TICZA

TEACHER INTERNSHIP
COLLABORATION SOUTH AFRICA

TICZA ANNUAL REPORT

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JET Education Services

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Abbreviations

CHE	Council on Higher Education
CoP	community of practice
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EDF	Education Deans' Forum
HEI	higher education institution
IP	implementing partner
ITE	initial teacher education
JET	JET Education Services
M&E	monitoring and evaluation
NGO	non-governmental organisation
PrimTed	Primary Teacher Education
NQT	newly qualified teacher
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
TICZA	Teacher Internship Collaboration South Africa
ToC	theory of change
UJ	University of Johannesburg
WG	working group

1 Background and overview of TICZA

The Teacher Internship Collaboration South Africa (TICZA) is a multi-stakeholder partnership of government, funders, non-governmental organisations (NGOs), academic institutions and the private sector invested in developing extended student teacher internships as a viable, scalable component of initial teacher education (ITE). TICZA is interested in systemic change and seeks to establish and demonstrate the efficiencies and impact of extended student teacher internships as a credible and widely-used component of ITE pathways to generate high quality, effective teachers for public schools in South Africa.

TICZA was established in 2021 as a five-year project that seeks to influence initial teacher education policy and practice through four core workstreams: Advocacy and Governance; Shared Measurement and Tools; Sector-Wide Collaboration and Innovation; and Knowledge Sharing. In 2021, its inception year, the initiative set up the strategies, plans, systems and networks that were envisaged as necessary for the delivery of the project's goals over the following four years. In 2022, relationships and partnerships were built and alignment established amongst the different stakeholders and within various platforms such as the Education Deans' Forum (EDF) and amongst the funder group. During this second year, TICZA hosted five communities of practice (CoPs) and working groups (WG) which covered the critical topics of data collection, teacher education and competency frameworks. Presentations were made on national platforms such as the EDF and a case study was drafted outlining the context of the initiative and its achievements to date. A summary of activities undertaken in 2022 is illustrated in Figure 1.

Figure 1: 2022 TICZA activities summary

Activities of the inception phase were jointly funded by the Zenex Foundation and the Maitri Trust, with further funding for 2022 - 2025 also secured from the Standard Bank Tutuwa Foundation. ABSA also funded activities in 2022. Throughout 2022, these funders provided critical insights and guidance for the Initiative and are committed to doing so in the next three years. Funding supports TICZA activities linked to the robust collection and use of evidence, advocacy, collaboration and knowledge-sharing. Funders also offer thought leadership as voting members on the Steering Committee and through a Funder Group convened to deepen collaboration and coordination amongst the funders.

This report is intended to provide updates to the various TICZA stakeholders on the activities undertaken by the initiative through the period January to December 2022. The report is an accountability mechanism as per the use of grant funds and outlines the progress towards the overall objective of TICZA. Positioned as a summary, the report contains hyperlinks to additional documentation which further describes the outputs achieved during this period.

1.1 TICZA as a collective impact project

TICZA is a *collective impact project*[1] designed to support mutually-reinforcing activities across discrete actors in the education sector who have varying interests in extended student teacher internships as a component of ITE pathways. Collective impact as a concept is designed to address complex problems through the collaborative efforts of multiple stakeholders. In a collective impact project, emphasis is on alignment among and partnerships between government, private and third sector organisations working towards shared goals and measuring the same things. A backbone organisation ensures active coordination of activities and sharing of lessons learnt so that activities are mutually reinforcing in pursuit of the objectives.

The **convening group** of TICZA is positioned as this backbone organisation. In 2022, the convening group's focus was on consolidating a common agenda, using instruments for shared measurement to monitor implementation, pursuing mutually reinforcing activities and ensuring channels of communication for the project are in place.

Figure 2 outlines the five key elements of collective impact and how TICZA systems and processes were developed to address them.

