the Teaching Practice coordinator should be excused from other responsibilities so that this role is given first priority. Furthermore, the coordinator should have expertise, knowledge, experience, understanding, and enthusiasm to create good communication abilities, analytical thinking, organising skills, computer literacy, achievement, aspiration, and motivation (Wilton, 2012:33).

2.5.7 Roles and responsibilities of university supervisors

A supervisor is a qualified and experienced person in the teaching profession who is available to the student teacher for guidance, assistance, evaluation and provides constructive feedback. Teaching Practice is greatly affected by the nature of the supervision and the quality of communication between student teachers and their supervisors (Yorke, 2012:117).

According to Jackson (2010:356), supervisors should arrange introductory lectures before the departure of student teachers to practicing schools. This will make student teachers aware about the preparation of lesson plans and other assigned activities during Teaching Practice. Supervisors are expected to supervise student teacher's lessons, provide guidance and effective feedback. According to Jackson (2010:356), student teachers should not be criticised in front of other teachers or learners. Supervisors are also required to improve the quality of their practice and prepare student teachers for the future, therefore they should act as facilitators (Jackson, 2010:356; Okeke et al., 2016:228; Gujjar et al., 2010:25).

2.5.8 Roles and responsibilities of school-based mentors

According to Dickson and Kaider (2012:55), the role of school-based mentors usually determines the success of the Teaching Practice experience. Barlin (2010:1) notes that school-based mentors should be well chosen and properly trained as mentors. These mentors play a vital role in the development of student teachers' skills to teach and manage classrooms since they directly influence student teachers during Teaching Practice. It is during this time that student teachers observe their mentors at work, and this impacts on how they learn about teaching skills and strategies, maintaining discipline, and determining their own teaching style (Sen, 2010:23).

Another study was conducted in South Africa by Dickson and Kaider (2012:55). It was concluded that the perception of the influence of mentor teachers on student teachers is subjective, and therefore varies from student to student. The study shows that the teacher mentors were excellent role models, modelling good teaching and guiding student teachers and supporting them throughout the process. Other positive remarks were that school-based mentors respected student teachers and made Teaching Practice experience enjoyable, with some having a profound effect on student teachers who had no intention of pursuing a teaching career. Ultimately, this helped in changing mind-sets and motivating student teachers to consider venturing into the real teaching world (Okeke et al., 2016:21; Sen, 2010:23).

However, many student teachers were dissatisfied with mentors because they felt that in their experience, they were not respected as developing teachers but seen rather as 'relief teachers' who had to do all the menial jobs that teachers did not want to do. They explained that they were made to feel insignificant as mentors carried on with their daily tasks, not affording them opportunities to experience working with classes. These experiences proved very discouraging and student teachers were negatively influenced and left with feelings of inadequacy (Dickson & Kaider, 2012:55).

A report by Sen (2010:23) indicates that in the United States, student teachers sent into practicing schools are assigned to teachers, but managing them just becomes extra work for those teachers. There is an expectation that the teachers will train, support and guide the student teachers, yet there is very little or no remuneration or

training for these teachers. This could result in negative experiences similar to those which Sen (2010:23) alludes to Sen's (2010:23) study recommends that appropriate communication between universities and practicing schools needs to take place. School-based mentors need to be supported, guided and constantly empowered to effectively lead and assist student teachers during their Teaching Practice sessions. Aleccia (2011:33) agrees that school-based mentor should serve as a resource person and provide student teachers with the appropriate guidance.

According to Neal (2011:33), at the University of Cape Town, the kind of support that was given to student teachers assisted them to make sense of their experience and learn from it. Neal (2011:33) also cited that teachers supported by expert practitioners actually learn more. The study furthermore, recommends that profiles be drawn up for each school and then selection be conducted to find schools that meet certain criteria. These practising schools would be used to provide Teaching Practice experience for student teachers.

2.5.9 Roles and responsibilities of student teachers

According to Dreyer et al. (2015:4), student teachers are required to take an active part in their own learning. They should also participate constructively in a broad range of placement experiences. During Teaching Practice, student teachers are regularly observed and assessed doing co-teaching and teaching by supervisors and school-based mentors. The reason for this is to support them through comments, suggestions, and guidance aimed at gradual improvement (Neal, 2011:33).

2.6 TEACHING PRACTICE CURRICULUM

Dreyer et al. (2015:36) reports that rethinking and redesigning of the content of the Teaching Practice curriculum must be considered. This is necessary because of the advances of technology related to teaching and learning in Teacher Education programmes. It is important for teacher training institutions to ensure that their graduates have required teaching skills that render them employable after completion of studies (CHE, 2010:111).

According to Bonwel (2013:13), it is imperative that the Teaching Practice curriculum be redesigned, re-organised and re-planned within a module/subject. This include how the lecturers or facilitators teach or facilitate the learning, how the students learn, and how the whole process of the implementation of Teaching Practice is assessed (CHE, 2011:13). Dreyer et al. (2015:36) describe that curriculum alignment should be supported by the learning outcomes or objectives, content selection, teaching and learning methods, and assessment practices to deliver it. It is therefore important that the curriculum needs to be designed to support work related activities and role-players' inputs need to be taken into consideration in the training of students (Bonwel, 2013:13; Frick et al., 2010:421).

2.7 RESOURCES FOR TEACHING PRACTICE

All student teachers who enrol for teacher training programmes in the universities are required to do Teaching Practice in selected or identified schools that are functional (Lampert, 2010:32). Lampert (2010:32) observes that this practice is expected to take place for a required number of weeks as guided by the programme for which the student is registered. Teaching Practice is usually planned for all student teachers' programmes (Cohan & Honingsfeld, 2011:11; Kennedy, 2010:44). It is noted that most higher education institutions take Teaching Practice very seriously because it forms the foundation and pillar of the student teachers' success or failure in the teaching profession. Such institutions usually have dedicated administrative staff and academics who can teach both the theory and practice of teaching. It is for this reason that the Department of Higher Education calls on HEIs to invest adequately in Teaching Practice delivery in terms of resources, not just to deliver quality professional education. This ensures that student teachers are afforded the opportunity to develop competencies that allow them to enhance their teaching and learning (Lock & Redmond, 2010:557).

A well-organised and implemented Teaching Practice programme is founded on procedures, systems and processes that work. Over and above the fact that these procedures, systems and processes cannot be implemented as standalone techniques, it should be noted that the human resource is the key factor just as Information and Communications Technology (ICT) is pivotal to ensuring the speedy

and smooth administration and management of student teachers' teaching and learning experiences. Human resources located at HEIs and those in schools where student teachers are placed for their practice, entails the mentors, for they work hand in hand with the student teachers placed in their schools (Howard & Gullickson, 2010:21).

2.8 THEORY AND PRACTICE OF MICRO-TEACHING

While the study has shown the extent to which contexts play a role in Teaching Practice, other scholars argue that we should not underestimate the influences from the campus-based component of the teaching education programme (DBE (2011:22). Micro-teaching, a component focusing on the acquisition of teaching skills, reared its head in the 1960s and was very often and is still used today among teacher education peers in laboratory settings or in their own classrooms (Ismail, 2011:23). These researchers go on to explain that micro-teaching often included modelling of practices to be learned, opportunities to plan and teach a brief lesson using these practices, video-taping and feedback, and sometimes additional practice. According to Kilic (2010:75), a number of studies mentioned that there was a definite improvement in student teachers' ability to demonstrate the desired behaviours or practice in the micro-teaching sessions.

Davids (2016:2) reports that the modelling of good teaching by teacher educators greatly influence student teachers' conceptions of teaching. In a study conducted by Cheng, Cheng, and Tang (2010:91), student teachers referred to distinguished lecturers; who had greatly influenced them through modelling good teaching. The evidence in the study by Saban and Coklar (2013:234) focusing on the importance of discussion and feedback, is also reinforced by Lampert (2010:27) who explains that often teachers get together in groups to share experiences and guide each other on future directions.

He and Yan (2011:291) refer to these rehearsals, which influence learning to teach, as the pedagogy of enactment. It is important for teachers to guide and support student teachers in order to learn from their experiences (teachers). The shared experiences

would, ostensibly, strengthen the prospective student teachers and hopefully ground them to the act of pedagogy (Saban & Coklar, 2013:234; Dreyer et al., 2015:109).

2.9 SCHOOL-UNIVERSITY PARTNERSHIPS FOR TEACHING PRACTICE

It is important for strong partnerships between schools and Teacher Education providers to prevail as it would enable proper training of student teachers (Robinson, 2015:10). The most commonly applied model is to place student trainees in different schools, however, the application of this model differs from one country to another (Robinson, 2015:10). Darling-Hammond (2014:552) cited the existence of few effective school-university partnerships in the USA. A description is made regarding the characteristics of those practicing schools which collaborated with the higher learning institutions (Darling-Hammond, 2014:553).

In England, a school-based model of initial Teacher Education was persuaded to minimise university involvement. This was driven by the political interferences (McNamara, Jones & Murray, 2014:11). For example, the Secretary of State for Education in England in 2010, announced the plan to shift Teacher Education from the higher learning institutions to schools (Whitehead, 2011:33; Matthews & Berwick, 2013:20). The aim was that these schools would recruit and train students in areas of professional development and subject knowledge with the view of providing prospective students with employment (McNamara et al., 2014:15). The training took place in collaboration with Teacher Education providers. In the Netherlands, universities established a system in which prospective student teachers are trained in schools for half of the final year of their study. These student teachers are supervised and assessed by experienced teachers from the school as well as university supervisors (Botha & Beets, 2015:14). Despite this initiative, schools started to feel pressure due to inadequate competencies brought by the graduates, as well as the shortage of teachers in such schools. To address this challenge, Teacher Education training in the Netherlands embarked on a project called Educational Partnership to improve teacher training and to extend cooperation with schools (Botha & Beets, 2015:14).

Working in the UK, with its well-established history of school-based Teacher Education, Ellis (2010:105) critiques what he calls an impoverished notion of learning often embedded in arguments for more school-based work in Teaching Practice (Ellis, 2010:50). Ellis (2010:50) highlights some tensions identified within the Oxford Internship Scheme, a programme with a strong base of schools working with the university. These include, for example, contradiction of knowledge and learning, and issues of relative power between academics and teacher mentors (Neal, 2011:50).

According to Sahlberg (2012:12), the Teacher Education model in Finland is based on a collaboration between schools that train teachers and the universities. These schools are referred to as normal schools or practice schools. Sahlberg (2012:12) alludes that the Finnish Teacher Education is a spiral sequence of theoretical knowledge, practical training and research-oriented enquiry for teaching. These student teachers undertook their Teaching Practice in training schools, which are governed by universities, and follow the similar curriculum as other public schools. Research is these schools is regarded as a major component and integrates theory and practice during Teacher Education studies (Korthagen, 2011:35; Ellis, 2010:720; Hamel & Jaasko-Fisher, 2011:442).

2.9.1 Challenges and benefits of school-university partnerships for Teaching Practice

While school-university partnerships are offered as a strong way to enhance teaching and learning, much has also been written about the challenges involved in their implementation (Botha & Beets, 2015:14). Botha and Beets (2015:14), draw on the research literature to argue that "there are profound differences in purpose, organisation and culture between schools and universities which inevitably create tensions in school-university partnerships. These differences include: purpose, function, structure, rules and regulations, calendars and schedules, work routines, orientation to teacher education, with schools in general favouring a more practical and utilitarian form of teacher education. The time required to build partnerships is invariably not present for either schools or universities, making it difficult to create opportunities for communication and building of trust (Botha & Beets, 20015:14).

Botha and Beets (2015:14) highlight tensions relating to different role perceptions of each community (the university and the school). A lack of role clarification can lead to mistrust, with schools questioning the understanding that teacher education has about curriculum policy requirements and the impact of socio-economic realities on teaching and learning. Poor communication can lead to problems such as the manner in which student teachers are placed in schools as well as added responsibilities of the teacher mentors (Botha & Beets, 20015:14). Different pedagogical views and different reward structures between universities and schools also can make a partnership more complex (Bloomberg & Volpe, 2012:12). Based on research into a university-led mentor programme in South Africa some years ago, Robinson (2015:15) noted those factors that need to be in place to enable teachers to play a full role as mentors to student teachers and as a fundamental aspect of any school-university partnership. These factors include a school culture that supports professional development and an enabling infrastructure for professional development at the school such as a policy on staff development, and meeting times. In the absence of such enabling cultures and policies, the efforts of enthusiastic mentor teachers run the risk of not being sustainable, thus negating the long-term intentions of the Integrated Plan (Robinson, 2015:15).

Pennefather (2011:66) cites that tensions can be detrimental to effective partnerships and such tensions on the positive side, can also be seen as an opportunity for growth and learning, as partners engage in dialogue and negotiation about one another's different modes of acting and doing. Pennefather (2011:66) continues to outline some of the benefits of a partnership programme that placed student teachers at schools in the rural contexts of KwaZulu-Natal. In this study, it was found that rural schools become more aware of the value of their knowledge and experience, and teachers in remote areas have access to different teaching materials, methodologies and recent curriculum debates. The study concluded that partnerships also benefit learners who, through the student teachers, begin to have a sense of the world out there and the possibilities that could exist for them. All of this creates a synergy that values and extends the capabilities of all partners. Mutemeri and Chetty (2011:505) mentioned that vagueness in partnership planning, ironically, can create a platform where respective responsibilities and expectations can be re-negotiated and clarified,

although the richness of this discussion will depend on the depth of commitment of the school and the university to the shared goals of the partnership.

Botha and Beets (2015:19) further inferred to research that has looked at learning that actually takes place through school-university partnerships. The study suggested that a partnership leads to productive learning for student teachers; if prospective teachers are invariably engaged in a longer and more structured field of experiences, more sustained supervision and more authentic learning experiences. Other study has cited the benefits of teachers, in that involvement with student teachers and the university positively influencing their professional learning (Both & Beets, 2015:20). The new role often acts as a catalyst for professional development, exposes teachers to new ideas and techniques, provides a source of stimulation and innovation, prompts teachers to reflect on their existing practices, renews enthusiasm and increases feelings of self-efficacy (Both & Beets, 2015:20).

2.10 MODELS OF BEST PRACTICE IN TEACHING PRACTICE

The following section presents Models of Teaching Practice. They were reviewed with the goal to acquire best practices in Teaching Practice from a variety of contexts. They are The Master-Apprentice Model of 2010, The Community of Practice Model of 2010, The Partnership Model of 2011, The Collaborative Model of 2012, and The Community Development Model of 2012.

2.10.1 The Master-Apprentice Model

2.10.1.1 Essence of Master-Apprentice Model

The Master-Apprentice Model originated from Europe in the 12th century (Vandermaas-Peeler & Miller, 2010:70). According to Vandermaas-Peeler and Miller (2010:70), this model advocates that experienced persons should train less experienced ones. This training or mentoring is supposed to take place under the watch of the experienced trainers. In such situations, the experienced trainers demonstrated the correct way of doing things. Thereafter, the apprentice or the trainee attempted to imitate the master's teaching skills, while being advised and corrected

for prevailing mistakes. Apprenticeship is a particular way of enabling students to learn by doing, and is regarded as the most common method used to train teachers in teacher training institutions (Vandermaas-Peeler & Miller, 2010:70). Contractual agreement with specific terms and conditions needs to be entered into and signed between the master and the student before training begins (Vandermaas-Peeler & Miller, 2010:70).

