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Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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**Work Integrated Learning  
Memorandum of Understanding  
Partnership Network**

**compiled by the  
Cross-cutting Working**

**Group:**

**Work Integrated Learning**

**2018**

**PRIMARY TEACHER EDUCATION (PrimTEd) PROJECT**



# Memorandum of Understanding

## Partnership Network

This memorandum of understanding is entered between the **Disney** University, Faculty of Education, and the **Lion King** District in the **specified** Province, and the **Simba School** for the 2019 – 2022 school years.

### Purpose of the Partnership Network

The purpose is to:

- create a dynamic and sustained university-district-school partnership network that will promote the engagement of collaborative communities of practice among university, district and school stakeholders;
- positively impact Foundation Phase learners' learning;
- improve the quality of teacher preparation, specifically the work integrated learning component;
- increase the application of research-based practices in schools and classrooms.

### Belief Statements

The partnership network shares the following belief statements:

- The preparation of future teachers is the responsibility of all partners.
- The school is the unit of change rather than a few individuals within the school.
- A collaborative team approach for teacher preparation is most effective. The team includes the clinical practicum advisor, the district representative, collaborating and/or mentor teacher, and the student teacher.
- In order for the partnership arrangement to be a true partnership, responsibilities and resources must be shared.
- It is important for the district and school partners to understand the learning outcomes of the clinical practicum, and it is important for the clinical practicum university partners to understand the goals of the district and the school.

## Benefits

District(s) and school(s) that are part of the partnership will benefit from the presence of additional “classroom teachers” who can provide ongoing attention to individual needs in the classroom. Collaborating and/or mentor teachers can benefit from the chance to grow professionally in areas that may not be otherwise available to them. The university partners benefit by gaining knowledge of the challenges faced in 21<sup>st</sup> century classrooms related to teaching practices. The profession benefits from new teachers who have been prepared and nurtured in an environment where professional practice, commitment to principles, and excellence were associated with the entire range of their work integrated learning experiences.

## Responsibilities

Mutual agreement between the university, district and school will be reached about the site selection and placement of each student teacher and intern (fourth year). The sites will provide student teachers and interns with experiences related to diverse settings and learners.

## Responsibilities of University Partners

### Practicum Placement officer

The practicum placement officer is expected to:

- Communicate the registration procedure for school-based placement to all Foundation Phase student teachers.
- Place all Foundation Phase students at identified **Disney** University Partner Schools.
- Handle all practicum placement problems as reported by student teachers and/or Partner Schools.
- Ensure that the Partner Schools and Qualified Mentor database is kept up to date.
- Send all Partner Schools, via email, the names and the numbers of the student teachers that will be placed at the school **THREE WEEKS** before the practicum is to commence.
- Send all Partner Schools, via email, a copy of the Work Integrated Learning Manual.

### Clinical WIL Advisor and Researcher

The WIL Advisor/Researcher is expected to:

- Continuously revise the WIL curriculum based on evidence-based or evidence-informed research;

- Maintain regular contact with district representatives, schools, collaborating and mentor teachers and student teachers during the practicum period.
- Act as a liaison between the district, the schools and the Faculty of Education.

#### Clinical WIL Facilitator

The Clinical WIL facilitator is expected to:

- Be available during all school-based placements sessions for any at-risk situations;
- Mediate conflicts;
- Notify the clinical WIL advisor of any borderline or at-risk student teachers as soon as possible so that additional support can be provided;
- Give input with regard to the professional growth plan for at risk student teachers.

#### Teacher Educators (Lecturers)

The teacher educators are expected to:

- Integrate the coursework methodological aspects into the learning from practice and learning in practice aspects of the work integrated learning component of the programme.

### Responsibilities of District Partners

#### District representative

The district representative is expected to:

- Collaborate with the WIL advisor and the Practicum Placement officer to ensure that partner schools are identified and that the district is aware of their inclusion as university partner schools;
- Collaborate with the WIL advisor in terms of clinical practicum curriculum issues that can affect the effective community of practice between WIL facilitators, teacher educators, student teachers and collaborating and mentor teachers, such as district specific planning, assessment, etc. requirements;
- Inform the WIL advisor of any professional development opportunities that could benefit student teachers.

## Responsibilities of School Partners

### Principals and/or Deputy-principals

Principals and Deputy-principals facilitate the practicum in many ways, including:

- assisting in the orientation of student teachers assigned to their school;
- facilitating student teacher's involvement in activities beyond the classroom setting (e.g., staff meetings, staff socials, learner activities, professional development days, parent/teacher meetings);
- cooperating with WIL Advisor and/or WIL facilitator and/or mentor teacher in solving problems that may arise;
- providing both positive and critical feedback to the WIL Office on the general performance of student teachers and the administration of the school-based placement sessions.

### Mentor teachers

Mentor teachers are expected to:

- Mentor at risk students that have been referred by the collaborating teachers;
- Contact the WIL Advisor as soon as possible if a student teacher is experiencing difficulties or they believe the student teacher is at risk of failing the practicum;
- Give input in the development of a professional growth plan for the identified at risk student teachers;
- Sign off on all student teacher portfolios after a practicum session.

### Collaborating teachers

Collaborating teachers are expected to:

- Serve as role models and coaches to student teachers by providing modelling, guidance and support in a number of varied and integrated areas.

### Orientation and Observation

includes:

- welcoming the student teacher to the school and the classroom;

- familiarizing the student teacher with the Collaborating and/or mentor teacher's expectations;
- orienting the student teacher to the school, which includes providing information about the organizational structure of the school, the learners and the school/classroom, routines and procedures;
- providing the student teacher with adequate opportunities to observe the collaborating and/or mentor teacher's own teaching techniques and procedures.

Practicum includes:

- enabling student teachers to progress from simpler to more complex teaching tasks;
- providing the student teacher with opportunities to co-teach and co-plan, moving student teachers gradually towards greater responsibility as appropriate;
- assisting student teachers in planning their own teaching strategies and in selecting and designing appropriate instructional material;
- guiding student teachers in developing sound classroom organization and management strategies;
- requiring the student teacher to prepare and submit detailed written weekly plans, lesson plans/day programme plans (e.g., Grade R), etc. where appropriate;
- assessing student teachers using provided rubrics;
- conducting conferences with student teachers to discuss and reflect on teaching practices.

Providing Feedback entails:

- Providing consistent daily feedback to student teachers is important to their growth and development as teachers and professionals.
- Remember that, like the learners in your class, student teachers will vary in their readiness to independently perform certain teaching tasks. Some student teachers will require more assistance, guidance and encouragement than others;
- Make your expectations clear from the outset;
- Ensure that the student teacher(s) in your classroom take notes during observation;
- Set aside a few minutes each day to discuss their notes and progress;
- Always provide feedback on strengths and strategies for improvement;
- Feedback should be realistic, honest and fair. Student teachers should be mature

enough to handle constructive criticism even when it sometimes stings. Unrealistic feedback lulls student teachers into false complacency and is thus a disservice to them;

- Some of the most valuable feedback is provided informally. This could happen during yard duty, over lunch, at the photocopier, on your way from the parking lot and into the building and so on.

## Terms of Agreement and Termination

This agreement addresses the cooperation in the Disney University – Lion King District – Simba School Partnership Network between the undersigned signatories.

This agreement is in effect for four years (2019 – 2022) and subject to annual review. Termination of the agreement may be initiated by any partner through written notice at least 45 days prior to the end of the school district term and is subject to completion of the entire term.

Partner School Principal

Date

District Director or Designee

Date

Dean Faculty of Education

Date

**Disney** University