[1] See https://ssir.org/articles/entry/collective_impact

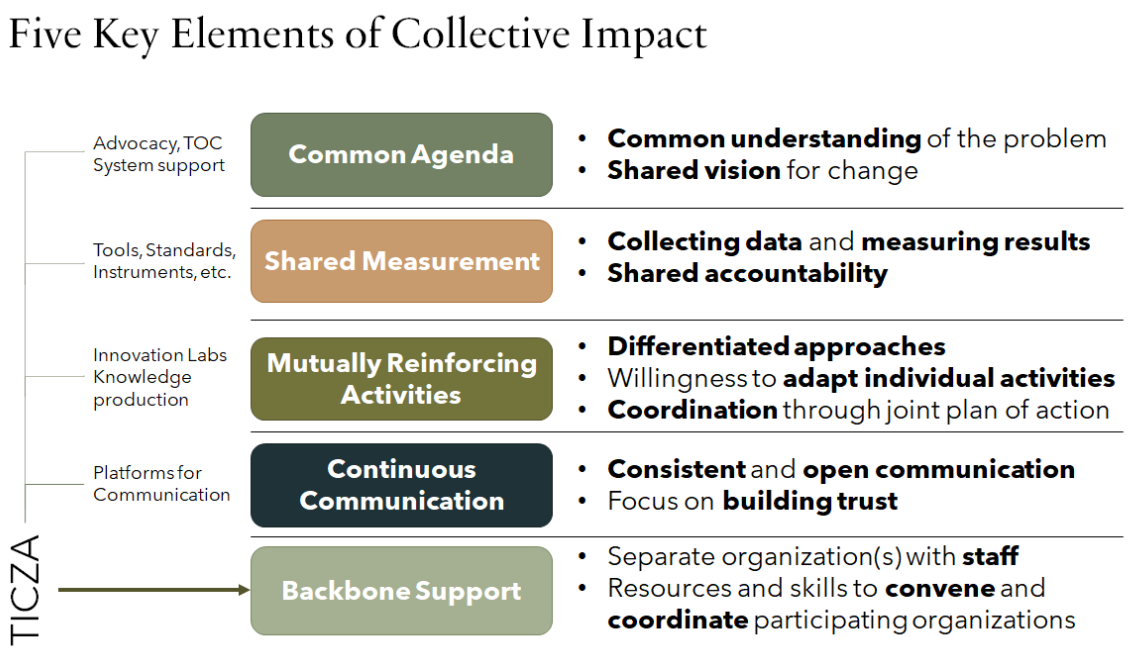


Figure 2: TICZA and the elements of collective impact
Source: Adapted from John Kania & Mark Kramer, Winter 2011 (FGS Impact Consulting Summary)

1.2 TICZA's vision

The **vision** of TICZA is that:

- Extended student teacher internships are an integral part of the ITE system and are widely scaled across the South African context.
- Government departments (including the Department of Higher Education and Training [DHET] and the Department of Basic Education [DBE]), public institutions (including higher education institutions [HEIs]) and standard setting organisations (including the South African Council for Educators [SACE] and Council on Higher Education [CHE]) actively support extended student teacher internships by integrating them into relevant policies and practices.
- Government and NGOs (including implementers, funders, academic institutes etc.) work together to achieve scale and efficiency of extended student teacher internship programmes[2] or programmatic components (e.g. mentorship pathways)
- The integration and scaling of extended student teacher internships in the system is driven by evidence of effectiveness/cost effectiveness/affordability, with data provided by public and private organisations.
- The extended student teacher internship component is cost-effective and has a maximum impact on quality and teacher retention.

[2] Examples include programmes of the Global Teachers' Institute (GTI), Khanyisa Inanda Community Programme (KICP), Acorn, Thandulwazi, More than a Teacher, Numeric, Teachers Plus, Teach the Nation.

- The extended student teacher internship component creates knowledgeable teachers who positively influence the education system and demonstrate good learner results.

In support of the vision, TICZA aligns the efforts of discrete stakeholders across the education system towards systemic improvement. Stakeholders include funders, implementers, HEIs, NGOs and the private sector. TICZA applies a credible, trustworthy model of governance to the collective process of creating systemic change to engender accountability in achieving outcomes, contributing to the evidence base for the effectiveness of extended student teacher internship models and of the collective approach to institutionalising the extended student teacher internship component. TICZA also advocates on behalf of extended student teacher internships with stakeholders across the public and private sectors. TICZA also seeks to contribute to improving sector-wide capacity and collaboration by creating opportunities for shared learning, creating shared standards and tools, collecting/analysing data and disseminating knowledge products. TICZA actively identifies and attempts to align with existing efforts in the market to scale components of extended student teacher internship programmes wherever possible.