2.10.1.2 The structure of the Master-Apprentice Model
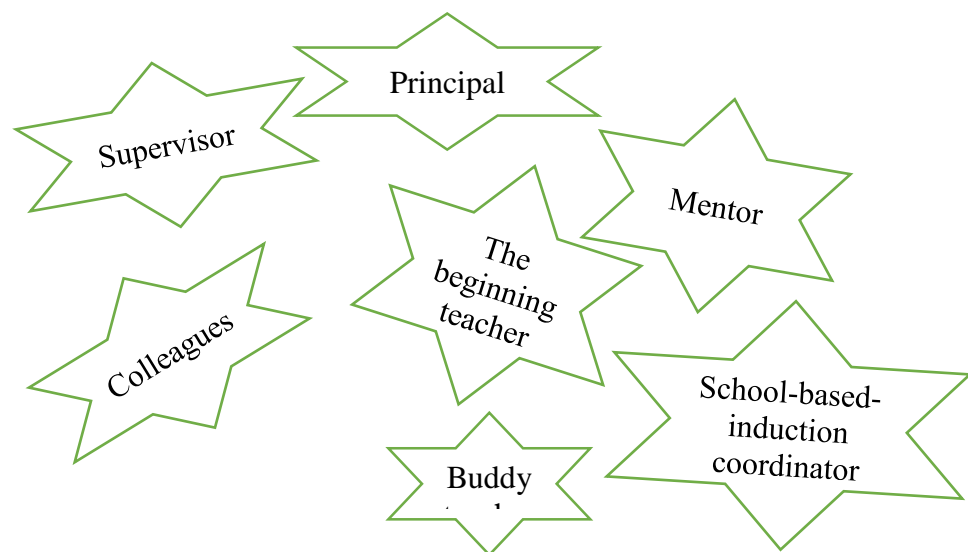
Figure 1: The Master-Apprentice Model (Vandermaas-Peeler & Miller, 2010)

2.10.1.3 Advantages of the Master-Apprentice Model

The Master-Apprentice Model has a particularly strong foothold within the training of teachers (Vandermaas-Peeler & Miller, 2010:76). Basically this model refers to the relationship between two individuals, one who is experienced (has mastered skills of the trade) and inexperienced or novice, (who has not mastered the skills) (Vandermaas-Peeler & Miller, 2010:76). The advantage of this model is that student teachers acquire appropriate knowledge by observing the master/the mentor or the supervisor as he/she demonstrates the lesson. The model also provides student teachers with clear goals to aspire to. It furthermore, acculturates student teachers to the value and norms of the profession (Vandermaas-Peeler & Miller, 2010:76).

2.10.1.4 Disadvantages of Master-Apprentice Model

According to Vandermaas-Peeler and Miller (2010:303), one of the disadvantages of the Master-Apprentice Model is that communication is only from the mentor to the student. This is one-way type of communication (Vandermaas-Peeler & Miller, 2010:303). The mentor's expertise builds slowly into the student's understanding. Masters often have difficulty in expressing their views and leave students been frustrated. Masters sometimes take almost for granted what they have to offer leaving students often to guess what is required from them to become experienced themselves (Vandermaas-Peeler & Miller, 2010:303). Mentors often rely solely on demonstration hopping that student teachers will understand the knowledge and skills from just watching the mentor demonstrating. Sometimes one mentor is expected to a handle huge number of students, resulting in them paying little time to each student teacher, hence the results of this model might have less regard to in-depth reflection. According to Vandermaas-Peeler and Miller (2010:303), the apprenticeship model has been criticised for putting practical knowledge higher than theoretical knowledge, as such, time allocated for theoretical principles is limited (Vandermaas-Peeler & Miller, 2010:303).

2.10.1.5 Summary of Master-Apprentice Model

If the Master-Apprentice Model can be properly structured, it can be used during Teaching Practice. Moreover, if this model can be applied appropriately and systematically, it can be used during the implementation of Teaching Practice. The major goal of this model is that student teachers shall have been provided an opportunity to observe supervisors and school-based mentors demonstrating best practices in the real classroom setting.

2.10.2 The Community of Practice Model

2.10.2.1 Essence of the Community of Practice Model

Mardanshina and Zhuravlera (2010:66) maintain that the term "Community of Practice" was first used in 1991 by Lave and Wenger, meaning situated learning. Through this

model, learning occurs through certain forms of social participation. These authors also indicated that through community of practice, all role-players are fully engaged in learning, in other words, learning is regarded as interactive in the Community of Practice Model. In this case, learning is distributed among the various individuals who are involved in the learning itself. This means that the experienced individuals will gain more experience and continue learning, while the less experienced ones will learn while practising the skill. This model is based on the idea that learning is part of a social praxis where members learn from each other. In this case, student teachers are offered opportunities to participate in different practices when applying the Community of Practice Model. Therefore, they are provided with competencies, experiences and the confidence that is required to make a difference in their prospective professional practice (Mardanshina & Zhuravlera, 2010:99).

2.10.2.2 The structure of the Community of Practice Model

Community Participation Continuum			
		Level of participation	Description
	High	Has control	Organisation asks community to identify the problem and make all key decisions on goals and means.
		Delegates control	Organisation identifies the problem, and asks community to make some decisions based on their plan.
		Plans jointly	Organisation presents a tentative plan, and is open to advice from those affected.
		Advises	Organisation presents a plan/programme and invites questions.
		Are consulted	Organisation tries to promote a plan/programme, asks for feedback, but may or may not use the feedback.
		Receives information	Organisation makes a plan and announces it. Community is convened so the information can be shared.
Low		None	Community is told nothing.

Figure 2: The Community of Practice Model (Mardanshina & Zhuravlera, 2010)

2.10.2.3 Advantages of the Community of Practice Model

Through the Community of Practice Model, the organisations and individuals can benefit from this process of learning. In other words, all employees are able to manage change and access new knowledge (Mardanshina & Zhuravlera, 2010:55). This model generates knowledge and encourages skills development. Moreover, rapid responses to customers' needs and problems are properly facilitated through this model. The usage of knowledge management to drive strategy is very important. Furthermore, dissemination of valuable information and transfer of best practice and initiation new lines of education including new services are also embedded in this model. It also focuses on decreasing the learning curve for new employees and help schools to recruit and retain experienced teachers (Mardanshina & Zhuravlera (2010:55).

2.10.2.4 Disadvantages of the Community of Practice Model

Mardanshina and Zhuravlera (2010:55) report that the major weakness of the Community of Practice Model is that more time is needed to ensure that all role-players understand what is needed. Another challenge encountered in this model is that hierarchy is not recognised (Mardanshina & Zhuravlera, 2010:55). All participants are regarded as equal in terms of participation during learning process. For example, if the majority of teachers within the school are more interested in maintaining school hierarchical ordering than maximising school performance, then the school organisation shall not prevail as expected (Mardanshina & Zhuravlera, 2010:55).

2.10.2.5 Summary of the Community of Practice Model

The Community of Practice Model might be useful in organisations which favour the horizontal type of management (Mardanshina & Zhuravlera, 2010:55). An atmosphere of trust and security can be instilled, moreover, decision making can be entrusted in the organisation if this model is appropriately utilised (Mardanshina & Zhuravlera, 2010:55).

2.10.3 The Partnership Model

2.10.3.1 Essence of the Partnership Model

Meade (2011:11) cited that creating and fostering the Partnership Model has been seen as a key educational development goal in many countries for the last one or two decades. There seems to be a growing consensus that the quality of Teaching Practice can be improved significantly only if new bridges are built between practice and theory, between practitioners and those who provide training for them or do academic research to support practice (Meade, 2011:11). As with most current trends, the Partnership Model also has strong roots in earlier developments. Educational thinkers such as Lawrence Stenhose and John Elliot in Europe, alongside with Marilyn Cochran-Smith in the US, have long been pointing out to the importance of embedding theory into practice, acquisition and sharing of teacher professional knowledge (Meade, 2011:11). Together with others, they have often promoted the cooperation between university supervisors and teacher mentors (Meade, 2011:11). The Partnership Model is embedded within the shared commitment of all partners. These professionals are supposed to work to higher ethical standards and the moral obligations be placed on them when they work together. The client-professional relationship is vital in this model, where both parties are responsible and judgements are given consideration. The partnership between the service providers is reflected on policies in this model. The contractual agreement between institutions and schools is necessary in the Partnership Model (Meade, 2011:11).

2.10.3.2 The structure of the Partnership Model

The Partnership Model

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────────┐
│     Drivers      │ ───► │ Decision to create│ ◄─── │    Facilitators      │
│ Compelling reasons│     │ or adjust         │      │ Supportive environmental│
│   to partner     │      │  partnership      │      │  factors that enhance │
└──────────────────┘      └──────────────────┘      │  partnership growth   │
                                                     └──────────────────────┘

┌──────────────┐         ╭──────────────────╮       ┌──────────────────┐
│ Drivers set  │         │    Components     │       │  Feedback to:    │
│ expectations │         │ Joint activities  │       │    Drivers       │
│ of outcomes  │         │ and processes that│       │   Facilitators   │
└──────────────┘         │ build and sustain │       │   Components     │
                         │  the partnership  │       └──────────────────┘
                         ╰──────────────────╯

            ┌──────────────────────────────────────┐
            │              Outcomes                 │
            │ The extent to which performance meets │
            │            expectations               │
            └──────────────────────────────────────┘
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Figure 2: The Partnership Model (Meade, 2011)

2.10.3.3 Advantages of the Partnership Model

Meade (2011:20) notes that the Partnership Model focuses on sharing of expertise and professionalism between partners. This model encourages sharing of resources, such as human, financial, and equipment within organisations. The establishment of the Partnership Model is very cheap. In terms of Teaching Practice, this model might assist to raise funds for Teaching Practice. Practicing schools may be attracted in the partnership with the university and this may increase quality in relation to the implementation of Teaching Practice. Some sort of incentives for teacher mentors might be initiated (Meade, 2011:20).

2.10.3.4 Disadvantages of the Partnership Model

Meade (2011:20) reports that the university and practicing schools in the partnership will be liable for the goals and objectives of the partnership. If one supervisor or school-based mentor who is in the fore-front of the partnership wishes to be removed from the partnership, the present partnership should be dissolved and a new one created, which will involve a new contractual agreement between the university and schools (Meade, 2011:20). It is not easy to value each member's time and skills in a partnership model. For example, if one partner puts less effort and time to the programme, the entire process is likely to be affected (Meade, 2011:20). It is common practice in partnership that disagreements can occur between the partners, and this may change the expectations of the programme. Each partner needs to be more flexible, which is not easy with other partners. Honesty and transparency are required in the partnership model (Meade, 2011:20).

2.10.3.5 Summary of the Partnership Model

According to Meade (2011:20), if the Partnership Model is well structured and well implemented, it can be an assert during the implementation of Teaching Practice. This model will promote working together among the partners. Each professional is likely to provide necessary expertise. The only problem with the establishment of the Partnership Model is that it needs more time to be integrated with the existing programme, where some sort of resistance from other partners may occur (Meade, 2011:20).

2.10.4 The Collaborative Model

2.10.4.1 Essence of the Collaborative Model

Galishnikova (2012:89) states that parties in the Collaborative Model work together with shared activities and there may be some joint formal structures, share common goals and responsibilities. This model puts emphasis on partners working and planning together on a more regular and coordinated basis. The stakeholders in this model are expected to spend time making the collaboration work by engaging in

frequent discussions. The contractual agreement, trust, and willingness to share expertise is necessary between the partners using this model (Galishnikova, 2012:89).

2.10.4.2 The structure of the Collaborative Model

Figure 3: The Collaborative Model (Galishnikova, 2012)

2.10.4.3 Advantages of the Collaborative Model

Galishnikova **(**2012:40) argues that in the Collaborative Model, supervision and assessment is conducted by trained school-based mentors within the school as well as supervisors from the university. Collaborative service delivery does not necessarily replace the service provided under traditional models. Rather, the Collaborative Model can supplement or extend the service that is provided in the isolated Teaching Practice (Galishnikova**,** 2012:40). School-based mentors may be chosen by the university and the schools. School-based mentors may provide a course or seminar to familiarise mentors with expectations of Teaching Practice, especially in supervision and assessment (Galishnikova**,** 2012:40). Such mentors are provided with support by the university throughout the Teaching Practice programme. The trained mentors may assist in supervising and assessment of student teachers during Teaching Practice (Galishnikova**,** 2012:40).

2.10.4.4 Disadvantages of the Collaborative Model

Galishnikova **(**2012:40) highlighted some weaknesses of the Collaborative Model. The partners or professionals (supervisors and teacher mentors) have two very different styles of teaching, which may reflect in the classroom of student teachers and classrooms might have little structure to accommodate this models' goals and objectives. More time is required to establish such a model and also a stronger personality is needed from the partners (Galishnikova, 2012:40). If the roles and responsibilities of the partners are not explicit, their contribution during the implementation of Teaching Practice may fail. Therefore, thorough consultations, meetings and workshops are needed to make this model a success (Galishnikova, 2012:40).

2.10.4.5 Summary of the Collaborative Model

Galishnikova (2012:100) argues that if the Collaborative Model is properly structured and implemented, it can be used during the implementation of Teaching Practice. Like the Partnership Model, the Collaborative Model will promote working together among the partners. Each professional is likely to provide necessary expertise. The only problem with the establishment of the Collaborative Model is that more time is required for it to be integrated with the existing programme, where some sort of resistance from other partners may occur (Meade, 2011:20).

2.10.5 The Community Development Model

2.10.5.1 Essence of the Community Development Model

According to Hart (2012:59), one of the earliest Community Development Model was developed in Kenya and Britain during the 1930s. Community development is a process where members of a particular group come together and take collective responsibilities to address either an economic, social, environmental or cultural problem (Hart, 2012:59). The problem should be identified at a grassroots level, in other words, community development ranges from small to a large initiative that involve the whole community. This type of a model is applied in a rural situation.

Student teachers during Teaching Practice, together with experienced teachers, will be confronted by learning problems in schools. Students and teachers based on this model, will need to take collective responsibility to address the challenges they face during Teaching Practice (Hart, 2012:59).

2.10.5.2 The structure of the Community Development Model
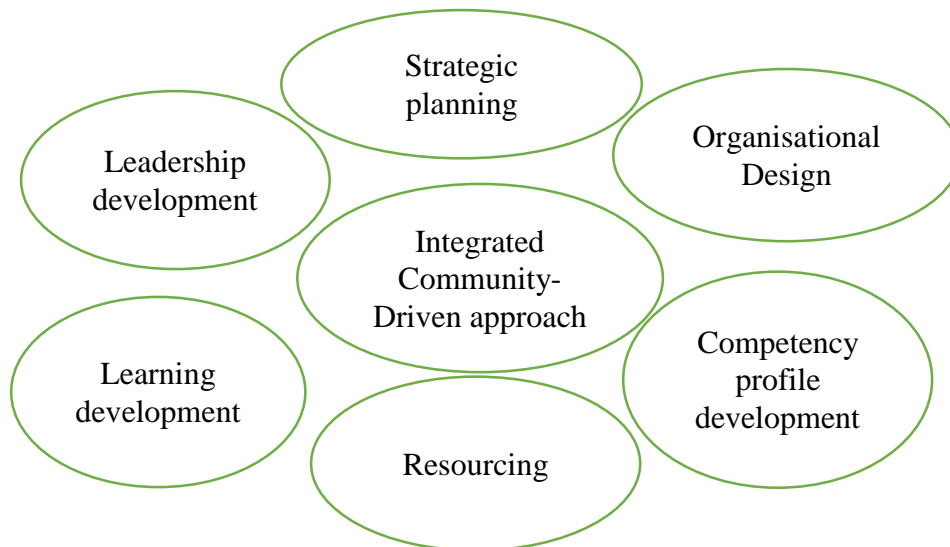
Figure 4: The Community Development Model (Hart, 2012)

2.10.5.3 Advantages of the Community Development Model

Hart (2012:59) highlights some positives derived from the Community Development Model. The community members will benefit and share responsibility when they address a particular social problem they are faced with. The model advocates that members of the community may volunteer to do some community projects so that the entire community benefits from these initiatives. In this case, the Community Development Model provides the opportunity for community members to tap the under-utilised volunteer base (Hart, 2012:59). Student teachers based on this model, should continue to volunteer beyond the end of Teaching Practice (Hart, 2012:59).

2.10.5.4 Disadvantages of the Community Development Model

One of the major setbacks in the Community Development Model is that more time is required to initiate the community development projects or initiatives (Fitzsimons,

2010:54). Members of the community often fear working with unfamiliar people. It is difficult to recruit members of the community to work within the organisation due to a particular location or type of work needed. Transportation often becomes a challenge when applying this model because members need to travel to a common place of work. Often, there is lack of support from other community members who may need or require extensive training so that the initiative becomes a success (Fitzsimons, 2010:54).

2.10.5.5 Summary of the Community Development Model

The entire community needs to benefit from the Community Development Model, especially if the challenges that affect the community are identified earlier and proper solutions are initiated. In other words, the schools need to identify learning problems so that student teachers are part of the solution during their practicals in schools. The higher learning institutions should take the lead in this initiative so that they and schools both benefit from such projects (Hart, 2012:30).