1.3 TICZA stakeholders

TICZA is a complex multi-stakeholder initiative comprising various interests in the public, private and civil sectors including government departments, unions and internship implementers which include both HEIs and NGOs.

The main activities of the TICZA work plan are driven by the convening group, which is advised by and also leverages the activities of **strategic partners** to influence the work of **implementation partners**. Government departments fulfill some roles related to both the strategic and implementation spheres due to their position as policy makers as well as quality assurance bodies and support mechanisms for activities that take place within schools. The actions of implementation partners in turn are seen to have a direct effect on the intended **beneficiaries**, namely student teachers in extended internships, and on the teachers and learners in the schools they are part of. Mentors are also contributors and could be key beneficiaries of extended student teacher internship programmes.

Figure 3 demonstrates the different stakeholders involved in TICZA and their roles in relation to the core theme of improving initial teacher education, as elucidated by the outcome mapping exercise undertaken in 2021.

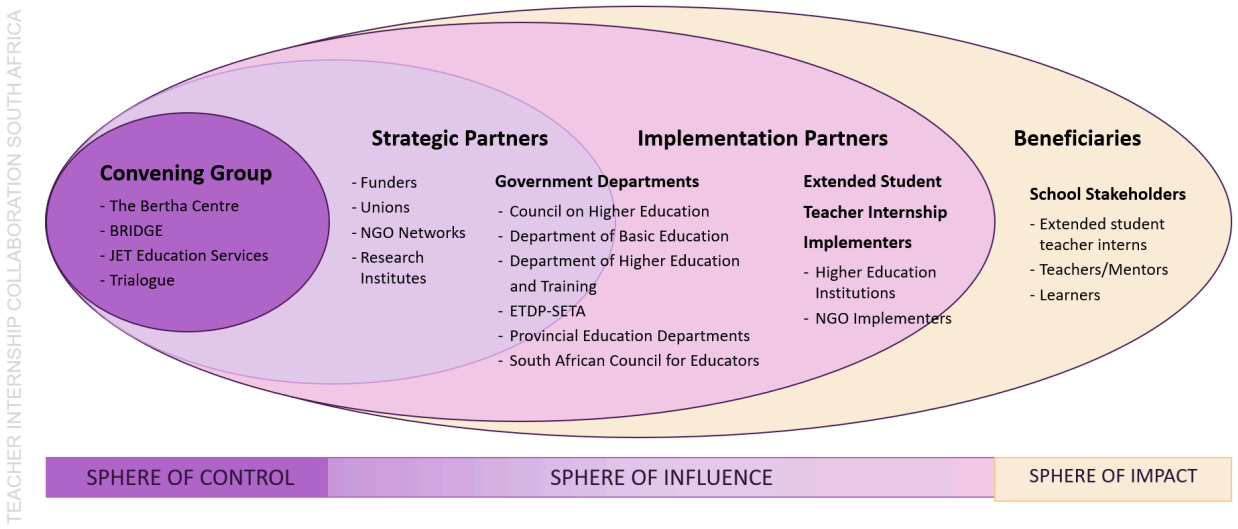


Figure 3: TICZA stakeholder map

The convening group is composed of JET Education Services (JET), Trialogue, the Bertha Centre and BRIDGE. The convening group meets monthly and collaborates to conceptualise and review all deliverables before they are circulated to the Steering Committee. JET is the primary contracted entity and in 2022 led on oversight and administration, project management and the Advocacy and Governance as well as the Shared Measurement workstreams. BRIDGE and the Bertha Centre led on Sector-Wide Collaboration and Innovation (the CoPs and WGs respectively) while Trialogue led the Knowledge Sharing workstream.

2 Progress on work streams in 2022

This section briefly summarises the outputs achieved under each of the four interrelated workstreams noted earlier. As the outputs for monitoring and evaluation and frameworks and tools overlap, these two streams are presented together.

2.1 Advocacy and Governance

The robust and inclusive Steering Committee established in 2021 is one of the strengths of TICZA. The Steering Committee oversees the direction of the initiative towards the goals set out and ensures accountability in implementation. In 2022, there were eight Steering Committee meetings held. These were attended by various stakeholders including the convening group, teacher unions (The National Professional Teachers' Organisation of South Africa [NAPTOSA] and the South African Democratic Teachers Union [SADTU], government departments (the DBE, DHET and SACE), the funder group, HEIs and implementers. Steering Committee meeting minutes for 2022 are available in the following shared folders: **February 2022; June 2022; August 2022;** and November 2022.