2.11 CONCLUSION

The review of related literature focused on international and national policies for Teaching Practice, Work-Integrated Learning in Teacher Education and the purpose of Teaching Practice. The Teaching Practice curriculum and resources for Teaching Practice were outlined. It was also imperative to review micro-teaching related literature. In the final section of the chapter, the school-university partnerships for Teaching Practice and the models of Teaching Practice were also discussed. In the next chapter, research methods employed to conduct this study are presented.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

RESEARCH METHODOLOGY

Interpretive Research Paradigm

Qualitative Approach

Case Study Design

SELECTION OF PARTICIPANTS

DATA COLLECTION TECHNIQUES

Document analysis ⟷ Semi-structured interviews ⟷ Observations

DATA ANALYSIS

CONCLUSION
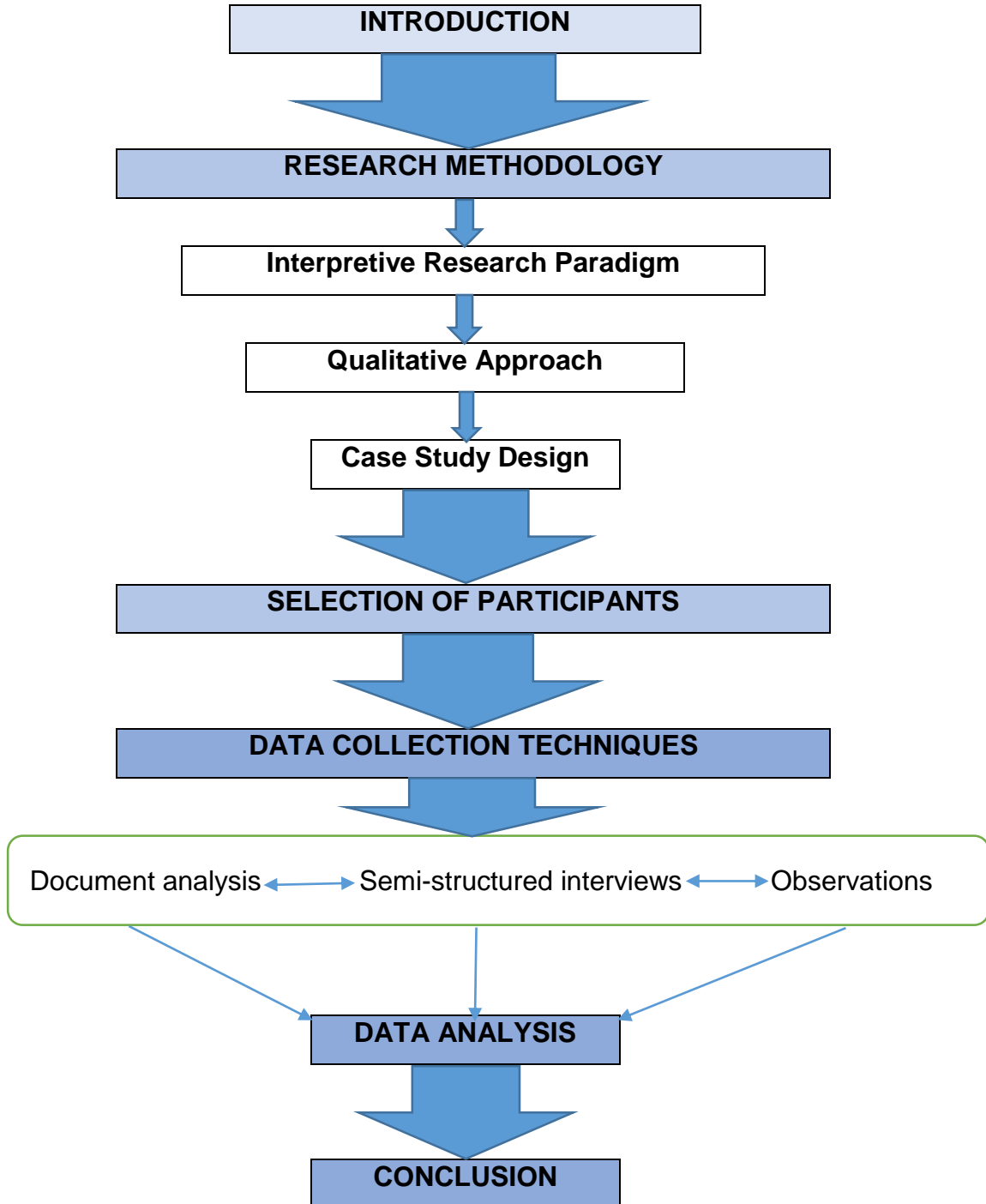
Table 3: Diagrammatic overview of Chapter Three

3.1 INTRODUCTION

This chapter provides a blueprint regarding the research methodology of this study. This embraces the research paradigm, research methodology, population and sampling, data collection techniques as well as data analysis.

3.2 RESEARCH METHODOLOGY

The study is embedded within the interpretive paradigm, which enabled the researcher to understand and interpret the experiences, values and views of the participants regarding the implementation of Teaching Practice (Creswell, Plano Clark, 2011:32). This implies that Teaching Practice was understood and interpreted from the standpoint of the participants who were part of its implementation (Cohen, Manion & Morriron, 2011:122). Through this paradigm, the researcher managed to access thick descriptions on how Teaching Practice is implemented at the University of Limpopo. Since the interpretive paradigm was adopted in this study, interpretations were made in order to make sense of how role players viewed the implementation of Teaching Practice (Creswell et al., 2011:32). Therefore, participants were allowed to provide descriptions and express their views regarding the purpose of this study (Cohen et al., 2011:122).

As socially constructed realities of participants were considered, the researcher used the qualitative research approach to best understand the views and uncertainties of the participants relating to the implementation challenges of Teaching Practice, since very little was known about them (McMillan & Schumacher, 2014:22). The approach was deemed relevant and appropriate since it permitted the researcher the opportunity to explore, discover, and present the complexities and differences of issues in detail, and the type and quality of responses obtained from participants. Therefore, this acknowledged the social, behavioural, and cultural contexts in which Teaching Practice occurs (McMillan & Schumacher, 2014:22; Merriam, 2009:39).

The case study design was used to achieve the research questions that guide the entire study (Merriam, 2009:49). This enabled the researcher to interact with the participants, immerse himself in the data for a deeper understanding of the implementation of Teaching Practice (McMillan & Schumacher, 2014:22; Merriam,

2009:39). This design was also used because the researcher had no control over the implementation of Teaching Practice. In other words, the researcher could not manipulate the behaviour of the participants involved in the study. All the collected evidences through observations, interviews and documents were collated to arrive at the best possible outcomes to the research question. As a result, the researcher gained a sharpened understanding of why Teaching Practice took place as it did, and what may become important to look at more extensively in future research (McMillan & Schumacher, 2014:22). Due to its interpretive position adopted for this study and the nature of the research question, the case study design was used because it provided a systematic way to collect data, analyse information, and report the results, and thus understand the implementation of Teaching Practice in depth.

3.3 SELECTION OF PARTICIPANTS

The study was conducted at the University of Limpopo. The target university is situated approximately 40 kilometres east of the City of Polokwane in Mankweng Township, which is midway between Polokwane and Magoebaskloof (University of Limpopo's Annual Report, 2013:6). The University of Limpopo comprises four Faculties: Humanities; Science and Agriculture; Management and Law; and Health Sciences. The School of Education, where the study was conducted falls under the Faculty of Humanities. The School of Education has three departments: Department of Mathematics, Sciences and Technology (DMSTE); Department of Education Studies (EDST); and Department of Languages, Social Sciences, and Educational Management (LSEMS) (University of Limpopo's Annual Report, 2013:6).

The School of Education offers initial teacher education programmes which include a four-year Bachelor of Education in Senior and Further Education and Training (BEd SPF), which is a 480-credit programme at National Qualification Framework (NQF) Level 7, and a one-year PGCE programme with 120-credits at NQF Level 7, (DHET, 2015:23). The population of this study comprised the Director of the School of Education, Teaching Practice personnel, academic staff members in the School of Education, student teachers, and school-based mentors who participated in Teaching Practice activities in 2017.

Purposive sampling was deemed relevant to select the study participants. This was done by selecting a small number of individuals composed of the Director of the School of Education; three Heads of Department; the Teaching Practice coordinator; two academic staff members in the Teaching Practice Unit; the Teaching Practice administrative officer; two academic staff members from each department; two fourth year BEd SPF students from each department; two PGCE students from each department; four school-based mentors in the Limpopo Province and four school-based mentors in the Mpumalanga Province. Participants were chosen owing to their knowledge and information-rich experience regarding the processes and procedures involved in conducting Teaching Practice at the institution (McMillan & Schumacher, 2014:55). For ethical reasons, the sampled participants were given pseudonyms as follows:

- Director of the School of Education;
- Heads of Department: 1, 2 and 3;
- Teaching Practice Coordinator;
- Academic staff members in the Teaching Practice Unit: 1 and 2;
- Teaching Practice administrative officer;
- Academic staff members from the three departments: 1,2,3,4,5 and 6;
- Fourth year BED SPF students from the three departments: 1,2,3,4,5 and 6;
- PGCE students from the three departments: 1,2,3,4,5 and 6;
- School-based mentors from Limpopo and Mpumalanga Provinces: 1,2,3,4,5,6,7 and 8.

The total sample of this study comprised thirty-four participants.

3.4 DATA COLLECTION TECHNIQUES

For triangulation purposes, data were gathered according to the following phases:

- *Phase One: Document analysis*

The following documents were analysed: CHE report (2010), MRTEQ (2015), Policy for Teaching Practice (2015), Teaching Practice placement form, Teaching Practice curriculum, Teaching Practice portfolio rubric, Teaching Practice evaluation form, template of a lesson plan, minutes of Teaching Practice meetings, and logistical documents for transport and accommodation.

- *Phase Two: Semi-structured interviews*

Semi-structured interviews were used to obtain in-depth information and clarity from questions that were asked (McMillan & Schumacher, 2014:22). The use of this technique took the form of an informal discussion in a more conversational manner (Gall, Gall & Borg, 2010:248). In this case, the participants were given an opportunity to talk freely and as such revealed anticipated information. The semi-structured interview guide was used to explore participants' views systematically and comprehensively, and kept the interview focused on the desired line of action. The aim was to record the participants' experiences and personal views on how Teaching Practice was implemented at the target institution (Gall et al., 2010:248).

Hand-written notes and a voice recorder were used during data collection. In this instance, the researcher focused on the interview content and the verbal prompts. This enabled the researcher to generate verbatim transcripts of the interviews (Ary, Jacobs, Sorensen & Walker, 2014: 467). The voice recordings were stored in secured network drives. The researcher ensured that the computer systems were configured with anti-virus software, password protection, with appropriate security systems, and automatic lock features to restrict people from accessing the information.

During the preparation of the semi-structured interviews, careful consideration was given to the times and venues suitable for the interviewees even if that did not fit into

the researcher's plans (Gall et al., 2010:248). The supervisors and student teachers were requested to indicate when they were free in order to arrange the time and venues that were both suitable for them and the researcher. The supervisors were informed personally at least a week in advance to confirm visits to conduct the interviews in their offices. Student teachers and school-based mentors were sent Short Message Systems (SMS) messages via a cellular phone at least a week in advance to confirm their availability for the interviews. Interviews for student teachers took place at the researcher's office while those for school-based mentors were held at their respective schools. Interviews for school-based mentors took place after school hours to avoid the disruption of teaching and learning in schools. Interviews for school-based mentors were conducted in their staffrooms.

- *Phase Three: Observations*

Three observations took place. The first one was conducted before the Teaching Practice session in July 2017. Logistics for Teaching Practice and preparatory meetings for Teaching Practice were observed. During logistical arrangement, the researcher observed how placement of student teachers was conducted, how transport and accommodation for supervisors was done, and how student lists were distributed to the supervisors. Participants in the meeting involved Teaching Practice personnel, supervisors, and student teachers. The agenda included the role of supervisors and school-based mentors in the implementation of Teaching Practice, relationships between the university and practicing schools, and placement of student teachers. The second observation was conducted during Teaching Practice at the schools in August 2017. The researcher observed challenges related to lesson presentation, supervision and assessment, and resources for Teaching Practice implementation. The third observation took place after Teaching Practice at the University in September 2017. Its focus was on the processes followed during the submission of reflective journals, Teaching Practice marks, and reports.

3.5 DATA ANALYSIS

Data collected from analysis of documents were examined inductively. This approach enabled the researcher to use multiple codes to minimise volumes of printed material

into more manageable data from which patterns were identified and insight was gained (McMillan & Schumacher, 2014:388). By utilising inductive content analysis, in-depth reading and re-reading of material was done (Ary et al., 2014:463). The researcher began by organising raw data through an open coding process whereby materials were reviewed, notes generated and headings in the text written. After repeated reading of the material, notes were transcribed, and headings were transferred to a coding sheet (McMillan & Schumacher, 2014:388). Following this, data were grouped, and categories were reduced by combining similar headings into broader categories. Through this process, the researcher generated knowledge and increased understanding of the material (McMillan & Schumacher, 2014:388).

Data obtained through semi-structured interviews were analysed using thematic analysis. Emphasis was on pinpointing, examining, and recording patterns or themes within the data. Thus, themes were transformed into categories. Through thematic analysis, codes and meaningful patterns were created (McMillan & Schumacher, 2014:389). This assisted the researcher to familiarise himself with the data and generate initial codes. The search for themes among codes, reviewing of themes, description and naming of themes were also done (Ary et al., 2014:466).

Observational data were analysed through thematic analysis. Through written notes, the researcher established similar themes that emerged during the observations (Ary et al., 2014:470). Each text was noted to establish common and different issues. Then noted texts were re-written in separate documents which represented emerging themes to come up with the final results.

3.6 CONCLUSION

This chapter explained how data were collected and analysed. The sampling procedure was clarified and techniques on how the researcher selected the participants was given which include document analysis, semi-structured interviews and observation. Information on why these methods were used was also provided. Lastly, issues of data analysis were also dealt with, and each data collection method was discussed intensively. In the next chapter, findings of the study are presented.

CHAPTER FOUR

TEACHING PRACTICE AT THE UNIVERSITY OF LIMPOPO

INTRODUCTION

FINDINGS OF THE STUDY

| Document Analysis | Semi-structured Interviews | Observations |

CONCLUSION
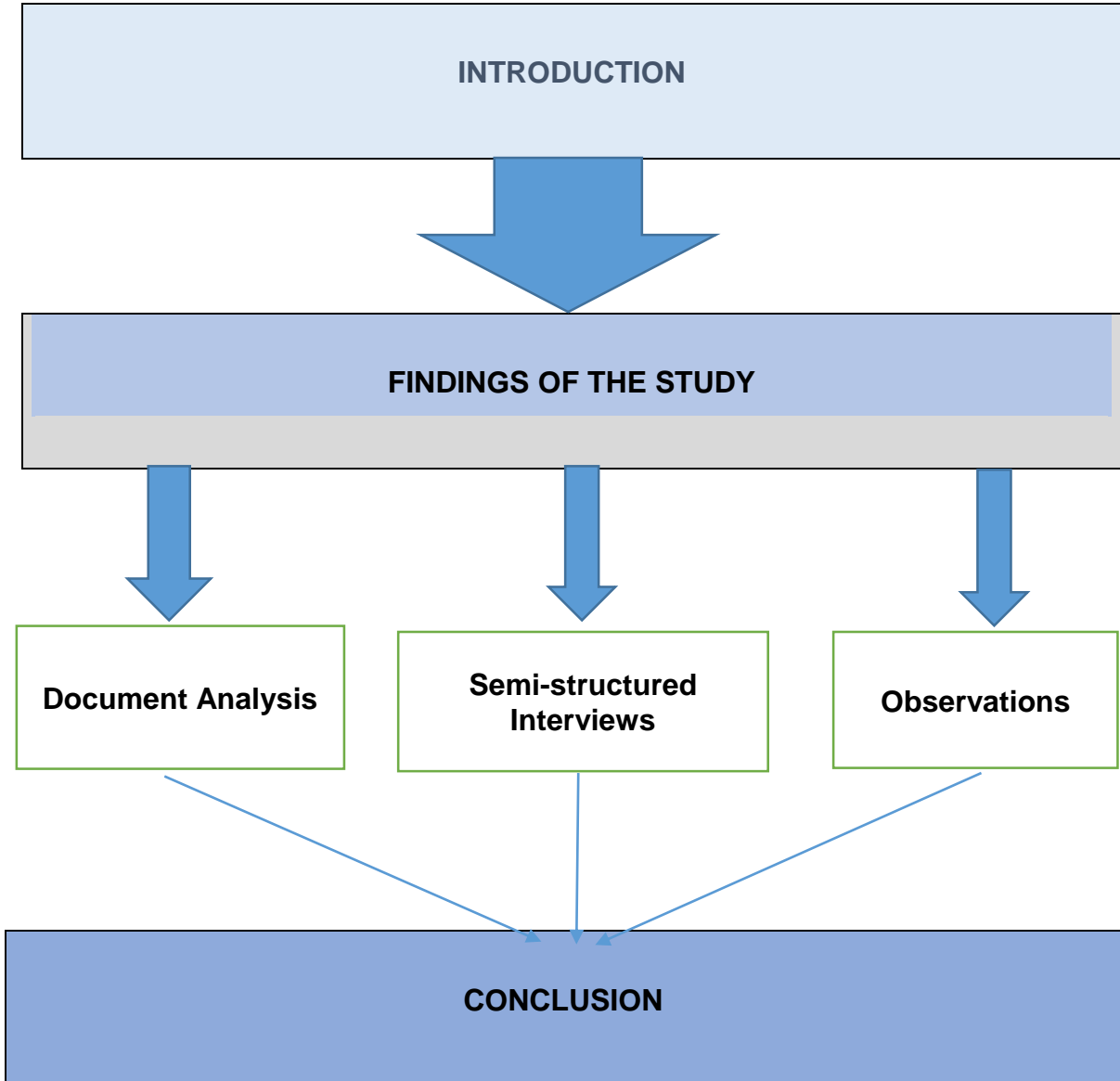
Table 4: Diagrammatic overview of Chapter Four

4.1 INTRODUCTION

This chapter outlines the findings of this study in accordance with the data collection and analysis techniques highlighted in Chapter Three.

4.2 FINDINGS FROM DOCUMENT ANALYSIS

The following themes emerged from the data that were captured from analysis of documents:

4.2.1 Audit report on Teaching Practice

The CHE (2010)'s audit report concluded that the deficiency in coordination and quality of existing Teaching Practice at the University of Limpopo is a major concern in the sense that the implementation of Teaching Practice is conducted by few academic staff members with limited funds (CHE, 2010:94). Recommendations were made regarding the following strategies to enhance the implementation of Teaching Practice at the target university: the establishment of a Teaching Practice Unit; critically reviewing the academic offerings in terms of Teaching Practice, the university should explore the human resources needs to enhance the implementation of WIL. This should be done by appointing senior and support staff in the Teaching Practice Unit; the establishment of a Teaching Practice committee at the institution; advancement of financial resources to cater for Teaching Practice; the need to conduct institution-wide debate on what WIL means for the university; developing a framework document which conceptualises WIL, in order to establish a common understanding about how these are to be given effect in the core functions of WIL; and creating strategies and mechanisms that will monitor and harness the impact of WIL initiatives in the University (CHE, 2010:94; HEQC's Executive Summary Report, 2011:34).

4.2.2 The Minimum Requirements for Teacher Education Qualifications of 2015

The duration of Teaching Practice for the BEd SPF programme of 26 weeks as prescribed by the University of Limpopo Teaching Practice policy (2015:7) was found

to be aligned with MRTEQ (2015:19). The MRTEQ (2015:19) indicates that in a full-time contact BEd programme, student teachers should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed school-based practice over the four-year duration of the degree. In any given year, a maximum of 12 such weeks could be spent in schools, and at least three of these should be consecutive. This policy is in line with the University of Limpopo's Teaching Practice policy (2015:7) that students in BEd programme should spend 24 weeks doing Teaching Practice. The policy also states that in the PGCE programme, students should spend a minimum of eight weeks and a maximum of 10 weeks in formally supervised and assessed school-based practice over the one-year duration of the degree. This policy is also in line with the University of Limpopo's Teaching Practice policy (2015:7) that students in BEd programme should spend 8 weeks doing Teaching Practice.

In addition, the University and the Provincial Department of Basic Education were charged with the responsibility of selecting practicing schools on the basis of their functionality. However, the placement of student teachers was found to be contradictory with the MRTEQ and the University of Limpopo's Teaching Practice policy (2015:7), since student teachers chose their own Teaching Practice schools regardless of the selection criteria.

The MRTEQ (2015:19) notes that the timing for Teaching Practice in both the BEd SPF and PGCE programmes should be conducted in blocks throughout the programme. The study revealed that the University of Limpopo's Teaching Practice policy (2015:7) is aligned to the MRTEQ (2015:19) since Teaching Practice was conducted in two blocks, one in the first semester (from April to May) while the second session was conducted in the second semester (from July to September).

The study revealed that the need for support of student teachers by supervisors and trained school-based mentors in practicing schools is crucial. The implication is that before their placement at schools, student teachers should be engaged in learning-from-practice, which includes their involvement in observing best practice from identified Teaching Schools, and participating in micro-teaching exercises and demonstration lessons. As such, student teachers require guidance on how best to

observe the Teaching Practice schools in their entities. Therefore, the induction of student teachers by trained school-based mentors whose main responsibility is to guide them on teaching, learning, school climate, school culture, and other school related matters is invaluable. Moreover, practicing schools should be supported by the University, to share best practice with the School of Education so that these are infused in the planned short course on Supervision and Mentoring and action research (MRTEQ, 2015:8; University of Limpopo Teaching Practice Policy, 2015:8; Lampert, 2010:32).

4.2.3 Teaching Practice Curriculum

The study found out that the Teaching Practice curriculum comprised the following five modules:

Year	Module name	Module code	NQF Level	Credits
YEAR 1	Teaching Practice 1	HTPR010	6	8
YEAR 2	Teaching Practice 2	HTPR020	6	12
YEAR 3	Teaching Practice 3	HPRA030	7	12
YEAR 4	Teaching Practice 4	HPRA040	7	56
PGCE	Teaching Practice	HPRA080	8	32

University of Limpopo Teaching Practice Policy (2015:4).

Student teachers registered for HPRA010 module at the University of Limpopo observe and record the school's physical environment using a developed recording instrument. They are engaged in micro-teaching activities and kick-start with the development of a Professional Development Portfolio. In HPRA020 module, students observe and record the structure of the school and systems using a developed recording instrument. They proceed with micro-teaching activities and the development of a Professional Development Portfolio. In HPRA030 module, student teachers start teaching in each of their major subjects, at least two lessons unsupervised, two lessons by a trained school-based mentor, and two lessons to be supervised by a subject-specialist supervisor. They are further mandated to continue with the development of a Professional Development Portfolio. Student teachers in HPRA040 module, teach in each major subject, at least four lessons unsupervised, four lessons supervised by a trained school-based mentor, and two lessons supervised by a subject-specialist supervisor. At this juncture, they complete their

Professional Development Portfolios (University of Limpopo Teaching Practice Policy, 2015:4). Student teachers enrolled in HPRA080 module, teach in each of the major subjects, at least four lessons unsupervised, four lessons supervised by a trained school-based mentor, and two lessons supervised by a subject-specialist supervisor. Within the same breadth, they construct and complete a Professional Development Portfolio (University of Limpopo Teaching Practice Policy, 2014:8).

Assessment methods of HPRA010 and HPRA020 revolve around submission of a portfolio and a reflective essay. In the case of HPRA030, student teachers are assessed through self-assessment, school-based mentors' evaluation lessons, supervisors' evaluation lessons and submission of a portfolio. Furthermore, HPRA040 and HPRA080 are assessed using self-assessment, school-based mentors' evaluation lessons, supervisors' evaluation lessons, submission of a portfolio, and a scholarly reflective report on own teaching (University of Limpopo Teaching Practice Policy, 2014:9).

Moderation of the fourth year and PGCE's student teachers' portfolios are conducted by an external moderator. In this regard, the moderator is expected to choose any of the four practicing schools in order to observe, conduct interviews with school-based mentors and ultimately write a feedback report (University of Limpopo Teaching Practice Policy, 2014:9).

4.2.4 Teaching Practice Placement Form

Appendix 19 represents the Teaching Practice placement form which was analysed for the purpose of this study. This tool was deemed relevant and appropriate in placing student teachers for Teaching Practice in functional schools. Instructions are explicitly stated in terms of how the form should be completed. The design of this form requires student teachers to provide details about their surnames and initials, student numbers, level of study, cell phone numbers, name of practicing school, province, name and contact details of the principal or deputy, school physical address, location and city or town where the school is located, student teachers' major subjects, as well as the signature and date by which the form was completed. On the flip side, the analysis of

placement form revealed the lack of details on the student's gender, department, e-mail address, and time at which the form was completed.

4.2.5 Teaching Practice Portfolio Rubric

Appendixes 20 and 21 represent the Teaching Practice Rubric for HPRA010, HPRA020, HPRA030, HPRA040 and HPRA080. This rubric was specifically meant for assessing Teaching Practice portfolios. It provides guidelines for allocating marks for the student teachers' Professional Development Portfolio. The rubric was deemed relevant in terms of assessing student teachers' Professional Development Portfolios. The design of the rubric requires the evaluator to complete the student name, student number and total score obtained by the student teacher.

The rubric for HPRA010 and HPRA020 is composed of the following categories: table of contents, student's Curriculum Vitae (CV), Observation/Teaching Practice Learning Experience book, Matric/Grade 12 Certificate, academic record, attendance register, contract form, placement form, acceptance letter from practising school, and report from the school.

The rubric for HPRA030, HPRA040 and HPRA080 is composed of the following elements: table of contents, student teachers' CV, Teaching Practice books, pace setter, attachment of classroom/homework activities, attendance register, contract form, placement forms, acceptance letter from practising school, and report from the school.

On the other side, it was found out that the rubric emphasised on the technical aspects of the students' work, as such, ideas from students were missing. The rubric is therefore used as a substitute to enrich the narrative feedback to students. In this sense, the role of the academic staff member deceases. It also deceases the time and reflection needed for the academic staff member to assess the student teachers' work.

4.2.6 Teaching Practice Evaluation Form

Appendix 22 represents the Teaching Practice Evaluation Form. This form was analysed for the purpose of this study. The form is deemed appropriate for assessing student teachers' performance while teaching in the actual classrooms. The design of this form requires student teachers to provide details about their names, student numbers, name of the school, lesson topic and date at which the assessment took place. The tool is composed of the following categories: Lesson planning and lesson presentation. Lesson planning has different elements such as learning objective(s), choice of teaching methods, choice of teaching aids, clearly written statement of teacher and learner activities, well thought out time allocation for each step of the lesson and appropriate and adequate method of assessment and evaluation. This category of lesson planning is marked out of 30 percent.

On the other side, lesson presentation comprises elements such as linking the new topic to pre-knowledge, introduction of the new topic, step-by step approach to lesson presentation, evidence of varied teaching strategies, use of questioning techniques, organised teacher and learner activities, use of teaching media, mastery of subject content, communication skills, level of assessment during the lesson, management of development stages of the lesson, lesson conclusion, time for each step of the lesson and the effectiveness of the teacher as a facilitator. The lesson presentation section is allocated 70 percent of the total marks. Both lesson planning and presentation sections have space for assessors to provide suggestions to student teachers for them to improve teaching. The evaluator and student teacher should append their signatures on the form.

4.2.7 Teaching Practice Lesson Plan

Appendix 23 represents the Teaching Practice Lesson Plan. The designed lesson plan was deemed efficient and appropriate to assist student teachers to prepare and present lessons in the actual classrooms. The following items are included in the lesson plan: Grade, subject, date duration of the lesson, lesson topic, specific objective(s), teaching and learning resources, and teaching methods. The main lesson plan is composed of activities such as lesson introduction, lesson presentation,

assessment activities, lesson conclusion and expanded opportunities. Items such as time allocation and teaching and learning activities are also infused in the lesson plan. This tool requires student teachers to reflect on their strength as well as their challenges in terms of teaching. However, a majority of student teachers did not indicate specific lesson objectives, assessment activities, and expanded opportunities in their lesson plans.

4.2.8 Minutes of Teaching Practice meetings

A Teaching Practice meeting was held on the 27 June 2017 at 10h00. The venue for that particular meeting was at one of the Teaching Practice committee members' office. All committee members were present in that meeting. The meeting was opened with a prayer. The agenda was about outstanding items from the Teaching Practice Indaba. Resolutions were as follows:

- Academic staff should submit their weekly reports to the Teaching Practice office and claims. The R1000.00 cannot be increased to R3000.00 because the University policy prescripts indicate that academic staff should not get an advance for petrol.
- Supervisors should assist each other to assess student teachers.
- Student teachers should be addressed by Teaching Practice staff in class before commencement of Teaching Practice.
- Departments are allowed to design their own lesson plans.
- The adjustment of the designed lesson plans for the second semester.
- Logistical arrangements: Accommodation, transport, catering and claims for supervisors.
- Placement of student teachers.

4.2.9 Logistical documents for Teaching Practice

A purchase request form to book transport and accommodation was identified. Appendix 24 represents a purchase request form that was used to book accommodation and transport for supervisors during Teaching Practice. Itineraries

from supervisors were also included. Appendix 25 represents an itinerary for supervisors. No loopholes were found in these two documents.

4.2.10 Reports from supervisors

Two reports from supervisors from the three departments were reviewed. It was found that a majority of supervisors complained about the huge number of student teachers to be visited, distances between practising schools, and inadequate accommodation while administering Teaching Practice.

4.3 FINDINGS FROM SEMI-STRUCTURED INTERVIEWS

4.3.1 Policy for Teaching Practice

Participants indicated that they were not aware of the existence of any policy on Teaching Practice at the University. They revealed that they were operating without guidelines from the university. Even the newly appointed Teaching Practice coordinator confirmed that she never came across such a policy. However, she promised to make enquiries about it. She mentioned that if the policy does exist, it will guide her to coordinate Teaching Practice more efficiently. She further indicated that no one inducted her in her new position, as the Teaching Practice coordinator. Student teachers complained that due to lack of clear policy guidelines, this resulted in some school-based mentors being unclear about their expectations during Teaching Practice. The findings also indicated that within the same school, teachers did not apply similar practices in dealing with student teachers.

Teaching Practice coordinator:

> *I never came across any policy on Teaching Practice. But I will make inquiries about it from the Director. If indeed the policy does exist, it will provide guidelines about how Teaching Practice could be implemented.*

Student teacher 4:

> *I was given a Grade 10 class that had no teacher for Economics and the teacher who had been teaching the class left everything to me. I worked alone without any help from the teachers.*

Student teacher 3:

> *I was allocated two classes and the other teachers told my class teacher that she should be giving me one class but she ignored them. Sometimes I had timetable clashes, so I had to prepare to give notes to one class to keep them busy while I was teaching the other. The subject teacher was seldom at school; she was very busy with music practices. So I was responsible for two classes all by myself.*

School-based mentor 1:

> *It would be great if the university had guidelines for mentors. The guidelines should state what is expected by the university from teachers.*

4.3.2 Placement of student teachers

Participants had different views with regard to the placing of student teachers in practicing schools. The Director of the School of Education, Heads of Department, the Teaching Practice coordinator and supervisors highlighted that student teachers arrange for their placement in schools without informing the staff in the Teaching Practice Unit and supervisors. The Director, Heads of Department and the Teaching Practice coordinator concurred that student teachers' own arrangement of placement in schools compromised the integrity of the University and the quality of Teaching Practice since this ignored the functionality of the practising schools and availability of resources, which are vital in learning situations. They further stated that own arrangements created difficulties since supervisors were unable to visit all student teachers and could not monitor them due to lack of capacity in the Unit. Supervisors also mentioned that this affected their planning because they always arrange their visits based on the geographic locations of these schools.

Director of the School of Education:

> *Based on the Policy on Teacher Education, the schools for Teaching Practice have to be intentionally chosen by the university and Department of Higher Education and Training. Such schools have to be functional schools that can play a role of supporting students during practice teaching and, a partnership between the school and the university must be set up. The university must assist the school to develop capacity such as supervision and mentoring.*

Teaching Practice coordinator:

> *MRTEQ of 2015 categorically stated that practicing schools that are functional should be selected by the university and Department of Higher Education and Training.*

Supervisor 1:

> *There was a time when student teachers were placed around the university. During that time, we were afforded the opportunity to visit and assess all student teachers without encountering any problems. Now student teachers decided to go to their home schools. We have problems to visit and assess them all.*

Supervisors indicated that student teachers decided to leave or change schools during the course of Teaching Practice without informing the staff in the Teaching Practice Unit and their supervisors. On the other hand, student teachers had different views about their placement for Teaching Practice. Some preferred to use schools around the University while some preferred their home-based schools. Student teachers' own choice of practicing schools was due to lack of provision of transport and meals by the University. Student teacher 1 mentioned that she preferred to be placed at schools close to her home because she came from a disadvantaged family. As such, she could minimise the transport and catering costs by walking to the school and eating lunch at home. Lack of teachers and student teachers' familiarity with home-based teachers, were found to be contributing factors for student's during Teaching Practice in the school.

Student teacher 1:

> *I chose to do Teaching Practice at a school in my village because I have schooled there. I therefore know a majority of teachers. I also walk to school, and during lunch break I go home to eat. Furthermore, the principal told me that the teacher responsible for Life Orientation is on leave, and she requested that I should come and assist them with Life Orientation.*

Conversely, a few student teachers were not comfortable with the current arrangement of the home-based placement. They highlighted that through this arrangement other learning activities were compromised. They indicated that being far from the University created difficulties for them to access the internet and other learning resources such as libraries.

Student teacher 2:

> *I prefer to be placed around the university to access the internet and library at the university. I am from a remote area where there is no access to internet.*

Student teacher 3 wanted to be placed at a school close to her home. Unfortunately, the principal told her that they were busy with teaching since they did not perform well the previous year and therefore decided not to allow student teachers in that school for that particular year.

Student teacher 3:

> *I wanted to do my practicals at my village, unfortunately I had problems with that school. The principal told me that they were busy with teaching because they did not perform well the previous year. As such, they have decided not to allow student teachers in that school for that particular year. I felt rejected. I had to look for another school which was far from my home. I used transport to school and prepared meals every day.*

In many cases, the school-based mentors mentioned that student teachers from various universities were placed at their schools every year. Usually student teachers

were from universities located in the Limpopo Province, as well as from the University of South Africa (UNISA). The implication is that some schools accommodated student teachers from five universities, each group of students with its own timelines and expectations.

School-based mentor 1:

> *Almost five different universities used to place their student teachers in our school. Unfortunately, their timelines and expectations are not similar. Therefore, as mentors we are facing a huge challenge because we do have our own duties to perform, but to be honest, we like student teachers who can perform above expectations, because they assist us a lot.*

4.3.3 Duration and timing of Teaching Practice

This study revealed that the first session of Teaching Practice took place between April and May 2017, whereas the second session took place between July and October 2017.

Director of the School of Education:

> *The current duration for Teaching Practice is based on MRTEQ of 2015, that students should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed Teaching Practice over the four-year duration of the BEd SPF degree, as well as the 10 weeks for PGCE programme. I think we aligned our duration quite well with this requirement.*

Head of Department 3:

> *I like the fact that Teaching Practice takes place in blocks of varying duration throughout the BEd SPF and PGCE programmes. However, I feel that the duration for Teaching Practice especially for fourth year students be extended to six months if possible.*

The participants indicated that the time frame for Teaching Practice was inadequate because by the time student teachers find their feet and get to know the learners, they are already finishing and leaving the schools. Supervisor 2 cited that an apprenticeship of a longer period of about six months would be of great value to student teachers in order for them to experience and learn what teaching is all about, and participate actively in the life of the school. In addition, a vast majority of participants reflected that the adjusted curriculum for the new teacher education programmes has extended the duration of Teaching Practice. They noted that in future fourth-year students would be spending their final year exposed to 'service-learning' which would be school-based. The focus on this teaching experience would be on research and Teaching Practice only.

Teaching Practice coordinator:

> *I do not believe the duration for Teaching Practice is adequate. We are not doing students any good. Students should be at schools for a longer period so that they can experience what teaching is all about.*

On the other side, fourth-year BEd SPF student teachers noted that there are two blocks of four weeks in the first semester and six weeks in the second semester set aside for Teaching Practice each year. However, they insisted that this duration was too short for them to gain enough experience in classroom teaching.

Student teacher 1:

> *We should actually spend more time in schools. This will help us to see what goes on in schools and to feel of what goes on in the classroom settings.*

Student teachers also shared their experiences as interns at the fourth-year level. Most student teachers were also unhappy with the fact that immediately after Teaching Practice, they had to hand in many assignments and had to prepare for examinations in a short space of time.

Student teacher 2:

> *You cannot go for teaching experience and immediately when you get back it is examination time, and you have many assignments to work on as well. One wonders whether they consider our needs as students.*

4.3.4 Induction for Teaching Practice

The findings revealed that some student teachers were inducted in schools. They also stated that school principals took them to classes where student teachers had the opportunity to introduce themselves.

Student teacher 2:

> *I was given a warm welcome. I felt as if I was there for the whole year. All learners as well as administrators treated me like a permanent teacher and not a student teacher. They made my stay at school and have the most exciting experience that I could ever have in my life.*

Other students noted that they were not inducted in schools. These students felt like strangers and lacked a sense of belonging during the Teaching Practice sessions.

School-based mentor 1:

> *It is true that generally in most schools, student teachers are not introduced formally to all teachers and even to learners. I think this is because of the heavy workload we are facing as teachers. We do not have enough time and accommodation in most of our schools.*

Student teacher 1:

> *During Teaching Practice in July, I was not welcomed because the subject teacher ignored me for two days until the other teachers tried to find out why she was not giving me a class to teach.*

4.3.5 Teaching Practice Curriculum

Student teachers indicated that HPRA010 which was the Teaching Practice module for first year, assisted them to observe and record aspects of schools' physical environment. HPRA020 was the second year module helped them to observe and record issues such as structures and systems of the school to create a facilitative learning environment. Modules such as HPRA030, HPRA040 and HPRA080 assisted student teachers to acquire knowledge to plan, prepare and present the lessons during Teaching Practice.

However, student teachers had concerns that some supervisors lacked experience with regard to the relevance of the current curriculum. Generally, most student teachers indicated that supervisors were not fully equipped to deliver training in the new curriculum. Moreover, supervisors believed that it was very important for them to know the curriculum that they train student teachers on, to know the policies and the expectations regarding planning and assessment so that they can prepare them accordingly. Furthermore, it was noted that the curriculum lacked important aspects such as school administration and management.

The school-based mentors acknowledged that the most important thing was that Teaching Practice curriculum give student teachers hands-on experience in schools.

Academic staff member in the Teaching Practice Unit 1:

> *It is important for us to know the curriculum that we train student teachers to use, to know the expectations regarding planning and assessment so that we can prepare them for that. Some mentioned that it is not our job to teach student teachers what to plan and what to assess but I believe it is part of our preparation for student teachers.*

Supervisor 3:

> *I noticed that the Teaching Practice curriculum lacked the important aspects like school administration and management. That is why the current crop of teachers lack administrative and managerial skills while in school.*

Student teacher 3:

> *We were prepared and able to translate theory into practice and also that we were able to apply the education theory learnt at the university into practice during Teaching Practice.*

Student teacher 6:

> *Some supervisors are excellent and we can see that they have very good knowledge of the curriculum and are able to engage with these well and then there are others who do not know anything about Teaching Practice curriculum.*

School-based mentor 1:

> *Curriculum for Teaching Practice allows students to find out if they wish to become a teacher. It puts students into the 'real world' and allows them to put theory and philosophy into practice and as such, there needs to be more time spent in Teaching Practice. It puts the university students on the other side of the fence for the first time. They see the real world of teaching.*

4.3.6 Supervision and assessment of Teaching Practice

Participants mentioned that university supervisors visited them twice per annum for supervision and assessment. They complained that this was not enough and therefore needed to be revisited more frequently.

Supervisor 1:

> *We only visit student teachers twice per session. So I do not think that we are really doing enough. Maybe we need to revisit this.*

The majority of academic staff noted that it was fair to assess all student teachers from other disciplines. Supervisor 1 argued that although the lesson content is important, what matters most is the lesson presentation and the use of teaching aids, and classroom management.

Supervisor 1:

> *For me assessment of student teachers across disciplines is not an issue at all. As a supervisor it is important to know how the lesson is presented. You need to have a sense of other disciplines as well. Furthermore, we have a huge number of students to be visited. The current number of supervisors cannot cope with these huge numbers. Therefore, it is good that we are all involved in supervision.*

In contrast, some supervisors were not comfortable to assess student teachers they never met in their classes at the University because they did not know what to expect from them as their teaching differs from that of other supervisors.

Supervisor 2:

> *Supervisors who had no teaching experience were not doing justice to student teachers. I suggest that all supervisors who supervise student teachers, should have been teachers themselves and have experience in teaching.*

Some student teachers complained that some supervisors were not patient with them during supervision in schools. Although this matter has been reported to the School of Education's representative council, some supervisors still continued to harass them. They remarked that they were still learning how to teach, so supervisors should consider that, and give them space to learn.

Student teacher 6:

> *Some supervisors were not patient with us during supervision in schools. We reported this matter to the representative council of student teachers, but some supervisors still continue to harass us. Supervisors need to know that we are still learning the art of teaching, they should give us space to learn.*

Most participants emphasised the importance of constructive feedback as a vital component of supervision and assessment during Teaching Practice. They

emphasised the need for supervisors to provide oral and written feedback which would assist them in improving their practice, lesson plans, and presentations.

Student teacher 1:

> *We do have supervisors that give you marks on time, who give you feedback, and so you think this is what it should be like but when you go to another supervisor, and that is not done. It completely devastates any expectation you had of the university.*

Furthermore, student teachers complained about the lack of commitment and dedication by supervisors and school-based mentors with regard to supervision and provision of feedback during Teaching Practice. The response also showed that the long distance to the practicing schools has resulted in some students not been assessed.

Student teacher 3:

> *I was given three classes during Teaching Practice. None of the mentor teachers responsible for each class assessed me until Teaching Practice ended.*

Student teacher 6:

> *I was never supervised or assessed by any supervisor from the university; well, for the person who was supposed to assess me from the university, he called that he is coming and wanted to know where my school is situated and when I told him, he said it is too far and that was the end of the story.*

4.3.7 Professionalism of students

A majority of mentors stated that some student teachers were not acting professionally during Teaching Practice. They complained about their unpresentable dress code, punctuality, and frequent absence from school.

School-based mentor 1:

> *Student teachers do not dress appropriately. We had to send them home because they were not dressed appropriately. Some were not on time in the morning. Some students always came late.*

School-based mentor 2:

> *Student teachers lack professionalism. They absent themselves without notice. They leave school anytime without informing one of us or the principal. This is pathetic.*

4.3.8 Training of school-based mentors

Most participants noted the significance of designing a course for training school-based mentors on how to evaluate student teachers placed under their care. This would make the task easier since they would know their expectations during the process of mentoring student teachers. Most of school-based mentors complained that they were untrained to mentor students during Teaching Practice as a confirmatory gesture to this assertion.

School-based mentor 1:

> *The principal only requested us to assist in the mentoring and guiding of student teachers. But no one seemed to care whether we are doing justice to the students or not. The university should conduct training in mentorship. This could help us understand how to assess student teachers during Teaching Practice.*

Most of school-based mentors fervently complained that the University expects them to assist their student teachers during Teaching Practice, forgetting that they had their own teaching loads. They indicated that the University and Schools did not pay them for helping the students on Teaching Practice. On the other side, student teachers indicated their dissatisfaction regarding the support they got from the school-based mentors.

Student teacher 1:

> *The university needs to evaluate the teachers that they are sending us to because some of them are horrible. We do not learn anything from them.*

Student teacher 2:

> *School-based mentors must be trained to assist and guide all students or else choose schools that are well run in order for us to benefit.*

4.3.9 Human resources for Teaching Practice

The study revealed the availability of human resources necessary for the implementation of Teaching Practice. For example, the Director of the School of Education cited his role of developing guidelines and procedures for Teaching Practice. Heads of Department stressed the support they provide for plenary sessions of Teaching Practice implementation during School Management Team (SMT) meetings. The Teaching Practice coordinator stated her responsibility for effective coordination, leadership and management of the Teaching Practice Unit.

Director of the School of Education:

> *I am involved in the establishment of guidelines and procedures for Teaching Practice. I also approve budget, staffing and resources recommended by the Teaching Practice coordinator and the Head of Department.*

Teaching Practice coordinator:

> *My main duty is to manage and oversee issues related to Teaching Practice. I am the liaison officer between the university and practicing schools. I respond to all queries in Teaching Practice unit. I organise regular meetings with all stakeholders to discuss Teaching Practice matters.*

The Teaching Practice administrative officer noted her duties and responsibilities which revolved around accommodation and transport bookings for supervisors; preparations for meetings and workshops; and capturing of information from various Teaching Practice documents. Furthermore, she provided the secretarial services in the Unit. The administrative officer highlighted that she was overstretched by the huge number of student teachers to deal with.

Teaching Practice administrative officer:

> *My task as the administrative officer in the unit is to ensure that accommodation and transport for supervisors are arranged. I capture information derived from the placement forms into the computer so that all supervisors are notified about which students to be visited and assessed. Furthermore, I prepare meetings and workshops pertaining Teaching Practice. The only challenge is to deal with all student teachers in the School of Education; this is a very huge task.*

Teaching Practice academic staff members stated their responsibility as facilitators, professional coaches, coordinators, mentors, and assessors during Teaching Practice. At this juncture, they worked hand in glove with academic staff members responsible for method subjects in linking pedagogical and practical learning. They also assisted with tutorial work, placement of student teachers, and conducting of microteaching lessons.

Teaching Practice academic staff member:

> *We are responsible for planning and preparation of Teaching Practice. We also assist with tutorial work, highlighting important issues to student teachers about what Teaching Practice entails. We supervise and assess student teachers during Teaching Practice, and provide microteaching activities.*

Most supervisors stated that they assisted in supervision and assessment of student teachers during Teaching Practice. They also highlighted that they are involved in guiding and supporting school-based mentors while in schools, and acting as liaison officers between the school and the University while in schools.

Supervisor 1:

> *We assist in supervision and assessment of student teachers during Teaching Practice. We provide support to school-based mentors in terms of how best supervision could be conducted while in schools.*

Supervisor 2:

> *As supervisors we need to assist student teachers with problems regarding Teaching Practice. We guide and assess student teachers and provide feedback.*

School-based mentors acknowledged their roles as mentors. However, they cited that they were not invited to plenary meetings for Teaching Practice.

School-based mentor 1:

> *We are supposed to introduce student teachers to the school community, help students to understand school activities and practices, and provide space in the staffroom and to guide, assess and provide constructive feedback, but the sad story is that we are not invited to plenary meetings for Teaching Practice. This means our views are not valued.*

From the researcher's point of view, it was evident that not all participants were fully involved during the preparatory meeting about Teaching Practice. Most of the participants were not aware of the existence of the Teaching Practice policy within the University. It was revealed that participants had mixed reactions with regard to the criteria used for selecting practicing schools. A majority of participants indicated that the Teaching Practice period should be extended and students should be placed around the University so that all students can be visited and assessed.

4.3.10 Logistics for Teaching Practice

- Accommodation

The study revealed that Teaching Practice took place both in schools near and far from the University. As such, university supervisors needed accommodation while visiting student teachers in schools that were located far away from the University at places such as Jane Furse, Nebo, Phokwane, Botlokwa, Mpumalanga Province and others. However, the supervisors reported their frustration that the University preferred cheaper accommodation which was substandard with uncomfortable beds, and very old motels which did not have hot water for bathing. Supervisors indicated that the lodges were far away from the practicing schools. Such long distances made it difficult for the supervisors to visit all the student teachers assigned to them.

Supervisor 6:

> *I was accommodated at an unconducive lodge and the bed was uncomfortable. I experienced back pain the following morning, hence I consulted a medical doctor.*

Some of the supervisors emphasised that they sometimes used their money to book for accommodation. However, it took them long to be refunded.

Supervisor 5:

> *We sometimes book accommodation on our own. We get refunded after a long time. This is frustrating.*

On the same breath, student teachers were accommodated in separate staffrooms from other teachers during Teaching Practice. They cited that some offices where they were accommodated did not have window panes and doors. Therefore, student teachers had to carry their belongings wherever they went. That arrangement created difficulties in consulting their mentors because they were hosted far from them.

Student teacher 1:

> *We were accommodated far away from other teachers at that school. It was difficult to consult with our mentors whenever we encountered certain problems.*

On the other side, some student teachers indicated that they were accommodated in the same staffrooms with their mentors. Such student teachers noted that they enjoyed better practice and were informed on issues pertaining to teaching.

Student teacher 3:

> *I was hosted with other teachers at my school. My desk was just next to my mentor teacher. Whenever I had a problem, I just consulted and things were really good. I had more advantages because he used to assist me in whatever I needed. The photocopier was next to us. I was allowed to do my printing, so the preparation of lessons was good.*

Some of school-based mentors cited the shortage of offices in schools for accommodating student teachers during Teaching Practice.

School-based mentor 1:

> *We usually utilise classrooms as staffrooms in most schools. In our school, all teachers use a classroom as staffroom. We are accommodated in such offices regardless of our subjects or departments.*

- Transport

Student teachers reported that they used their own transport during Teaching Practice, unlike in the School of Nursing and Social Work where students were provided with transport by the University. They felt neglected by the University and therefore complained that they sometimes arrived late in schools which negatively affected their confidence to engage in Teaching Practice activities in the respective schools.

Student teacher 5:

> *We had to find our own way of getting to school unlike in the School of Nursing where students are provided with transport by their school.*

Student teacher 1:

> *Our transport arrangement was a challenge because it made us appear inferior to the students from Nursing and Social Work. We felt neglected when we compared ourselves with the students who were provided with transport.*

Student teacher 3:

> *Sometimes we arrived so late at schools that we were even afraid to go into the school. Whereas the school started at 7h30 sometimes we arrived as late as 8h30.*

- Catering

The study shows that supervisors and student teachers were not provided with meals during Teaching Practice. Supervisor 6 highlighted that he ate his breakfast at a neighbouring lodge. Such a scenario, caused him to arrive late for his visits at schools. On the other side, student teachers complained about the lack of meals during Teaching Practice. They reported that they resorted to eating meals meant for the school learners.

Supervisor 6:

> *One day I arrived very late at a school to supervise a student teacher because I had to travel to another lodge to have my breakfast.*

Student teacher 3:

> *The university did not provide us with meals during Teaching Practice. Most of us eat meals which were meant for learners in schools.*

4.3.11 School-University partnerships for Teaching Practice

Communication for school-university partnerships is essential for the success and achievement of Teaching Practice objectives.

Head of Department 2:

> *Communication is vital between the university and practicing schools in issues related to Teaching Practice. This will help school-based mentors to understand the objectives of Teaching Practice.*

With respect to this aspect, the study discovered that lack of effective communication was a burning issue which weakened school-university partnerships. This scenario delayed Teaching Practice processes and the offering of different experiences and views pertaining to lesson planning and presentation.

School-based mentor 2:

> *Currently there are different views on the part of school-based mentors and lecturers as to their respective roles. They differ on issues pertaining to classroom practice and lesson planning.*

School-based mentor 1:

> *A major problem was the lack of communication between the school and the university, where no one seemed to know who should contact who.*

Poor communication between the University and practising schools also led to poor contact between supervisors themselves and student teachers. For example, Supervisor 1 indicated that she phoned one student to arrange a visit, only to find out that the same student teacher had already being contacted by another supervisor for the same purpose on assessment.

Supervisor 1:

> *I contacted one student to schedule a visit. She indicated that she had already been contacted by another supervisor.*

Due to lack of school-university partnerships, school-based mentor 3 indicated that school-based mentors were not selected based on their experience and expertise. Therefore, some schools did not have mentors at all. Student teacher 1 also complained that she was placed at a school in a remote rural area far away from her peers. She could not access information on lesson preparation and presentation from the Internet and from her peers.

Student teacher 1:

> *I did Teaching Practice far from other student teachers. I struggled to find information about lesson preparation and presentation. If I was connected technologically with my peers, I could have simply communicated with them to get assistance.*

In an attempt to put theory into practice, participants recommended the establishment and strengthening of reciprocal school-university partnerships. Supervisors further suggested that the University should provide them with airtime so that they can communicate with student teachers. Participants also emphasised the need for regular meetings between the University and practising schools, training, and incentives and granting of credits towards further study at University by school-based mentors, and equal sharing of Teaching Practice roles and responsibilities. Subsequently, student teachers stressed the use of an online forum so that they can chat about common issues related to lesson planning and presentation.

Director of the School of Education:

> *The university ought to be actively involved in ensuring that the school-university partnerships be established. In this regard, all role players should perform equally in terms of assisting student teachers during their practicals.*

Teaching Practice coordinator:

> *It is necessary for lecturers to strengthen their bonds with specific teachers before pronouncing that Teaching Practice was going to take place. The suggestion was made by the Policy on Teacher Education that Teaching Practice system be reconsidered so that teacher-mentors*

> *know that they were appreciated for sharing their knowledge and*
> *expertise with the students.*

Supervisor 2:

> *The university should establish partnerships with the practicing schools.*
> *This will enhance proper working relationships between the two.*
> *Through this partnership, school-based mentors could be trained and*
> *incentives could be provided in order to encourage them to do their*
> *mentoring and supervision work.*

4.4 FINDINGS FROM OBSERVATIONS

The following three themes emerged from the data collected through observations:

4.4.1 Before Teaching Practice

The first observation was conducted before the Teaching Practice session in July 2017 during the preparatory meeting. The purpose of the meeting was to plan the logistics for Teaching Practice. The agenda included the role of supervisors and school-based mentors in the implementation of Teaching Practice, relationships between the University and practising schools, and placement of student teachers. Participants in the meeting were Teaching Practice personnel, supervisors and student teachers. It was concluded that student teachers should be supervised and assessed by supervisors and trained school-based mentors. Participants highlighted the lack of partnerships between the University and practising schools, which resulted in poor communication. It was noted that student teachers preferred home-based placement rather than university-based placement.

4.4.2 During Teaching Practice

The second observation took place during Teaching Practice in August 2017. The researcher observed the following:

- *Resources:* Lack of resources such as laptops, projectors and printed material was observed, especially in rural schools. This forced student teacher to use textbooks and the chalkboard as the main teaching aids.
- *Presentation skills*: Most of student teachers had poor presentation skills. This was evident when some of them were not audible enough, not acting as facilitators with poor learner involvement, failing to explain the main concepts and to balance teaching and writing of notes on the chalkboard. This was compound by students reading textbook themselves, starting lessons on a dirty chalkboard, grouping learners while activities were not aligned to the seating arrangement, and lacking in confidence.
- *Constructive feedback*: There was also evidence of lack of constructive feedback by supervisors and school-based mentors.
- *Classroom management:* It was observed that school-based mentors were not always available to assist student teachers to manage classes well. It was therefore difficult for student teachers to manage their class efficiently.
- *Behaviour of learners:* Learners did not respect student teachers like they did with the mentor teachers.
- *Supervisor-student relationship:* It was discovered that some supervisors were not friendly to student teachers.
- *Mentor-student relationship:* Lack of a professional relationship existed between some school-based mentors and student teachers.

4.4.3 After Teaching Practice

The third observation was conducted after Teaching Practice at the University in September 2017. Its focus was on the processes to be followed regarding the submission of reflective journals, Teaching Practice marks, and reports. The reflective journals were submitted separately according to the levels of study. There were many journals submitted showing the large number of student teachers doing Teaching Practice.

The first, second and third year students submitted their journals during the first week after Teaching Practice. The fourth year and PGCE students submitted their journals

during the second week after Teaching Practice. Student teachers were requested to sign for each submission in order to track down those who did not submit these journals so that reminders could be sent to them.

Supervisors were requested to submit their Teaching Practice marks and reports a week after Teaching Practice to the Teaching Practice office. It was observed that not all supervisors submitted marks and reports on time, and this had negative consequences because the Teaching Practice coordinator could not complete the composite report on time. This also delayed the capturing of marks by the Teaching Practice academic staff members. Submissions were signed for to track down those who did not submit so that reminders could be sent to them.

4.5 CONCLUSION

The chapter presented the findings of this study. The study revealed that there was lack of appropriate policy guidelines for Teaching Practice in the University. This was evident through inexplicit duties of supervisors; student teachers and school-based mentors; poor School-University partnerships; inadequate training of supervisors and school-based mentors in relation to supervision and assessment of student teachers; lack of a structured programme on induction of student teachers into schools; poor human and financial resources; and inappropriate model for Teaching Practice. In the next chapter, the interpretation of the findings of the study is presented.

CHAPTER FIVE

TOWARDS AN INTEGRATED MODEL OF TEACHING PRACTICE AT THE UNIVERSITY OF LIMPOPO

INTRODUCTION

MAJOR CONCLUSIONS DRAWN FROM THE STUDY

| Assess the guidelines for the implementation of Teaching Practice at the University of Limpopo. | Identify challenges encountered by various role-players in the implementation of Teaching Practice at the University of Limpopo. | Identify available school-university partnerships for Teaching Practice at the University of Limpopo. | Develop an appropriate model to guide future implementation of Teaching Practice at the University of Limpopo. |

RECOMMENDATIONS

THE INTEGRATED MODEL OF TEACHING PRACTICE

SUGGESTIONS FOR FUTURE RESEARCH

CONCLUSION

Table 5: Diagrammatic overview of Chapter Five

5.1 INTRODUCTION

The purpose of the study was to evaluate how Teaching Practice is implemented at the University of Limpopo in order to establish a model for future best practice. The main research question was:

How is Teaching Practice implemented at the University of Limpopo?

5.2 MAJOR CONCLUSIONS DRAWN FROM THE STUDY

The discussion that follows provides a summary of the major conclusions drawn from this study. Recommendations and suggestions for future research are provided.

5.2.1 Conclusion related to Research Objective One

The first research objective was to *"assess the guidelines for the implementation of Teaching Practice at the University of Limpopo".*

It was discovered that participants were not aware of the existence of any guidelines for the implementation of Teaching Practice at the target university. This might be due to the fact that such a policy guidelines was not formally adopted by all the various role players. This is against Cohen (2010:375) and Huang (2011:55)'s views that policy issues need to be clarified as a core for understanding diverse contexts and ensuring active participation by all role players in Teaching Practice processes.

The duration of Teaching Practice for the BEd SPF programme of 26 weeks as prescribed by the University of Limpopo Teaching Practice policy (2015:7) was found to be aligned with MRTEQ (2015:19). The MRTEQ (2015:19) indicates that in a full-time contact BEd programme, student teachers should spend a minimum of 20 weeks and a maximum of 32 weeks in formally supervised and assessed school-based practice over the four-year duration of the degree. In any given year, a maximum of 12 such weeks could be spent in schools, and at least three of these should be consecutive. This policy is in line with the University of Limpopo's Teaching Practice

policy (2015:7), that students in BEd programmes should spend 24 weeks doing Teaching Practice. The policy also states that in the PGCE programme, students should spend a minimum of eight weeks and a maximum of 10 weeks in formally supervised and assessed school-based practice over the one-year duration of the degree. This policy is also in line with the University of Limpopo's Teaching Practice policy (2015:7) that students in BEd programmes should spend 8 weeks doing Teaching Practice.

In addition, the University and the Provincial Department of Basic Education were charged with the responsibility of selecting practicing schools on the basis of their functionality. However, the placement of student teachers was found to be contradictory to the MRTEQ and the University of Limpopo's Teaching Practice policy (2015:7), since student teachers chose their own Teaching Practice schools regardless of the selection criteria.

MRTEQ (2015:19) notes that the timing for Teaching Practice in both the BEd SPF and PGCE programmes, should be conducted in blocks throughout the programme. The study revealed that the University of Limpopo's Teaching Practice policy (2015:7) is aligned to the MRTEQ (2015:19) since Teaching Practice was conducted in two blocks, one in the first semester (from April to May) while the second session was conducted in the second semester (from July to September).

The study revealed that the need for support of student teachers by supervisors and trained school-based mentors in practicing schools is crucial. The implication is that before their placement in schools, student teachers should be engaged in learning-from-practice sessions, which include their involvement in observing best practice from identified Teaching Schools, and participating in micro-teaching exercises and demonstration lessons. As such, student teachers require guidance on how best to observe teaching schools. Therefore, the induction of student teachers by trained school-based mentors whose main responsibility is to guide them on teaching, learning, school climate, school culture and other school related matters is invaluable.

A good curriculum design could benefit student teachers and help staff to teach more efficiently. In this study, student teachers reported that they had benefited from the

Teaching Practice curriculum, however, there were some identified loopholes regarding the design and the application of the curriculum. The latter lacked important aspects such as school administration and management. Furthermore, the cognitive domain of Bloom's taxonomy which identify six levels, ranging from the lowest level to the highest level of evaluation was violated (Wolf, Wagner, Poznanki, Schiller & Santer, 2015:85). In this regard, the curriculum was not optimistic regarding how the knowledge was organised in terms of the levels from lowest to the highest level between the modules. For example, there was a thin line between what is offered in the HPRA010 and HPRA020 modules.

Moreover, the module content within HPRA030, HPRA040 and HPRA080 modules was found to be similar. The only difference was about the number of lessons to be presented and observed. This was contrary to the views of Bonwell (2013:13); Ellis (2010:105) and Frick et al., (2010:421) who argue that the Teaching Practice curriculum should be outlined properly in terms of how knowledge is organised and planned between the modules, how the academic staff and school-based mentors teach, how the students must learn, and how the entire process will be evaluated. Furthermore, the curriculum stipulated that students enrolled in HPRA030 were expected to complete four-weeks, while those in HPRA040 should spend 12 weeks and those in HPRA080 should complete 10 weeks in practicing schools. But these modules did not specify how many weeks each student teacher should spend either in Senior or FET phase doing Teaching Practice.

In conclusion, lack of clear policy guidelines for the implementation of Teaching Practice could be a barrier to achieve the objective of Teaching Practice. As such, role players may offer student teachers different experiences to student teachers. Furthermore, lack of clear policy guidelines for Teaching Practice contradicts the notion to create partnership between the University and practising schools, therefore a contractual agreement between HEI's and schools is necessary (Makura & Zireva, 2013:16). With regard to the Teaching Practice curriculum, it can therefore be concluded that Teaching Practice modules should be planned very carefully in order to cover the curriculum prescribed by the Teaching Practice programme.

5.2.2 Conclusion related to Research Objective Two

The second research objective was to *"identify challenges encountered by various role- players in the implementation of Teaching Practice at the University of Limpopo".*

The study revealed poor partnerships between schools and the University which resulted in poor communication among supervisors. As such, they used their own money to buy airtime to communicate with student teachers to arrange visits. The home-based placement of student teachers created problems since supervisors were unable to visit all student teachers, and could not monitor them due to lack of capacity in the Unit. This arrangement affected their planning because they always clustered their visits according to schools that are closely located. Supervisors travelled long distances to visit student teachers in practicing schools. They were unable provide constructive feedback because of the large number of student teachers to be seen. Some of them were not provided with breakfast during Teaching Practice. All these findings are against the views of Gujjar et al. (2011:230) who believe that proper communication during Teaching Practice is needed so that all role-players are informed about the processes that unfold. Moreover, each supervisor should assess a manageable number of student teachers so that constructive feedback is provided.

The findings with regard to challenges faced by student teachers were identified as follows: Student teachers were not provided with transport and meals by the university during Teaching Practice; often they were rejected in schools where they intended to do their practicals; they were not formally inducted into schools; sometimes they were accommodated in unused classrooms in some schools; some supervisors were not punctual or did not arrive early to assess them; some supervisors were not patient with student teachers during supervision. In addition, lack of provision of constructive feedback from supervisors and school-based mentors was evident; lack of good communication was a burning issue which even weakened the School-University partnerships resulting in the offering of different experiences and views pertaining to lesson planning and presentation.

It was found that school-based mentors were not trained in supervision and assessment. As such, constructive feedback was not provided to students. Some

schools accommodated student teachers from five universities, each group of students with its own timelines and expectations. This finding was inconsistent with the views of Atanda (2013:9) and Furey (2014:85) who cited that training for school-based mentors is required so that they are in line with recent trends of Teaching Practice. The study also revealed that school-based mentors were not invited to preparatory meetings for Teaching Practice. It can be concluded that various role players were not explicitly familiar with their roles and responsibilities during Teaching Practice. This resulted in them having challenges in terms of how to offer appropriate support in the implementation of Teaching Practice at the target institution.

5.2.3 Conclusion related to Research Objective Three

The third research objective was to *"identify available school-university partnerships for Teaching Practice at the University of Limpopo".*
Lack of school-university partnerships was a major concern identified in this study. Participants echoed that insufficient communication between the University and practising schools led to poor support of student teachers during Teaching Practice. This contradicts Robinson (2015:10) who supported by Celik (2011:9) who noted that School-University partnerships are vital for effective communication before, during and after Teaching Practice. In conclusion, reciprocal school-university partnerships are the key element to effective implementation of Teaching Practice.

5.2.5 Conclusion related to Research Objective Four

The fourth research objective was to *"develop an appropriate model to guide future implementation of Teaching Practice at the University of Limpopo".*

The models such as The Master-Apprentice Model (Vandermaas-Peeler & Miller, 2010); The Community of Practice Model (Mardanshina & Zhuravlera, 2010); The Partnership Model (Meade, 2011); Collaborative Model (Galishnikova, 2012); and the Community Development Model (Hart, 2012) were reviewed in order to acquire best practices in Teaching Practice from a variety of contexts. The study showed that these models did not adequately address the current challenges on the implementation of

Teaching Practice at the target university. The roles and responsibilities of role-players were not explicitly highlighted and integrated in these models. In an attempt to achieve the fifth objective of this study, an Integrated Model of Teaching Practice is proposed. This was developed to serve as a useful guide for implementing future Teaching Practice at the institution.

5.3 RECOMMENDATIONS

The study recommended that a clear policy guidelines are necessary in order to generate common understanding in terms of the implementation of Teaching Practice at the University of Limpopo; a Memorandum of Understanding (MoU) could be established to formalise agreements between the University and practising schools; the extended duration of 16 weeks for fourth year students in the BEd SPF and 12 weeks for the PGCE students; student teachers should conduct their Teaching Practice session in January before they commence with theory so that they have ample time to prepare for the examinations during the year, and student teachers should not be allowed to choose their own schools for Teaching Practice.

In addition, the University should provide transport to student teachers to and from practising schools; a collective of eight student teachers should be assigned to each supervisor to enhance quality Teaching Practice; school-based mentors should be chosen by the University and practising schools and be supported by the University throughout the Teaching Practice programme; the selected school-based mentors should ensure that all student teachers receive a warm welcome and are treated professionally by all school staff; the retired teachers should be recruited and trained in supervision and assessment to address the shortage of human resources; school-based mentors should be remunerated either in monetary incentives based on the number of assessments done or through professional development such as free tuition at the University; the University authority should allocate more resources such as human, funding, infrastructure and ICT to enhance quality Teaching Practice; the money for airtime bought by supervisors during Teaching Practice should be refunded; the Teaching Practice curriculum be harmonised with the school curriculum and focus

on the inclusion of ICT development and training; a qualified and permanent coordinator be appointed to manage the Teaching Practice Unit efficiently, and an Integrated Model of Teaching Practice is necessary to guide the implementation of Teaching Practice for future best practice at the university.

5.4 THE INTEGRATED MODEL OF TEACHING PRACTICE

5.4.1 Essence of the Integrated Model of Teaching Practice

The proposed Integrated Model of Teaching Practice emerged from the findings of this study, which revealed the current implementation challenges of Teaching Practice at the target institution. Integration, which means teamwork, in this regard, can be defined as a technique which is used by the institution for the purpose of implementing Teaching Practice successfully. In other words, this simply means distribution of workload; better and more effective decisions; diversity of ideas; motivation; learning; higher quality input; commitment; communication; networking; mutual support; increase of trust; positive work environment; engagement and active participation of various role-players in sharing the same vision on issues pertaining to Teaching Practice. It further implies that reciprocity is the key and central aspect of successful Teaching Practice initiatives.

This model is solely based on shared, connected, collaborative, and joint formal structures by all relevant stakeholders with the goal to nurture the Teaching Practice agenda. In this model, role-players with different skills come together as part of teamwork to support and help other members to make proper decisions on the implementation of Teaching Practice. The stakeholders include the Director, Heads of Department, coordinator, Teaching Practice academic staff, supervisors, student teachers, and school-based mentors. These role-players are expected to share equal powers, accountability and responsibility. The availability of financial and physical resources could be vital in carrying out the duties and responsibilities to the best of their abilities.

In addition, they are obliged to work together in order to create positive, rich and insight Teaching Practice experiences. Through such experiences, various role-players could be in a position to put theory into practice. Basically, the proposed Integrated Model is intended to empower the stakeholders with relevant and appropriate guidelines for the implementation of Teaching Practice. Its adoption could contribute immensely in addressing the implementation challenges such as inappropriate placement; lack of induction of student teachers in schools; poor knowledge of lesson planning and presentation; assessment; lack of constructive feedback; inappropriate accommodation for supervisors, and lack of transport for student teachers.

5.4.2 Structure of the Integrated Model of Teaching Practice

Figure 6 below presents the proposed Integrated Model of Teaching Practice which serves as a blueprint for guiding future implementation of Teaching Practice at the target institution

DIRECTOR
Curriculum design
Arrange logistics
Provide institutional resources
Training

TP COORDINATOR
Managing and leading TP Unit
Plenary meetings
Workshops and seminars
Obtain permission
Identify potential mentors
Liaison officer/Resource person
Placement
Monitoring TP objectives
Identify TP challenges
Compile comprehensive report

STUDENT TEACHER
Lesson observation
Lesson planning
Lesson presentation

SUPERVISOR
Supervision
Assessment
Constructive feedback
Resource person
Advisor

TEACHING PRACTICE

SCHOOL-BASED MENTOR
Induction
Provide working space
Guidance
Lesson planning
Lesson presentation
Supervision
Assessment
Constructive feedback

TP ACADEMIC STAFF MEMBER
Tutorial
Supervision
Assessment
Constructive feedback
Resource person
Advisor
Assess reflective journals
Award TP marks

PRACTICING SCHOOL
Identify potential mentors
Assign students to mentors
Communicate with the University
Support and advice

Figure 6: A proposed Integrated Model of Teaching Practice at the University of Limpopo

Key word: TP = Teaching Practice

5.4.3 The phases of the Integrated Model of Teaching Practice

The Integrated Model of Teaching Practice comprises three phases as presented below:

- ***Before Teaching Practice***

This first phase embraces activities that take place before Teaching Practice within and outside the University. This is the plenary stage where meetings, workshops and seminars are organised by the Teaching Practice Unit. It incorporates the designing of an appropriate Teaching Practice curriculum, logistical arrangements such as transport and accommodation for supervisors, provision of adequate resources, obtaining permission from the Department of Basic Education to place student teachers, identification, and training of supervisors and school-based mentors. During this phase, the coordinator is required to lead and manage the Teaching Practice team so that it can effectively facilitate the Teaching Practice curriculum and provide tutorial as well as microteaching activities.

- ***During Teaching Practice***

The second phase takes place in the practising schools. At this stage, the coordinator is expected to liaise with school managers and university supervisors to monitor the situation in order to ensure that all student teachers are assigned to school-based mentors. By so doing, he/she will be identifying weaknesses and strengths pertaining to the implementation of Teaching Practice. At this point, school-based mentors, as experienced teachers, are entitled to provide a sound working environment to student teachers and induct them into the school culture. School-based mentors together with supervisors as resource persons and advisors, are expected to guide and assist student teachers in lesson planning and presentation, supervision, assessment and provide constructive feedback. The practicing school is also expected to provide support and advise the University pertaining to challenges faced by the student teachers. Student teachers are, therefore, expected to review good lesson plans and observe best practices in the actual classrooms.

- *After Teaching Practice*

The third phase involves activities that take place at the University after Teaching Practice. It involves submission of Teaching Practice marks by supervisors and reflective journals to the Teaching Practice office by student teachers. In addition, supervisors are required to submit individual Teaching Practice reports where they state their challenges regarding the number of students supervised and unsupervised, relations in schools, accommodation, transport, communication, and catering and claims. They also report on their strengths regarding the capabilities of handling challenges emanating from the Teaching Practice implementation exercise. Teaching Practice academic staff are required to assess students' reflective journals and award students' Teaching Practice marks in order to generate year marks and examination-equivalent scores. The coordinator is also expected to compile a comprehensive report revolving around challenges and strengths regarding Teaching Practice.

5.4.4 Advantages of the Integrated Model of Teaching Practice

This model is integrative by nature. It is a blueprint for empowering and building a strong and winning team that could address challenges that hinder effective implementation of Teaching Practice at the University of Limpopo. The implication is that it is geared towards creating joint efforts for effective Teaching Practice implementation. In other words, this model is not a one-man show since it takes into account ideas and suggestions from all relevant stakeholders. As such, it creates a better platform for acknowledging the work done by others, agreement and coordination from all Teaching Practice role-players. This model encourages group effort in an attempt to implement Teaching Practice successfully. It could be used as a training guide for developing user-friendly strategies that are essential for promoting the quality of Teaching Practice. In the same breath, its emphasis on strong partnerships for Teaching Practice could be considered as the core for enhancing collaborative efforts for professional development of supervisors, school-based mentors and student teachers.

The model is a practical tool for building reciprocal relationships between various stakeholders in order to promote equal sharing of powers, vision, accountability,

responsibility, expertise, and professionalism on issues pertaining to Teaching Practice. Since this model embraces sound relations between various stakeholders, it could be utilised as a bridge for closing the gap between theory and practice. It is basically a mechanism for building capacities between various stakeholders so that they can reflect on their rich Teaching Practice experiences. Its emphasis on reciprocity could enhance flexibility, boost morale, strengthen networks, encourage innovation, and promote effective and efficient implementation of Teaching Practice.

5.4.5 Disadvantages of the Integrated Model of Teaching Practice

Contrary to the above merits, conducting Teaching Practice utilising the Integrated model may possibly create the following loopholes: getting people to work together may be very strenuous and time consuming, some role-players may not do much work, while others may work hard. This uneven distribution of work may cause problems among the role-players because individuals may be denied the opportunity to think independently. This discrepancy can also lead to conflict and loss of creativity.

5.4.6 Summary of the Integrated Model of Teaching Practice

The Integrated Model of Teaching Practice may be a one-stop framework for guiding future best practice in Teaching Practice. Various role-players may work together and minimise the pressure encountered when implementing Teaching Practice. It could provide life-long learning experiences through innovative efforts by the Director of the School of Education, Heads of Department, coordinator, academic staff in the Teaching Practice Unit, supervisors, student teachers, and school-based mentors.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

The following gaps were identified during the research which provide a platform for future research in implementing Teaching Practice within the context of the target university.

- A study focusing on evaluation of the Teaching Practice at other institutions is needed. This should be conducted in order to establish an appropriate model of Teaching Practice in those institutions.

- Additional insight into the nature of the challenges the first and second year students face while doing their observation at schools could provide valuable insight on how to structure the Teaching Practice programme at the University of Limpopo.
- Further research in the development of new policies regarding the adaptation of the Teaching Practice curriculum is needed. It is necessary to revisit the ever-changing needs of schools and student teachers, and adjust the curriculum to meet these new challenges. Future research should explore ways of harmonising the Teaching Practice curriculum with school curricula.

5.6 CONCLUSION

The background and motivation of the study, research problem, purpose and objectives of the study, research questions, significance of the study, theoretical framework, as well as research methodology were discussed. The current and related literature on Teaching Practice were reviewed. The researcher explained how data were collected and analysed.

Lessons learnt from this study reflects that Teaching Practice is a core element in Teacher Education across the globe. The implication is that student teachers should undergo Teaching Practice so that they can familiarise themselves with classroom practice, the world of work, current issues and trends in the field of education, and successful completion of their Teacher Education studies. However, its implementation shows a wide range of similarities and differences that revolve around protocols, curriculum and assessment, placement, duration, coordination, induction, human resource, funding, logistical arrangements, roles and responsibilities of various stakeholders, supervision, mentoring, and partnerships. The current study highlights the need for capacity building, and relevant and appropriate models that should be developed for enhancing the implementation of the quality of Teaching Practice. Such models should not be a one-size-fits all. They should be tailored in such a way that they address real contextual and institutional barriers that cannot be ignored. This will provide various stakeholders with clear guidelines that will empower, nurture and strengthen the implementation of Teaching Practice.

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Appendix 1

Director of the School of Education's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 2
Head of Department's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 3
Teaching Practice coordinator' s consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 4

Teaching Practice academic staff's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 5

Teaching Practice administrative office's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 6

Supervisor's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 7
Student teacher's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 8
School-based mentor's consent letter

1. I declare that I have been duly informed about this study project. I am also aware of the nature, aim and objectives of this research.

2. I therefore agree to participate in this study and I understand that I can withdraw at any time from participating from the study if I so wish.

Name of the interviewee: _____

Signature: _____

Date: _____

Appendix 9

Semi-structured interview guide for Director of the School of Education

1. What is your role in Teaching Practice issues?

2. Which policies are in place to guide Teaching Practice at the University of Limpopo?

3. What is your view regarding Teaching Practice at the University of Limpopo?

4. What institutional resources are available to support Teaching Practice at the University of Limpopo?

5. What human resources are available to support Teaching Practice at the University of Limpopo?

6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?

7. Who are involved in choosing practicing schools at the University of Limpopo?

8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?

9. Which criteria are used to select practicing schools at the University of Limpopo?

10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?

11. How are supervisors assigned to specific student teachers at the University of Limpopo?

12. How is supervision and assessment conducted at the University of Limpopo?

12 How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?

13. How does the university support supervisors during Teaching Practice in terms of accommodation?

14. How does the university support supervisors during Teaching Practice in regard to transport?

15. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?

16. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?

17. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

18. How is Teaching Practice funded at the University of Limpopo?

19. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 10
Semi-structured interview guide for Head of Department

1. What is your role in Teaching Practice issues?
2. Which policies are in place to guide Teaching Practice at the University of Limpopo?
3. What is your view regarding Teaching Practice at the University of Limpopo?
4. What institutional resources are available to support Teaching Practice at the University of Limpopo?
5. What human resources are available to support Teaching Practice at the University of Limpopo?
6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?
7. Who are involved in choosing practicing schools at the University of Limpopo?
8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?
9. Which criteria are used to select practicing schools at the University of Limpopo?
10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?
11. How are supervisors assigned to specific student teachers at the University of Limpopo?
12. How is supervision and assessment conducted at the University of Limpopo?
13 How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?
13. How does the university support supervisors during Teaching Practice in terms of accommodation?
14. How does the university support supervisors during Teaching Practice in regard to transport?
15. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?
16. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?
17. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

18. How is Teaching Practice funded at the University of Limpopo?
19. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 11

Semi-structured interview guide for Teaching Practice coordinator

1. What is your role as a Teaching Practice coordinator?

2. Which policies are in place to guide Teaching Practice at the University of Limpopo?

3. What is your view regarding Teaching Practice at the University of Limpopo?

4. What institutional resources are available to support Teaching Practice at the University of Limpopo?

5. What human resources are available to support Teaching Practice at the University of Limpopo?

6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?

7. Who are involved in choosing practicing schools at the University of Limpopo?

8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?

9. Which criteria are used to select practicing schools at the University of Limpopo?

10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?

11. How are supervisors assigned to specific student teachers at the University of Limpopo?

12. How is supervision and assessment conducted at the University of Limpopo?

13. How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?

14. How does the university support supervisors during Teaching Practice in terms of accommodation?

15. How does the university support supervisors during Teaching Practice in regard to transport?

16. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?

17. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?

18. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

19. How is Teaching Practice funded at the University of Limpopo?
20. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 12

Semi-structured interview guide for Teaching Practice academic staff

1. What is your role as a Teaching Practice academic staff member?
2. Which policies are in place to guide Teaching Practice at the University of Limpopo?
3. What is your view regarding Teaching Practice at the University of Limpopo?
4. What institutional resources are available to support Teaching Practice at the University of Limpopo?
5. What human resources are available to support Teaching Practice at the University of Limpopo?
6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?
7. Who are involved in choosing practicing schools at the University of Limpopo?
8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?
9. Which criteria are used to select practicing schools at the University of Limpopo?
10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?
11. How are supervisors assigned to specific student teachers at the University of Limpopo?
12. How is supervision and assessment conducted at the University of Limpopo?
13. How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?
14. How does the university support supervisors during Teaching Practice in terms of accommodation?
15. How does the university support supervisors during Teaching Practice in regard to transport?
16. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?
17. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?
18. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

19. How is Teaching Practice funded at the University of Limpopo?
20. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 13

Semi-structured interview guide for Teaching Practice administrative officer

1. What is your role as a Teaching Practice administrative officer?
2. Which policies are in place to guide Teaching Practice at the University of Limpopo?
3. What is your view regarding Teaching Practice at the University of Limpopo?
4. What institutional resources are available to support Teaching Practice at the University of Limpopo?
5. What human resources are available to support Teaching Practice at the University of Limpopo?
6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?
7. Who are involved in choosing practicing schools at the University of Limpopo?
8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?
9. Which criteria are used to select practicing schools at the University of Limpopo?
10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?
11. How are supervisors assigned to specific student teachers at the University of Limpopo?
12. How is supervision and assessment conducted at the University of Limpopo?
13. How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?
14. How does the university support supervisors during Teaching Practice in terms of accommodation?
15. How does the university support supervisors during Teaching Practice in regard to transport?
16. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?
17. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?
18. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

19. How is Teaching Practice funded at the University of Limpopo?
20. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 14

Semi-structured interview guide for supervisors

1. What is your role as a supervisor during Teaching Practice?
2. Which policies are in place to guide Teaching Practice at the University of Limpopo?
3. What is your view regarding Teaching Practice at the University of Limpopo?
4. What institutional resources are available to support Teaching Practice at the University of Limpopo?
5. What human resources are available to support Teaching Practice at the University of Limpopo?
6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?
7. Who are involved in choosing practicing schools at the University of Limpopo?
8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?
9. Which criteria are used to select practicing schools at the University of Limpopo?
10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?
11. How are supervisors assigned to specific student teachers at the University of Limpopo?
12. How is supervision and assessment conducted at the University of Limpopo?
13. How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?
14. How does the university support supervisors during Teaching Practice in terms of accommodation?
15. How does the university support supervisors during Teaching Practice in regard to transport?
16. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?
17. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?
18. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

19. How is Teaching Practice funded at the University of Limpopo?
20. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 15

Semi-structured interview guide for student teachers

1. What is your role as a student teacher during Teaching Practice?
2. Which policies are in place to guide Teaching Practice at the University of Limpopo?
3. What is your view regarding Teaching Practice at the University of Limpopo?
4. What institutional resources are available to support Teaching Practice at the University of Limpopo?
5. What human resources are available to support Teaching Practice at the University of Limpopo?
6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?
7. Who are involved in choosing practicing schools at the University of Limpopo?
8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?
9. Which criteria are used to select practicing schools at the University of Limpopo?
10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?
11. How are supervisors assigned to specific student teachers at the University of Limpopo?
12. How is supervision and assessment conducted at the University of Limpopo?
13. How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?
14. How does the university support supervisors during Teaching Practice in terms of accommodation?
15. How does the university support supervisors during Teaching Practice in regard to transport?
16. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?
17. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?
18. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

19. How is Teaching Practice funded at the University of Limpopo?
20. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Appendix 16

Semi-structured interview guide for school-based mentors

1. What is your role as the school-based mentor during Teaching Practice?

2. Which policies are in place to guide Teaching Practice at the University of Limpopo?

3. What is your view regarding Teaching Practice at the University of Limpopo?

4. What institutional resources are available to support Teaching Practice at the University of Limpopo?

5. What human resources are available to support Teaching Practice at the University of Limpopo?

6. What partnerships are available between the university and practicing schools in regard to Teaching Practice?

7. Who are involved in choosing practicing schools at the University of Limpopo?

8. What is expected of practicing schools during Teaching Practice at the University of Limpopo?

9. Which criteria are used to select practicing schools at the University of Limpopo?

10. How are supervisors identified for participation in Teaching Practice at the University of Limpopo?

11. How are supervisors assigned to specific student teachers at the University of Limpopo?

12. How is supervision and assessment conducted at the University of Limpopo?

13. How does the university support supervisors during Teaching Practice in relation to supervision and assessment of student teachers?

14. How does the university support supervisors during Teaching Practice in terms of accommodation?

15. How does the university support supervisors during Teaching Practice in regard to transport?

16. How does the university support student teachers during Teaching Practice in terms of resources to facilitate teaching and learning?

17. How does the university support school-based mentors involved in Teaching Practice in relation to supervision and assessment of student teachers?

18. Which appropriate strategies can be developed to establish Microteaching at the University of Limpopo?

19. How is Teaching Practice funded at the University of Limpopo?
20. Which appropriate model can be developed to guide future Teaching Practice at the University of Limpopo?

Permission to conduct Research at the University of Limpopo

P O Box 1972
Moroke
1154
10 January 2017

The Director
Turfloop Research Ethics Committee
University of Limpopo
Private Bag X1106
Sovenga
0727

Dear Sir/Madam

Permission to conduct research

Degree: PhD in Curriculum Studies

Department: Education Studies

Supervisor: Dr MM Maphutha

Co-supervisor: Dr JM Mamabolo

Student No: 9447233

I hereby apply to conduct research at the University of Limpopo for my PhD degree. I am a student in the School of Education at the University of Limpopo. My research study title is "**Evaluation of Teaching Practice at the University of Limpopo**".

The purpose of the study is to evaluate the implementation of Teaching Practice at the University of Limpopo. The study seeks to establish an appropriate Teaching Practice model that will provide set of guidelines for its best implementation in the future.

Data will be gathered from Director of the School of Education, Teaching Practice personnel, supervisors, student teachers and school-based mentors involved in the implementation of Teaching Practice from the School of Education. Thank you in advance. For enquiries please contact me at 015 268 4159 or at Sekgati.mampa@ul.ac.za.

Yours faithfully,
SS Mampa

University of Limpopo

Department of Research Administration and Development

Private Bag X1106, Sovenga, 0727, South Africa

Tel: (015) 268 2212, Fax: (015) 268 2306, Email:noko.monene@ul.ac.za

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TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE

MEETING: 03 March 2017

PROJECT NUMBER: TREC/17/2017: PG

PROJECT:

Title:	Evaluation of teaching practice at the University of Limpopo
Researchers:	Mr SS Mampa
Supervisor:	Dr MM Maphutha
Co-Supervisor:	Dr JM Mamabolo
School:	Education
Degree:	PhD in Education Studies

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

> **Note:**
> i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
> ii) The budget for the research will be considered separately from the protocol.
> PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

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Appendix 18

Permission to conduct Research at Practicing Schools

<div align="right">

P O Box 1972
Moroke
1154
10 January 2017

</div>

The Director
Turfloop Research Ethics Committee
University of Limpopo
Private Bag X1106
Sovenga
0727

Dear Sir/Madam

Permission to conduct research

Degree: PhD in Curriculum Studies

Department: Education Studies

Supervisor: Dr MM Maphutha

Co-supervisor: Dr JM Mamabolo

Student No: 9447233

I hereby apply to conduct research at the University of Limpopo for my PhD degree. I am a student in the School of Education at the University of Limpopo. My research study title is "**Evaluation of Teaching Practice at the University of Limpopo**".

The purpose of the study is to evaluate the implementation of Teaching Practice at the University of Limpopo. The study seeks to establish an appropriate Teaching Practice model that will provide set of guidelines for its best implementation in the future.

Data will be gathered from Director of the School of Education, Teaching Practice personnel, supervisors, student teachers and school-based mentors involved in the implementation of Teaching Practice from the School of Education. Thank you in advance. For enquiries please contact me at 015 268 4159 or at Sekgati.mampa@ul.ac.za.

Yours faithfully,
SS Mampa

DEPARTMENT OF
EDUCATION

Ref: 2/2/2   Enq: MC Makola PhD   Tel No: 015 290 9448   E-mail:MakolaMC@edu.limpopo.gov.za

Mampa SS
University of Limpopo
Private bag x1106
Sovenga
0727

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"EVALUATION OF TEACHING PRACTICE AT THE UNIVERSITY OF LIMPOPO".**

2. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MAMPA SS

CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

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FACULTY OF HUMANITIES
SCHOOL OF EDUCATION
TEACHING PRACTICE PLACEMENT FORM: 2015

Student Surname and Initials: _____

Student Number: _____ **Level of study (e.g. 4ᵗʰ year)** _____

Cell number 1: _____ **2:** _____

Name of School you intend doing Teaching Practice	
School's physical address	Location/Area: _____ City/Town: _____
Name of Province [Limpopo or Mpumalanga only]	
Name of the Principal/Deputy	
Contact details/Cell Number of the Principal or Deputy	
Student' major subjects	Major 1:_____ Major 2:_____

Instruction:
- Make sure you fill in the valid contact details above
- In case of changes, please complete another form
- Illustrate a sketch at the back of this form, of the selected school from a landmark, e.g. police station, post-office, etc.

Student signature: _____ Date: _____

Teaching Practice Rubric for HPRA010 and HPRA020

SCHOOL OF EDUCATION

Teaching Practice Portfolio Rubric (1ˢᵗ & 2ⁿᵈ YEARS)

Student Name_____ Student No._____**Total Score**: _____

CATEGORY	INDICATOR					
	5	4	3	2	1	0
Table of Content	Available, user-friendly & numbered	Available but not numbered	Not numbered, Not-user-friendly but flip file	Not-user-friendly (Not flip file)	Not-user-friendly (not flip file & not covered)	Not available
Student's CV	Updated	Updated, without references	Neatness but not updated	Not well structured	Not neat, not well structured	Not available
Observation/Teaching Practice Learning Experience Book	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Matric/Grade 12 Certificate	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Academic Record	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Attendance Register	Available, positive, stamped & initialised by mentor/principal	Available positive	Available stamped & initialised by mentor/principal	Available not stamped & initialised by mentor/principal	Lot of absenteeism	Not available
Contract form from UL	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Placement form from UL	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not stamped	Not available
Acceptance letter from host school	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Report from School	Available, positive, stamped & initialised by mentor/principal	Available positive	Available stamped & initialised by mentor/principal	Available not stamped & initialised by mentor/principal	Report not positive	Not available

Appendix 21

Teaching Practice Rubric for HPRA030, HPRA040 & HPRA080

SCHOOL OF EDUCATION

Teaching Practice Portfolio Rubric (HPRA030, HPRA040, HPRA080)

Student Name_____ Student No._____Total Score:_____

CATEGORY	INDICATOR					
	5	4	3	2	1	0
Table of Content	Available, user-friendly & numbered	Available but not numbered	Not numbered, Not-user-friendly but flip file	Not-user-friendly (Not flip file)	Not-user-friendly (not flip file & not covered)	Not available
Student's CV	Updated	Updated, without references	Neatness but not updated	Not well structured	Not neat, not well structured	Not available
Teaching Practice Books (2)	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Pace setter/Work Schedule	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Attachment of Classwork/Homework Activity: 1st & 2nd Semester	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Attendance Register: 1st & 2nd Semester	Available, positive, stamped & initialised by mentor/principal	Available positive	Available stamped & initialised by mentor/principal	Available not stamped & initialised by mentor/principal	Lot of absenteeism	Not available
Contract form from UL: 1st & 2nd Semester	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Placement forms from UL: 1st & 2nd Semester	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not stamped	Not available
Acceptance letter from host school: 1st & 2nd Semester	Available, correctly filled, initialised by principal & student	Availability, not initialised by principal	Availability, not initialised by student	Correctly filled not initialised by both principal & student	Not filled	Not available
Report from School: 1st & 2nd Semester	Available, positive, stamped & initialised by mentor/principal	Available positive	Available stamped & initialised by mentor/principal	Available not stamped & initialised by mentor/principal	Report not positive	Not available

Appendix 22

Teaching Practice Evaluation Form

School of Education
University of Limpopo, Turfloop Campus
TEACHING PRACTICE EVALUATION FORM
STUDENT NAME……………………………………………STUDENT NO………………………
NAME OF SCHOOL…………………………………………………………………………………
LESSON TOPIC………………………………………………………………………………………
DATE……………………………………………………………………………………………………

Score: 1=Poor; 2=Need attention; 3=Average; 4=Good; 5=Outstanding	1	2	3	4	5
LESSON PLANNING					
1	Learning objectives(s) clearly stated					
2	Appropriate choice of teaching methods					
3	Appropriate choice of teaching aids					
4	Clearly written statement of Teacher and Learner's activities					
5	Well thought out time allocation of each step of the lesson					
6	Appropriate and adequate method of assessment and evaluation					
Suggestions	MARK OBTAINED				
	MARK		**30**		

Score: 1=Poor; 2=Need attention; 3=Average; 4=Good; 5=Outstanding	1	2	3	4	5
LESSON PRESENTATION					
1	Linking new topic to pre-knowledge					
2	Introduction of new topic					
3	Step by-step approach to lesson presentation					
4	Evidence of varied teaching strategies (Explanation, Discussion, Demonstration, etc.)					
5	Appropriate use of questioning techniques					
6	Well organized and well balanced teacher and learner's activities					
7	Appropriate use of teaching media (e.g. chalkboard, textbook, visual aid)					
8	Mastery of subject content					
9	Teacher's communication skills					
10	Level of assessment during the lesson					
11	Management of development stages of the lesson					
12	Well-presented lesson conclusion					
13	Time for each step of the lesson was well managed					
14	Teacher as a facilitator					
	MARK		**70**		

Appendix 23

Teaching Practice Lesson Plan

University of Limpopo
School of Education
TEACHING PRACTICE LESSON PLAN

Grade		Subject		Phase	

Date		Duration	

Lesson Topic	
Specific objectives(s)	
Teaching and Learning resources	
Teaching methods	

Activities	Time allocation	Teaching activities	Learning activities
Lesson Introduction			
Lesson Presentation			
Assessment Activities			
Lesson Conclusion			
Expanded Opportunities			

Self-reflection after the lesson is taught: Briefly discuss the strong and weak points of your lesson and how you plan to improve on the weak points in the next lesson:

Appendix 24

Purchase request form for accommodation and transport

INTERNAL PURCHASE REQUEST

PURCHASE REQUEST NO

REQUESTED BY

| Name and Surname | Personnel Number | Office Tel No | Cell No | Date |
| Cost Center No | Cost Center Name | Building | | Office/Room No |

SUPPLIER'S DETAILS

SUPPLIER'S DETAILS:		QUOTE / TENDER NO:	QUOTE CONFIRMED BY:	
Name		CRS No	Tel no &Date	Fax no & Date
Address		Suppliers Contact	CONTRACT NO	QUOTE NO
		CONSORTIUM	YES	No	SUPPLIER 2 QUOTE AMOUNT	SUPPLIER 3 QUOTE AMOUNT

ITEM	COST CENTRE	ACC NO	DESCRIPTION	CATALOGUE NO	QUANT/ UNIT	UNIT PRICE (INCL VAT)	ITEM TOTAL (INCL VAT)

TOTAL

I hereby approve that the costs are in accordance with the University Procurement Policy and Procedures. (The first signature must be of the primary or secondary signatory of the cost centre)

APPROVAL

| Name & Surname (Approver) | Signature | Date |
| Name & Surname (Primary or Secondary Signatory) | Signature | Date |

| Certified correct By | Date | Captured by | Date |

ORDER NO:

OFFICE USE

Budget Availability	YES	NO	Amount Available/ Overspend	Budget Checked By	Signature	Date
Name and Surname (HEAD PROCUREMENT)				Signature	Date
Name and Surname (SNR MANAGER / DIR FINANCE)				Signature	Date
Name and Surname (CFO/DVC)				Signature	Date

UNIVERSITY OF LIMPOPO

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Appendix 25

Itinerary for supervisors

Week 1	Name of place	Check in	Check out
Week 2	Name of place	Check in	Check out
Week 3	Name of place	Check in	Check out