The approach to the Steering Committee is 'broad church', enabled by technology and the use of Zoom as a meeting platform. In addition to the eight voting members, a number of organisations and individuals attend meetings as observers, with the full invitation list consisting of 50 guests. Observers are welcome to make inputs during the meetings through the chat function and discussion sessions. **Click here to access the Governance Overview** and **here to access the Steering Committee Terms of Reference.**

2.1.1 Embedded resource

An embedded resource was appointed in October 2021 to provide support to government departments including SACE, the DHET and the DBE. The purpose of this role has been to identify, advocate, support and unlock necessary elements to support the systemic scale up of teacher internship programmes.

In 2022, the embedded resource advocated for TICZA through provincial and national forums such as the EDF and provided the necessary administrative support to access data, where necessary, for TICZA activities and objectives. In April, an onboarding meeting with various HEIs was hosted to further garner support for the model and identify existing challenges and opportunities for collaboration.

Relationships were established with representatives from three key government departments/agencies (DBE, DHET and SACE) to provide the necessary structures and assess the support each required to contribute effectively to the objectives of TICZA. As a result of various other competing priorities on the part of these government representatives, the role of the embedded resource remains crucial to maintaining the relationships built as well as the continued participation of these departments in the project. In March 2022, a Memorandum of Understanding (MOU) was circulated to the three government departments – consensus is yet to be reached on the contents.

2.1.2 External evaluation

In November 2022, an external evaluator, Southern Hemisphere, was appointed in line with the **Terms of Reference published** by the Zenex Foundation in July 2022. A formative evaluation report will be completed in May 2023 and a summative evaluation report in June 2025.

An inception meeting was held in December 2022 between JET and Southern Hemisphere to discuss the evaluation plan, expectations and roles, with an inception report to be prepared for circulation early 2023.

2.2 Shared Measurement and Tools

Shared frameworks and tools are seen as a key part of the TICZA Initiative as they are expected to provide one form of consolidated learning and enable meaningful collaboration as well as evidence of what is required to scale up implementation. In 2022, the focus of these frameworks and tools was on gathering data in line with the TICZA Monitoring Toolkit developed in 2021 and Implementation of the TICZA theory of change (ToC).

The TICZA ToC has two parts, one concerning the implementation of extended student teacher internship programmes generally, and the other for the activities specific to TICZA as a collaboration premised on collective impact. The 'generic' ToC for extended student teacher internship programmes is designed in a way that encompasses the combined activities of all current stakeholders in a general way (selection, placement, training, in-school support, etc.) and is not specific to any one programme. The purpose of this level of the TOC is to provide a diagrammatic understanding of the shared knowledge of TICZA participants as a basis for

the further development of the framework, including the core indicators to be measured in order to determine the efficiency, effectiveness and scalability of the model. The diagram for the ToC is included as Appendix A.

In 2022, the following activities took place with the assistance of the various implementing organisations and as a step towards achieving the outcomes set out in the ToC: piloting a newly qualified teacher (NQT) survey, conducting graduate competency testing and gathering monitoring data.

2.2.1 Newly qualified teacher (NQT) pilot survey

The aim of the pilot survey for NQTs was to:

- check for appropriateness of questions and the answer options;
- check if the respondents understood the meaning of the questions as stated;
- assess the length of the survey.

The pilot survey was carried out between 24 October and 1 November 2022. The population was 37 people, but 31 fell into our parameters. Of the 31, 15 were surveyed; this is a response rate of 48.4%. The survey instrument has been amended based on the notes and observations of the survey collectors. As part of the piloting process, reliability of survey items was checked to ensure suitability of the tool.

Before implementation in 2023, JET will also check validity (the extent to which the instrument measures the concepts it is meant to, in this case, the concepts aligned to the SACE professional teaching standards). The instrument will be rolled out in the third quarter of 2023 with interns who graduated in 2022 and a control group (consisting of NQTs who did not participate in internship programmes).

2.2.2 Graduate competency testing

The Primary Teacher Education (PrimTEd) English and numeracy tests were used to assess the competency of the 2022 graduating student teacher interns in these subjects. The PrimTEd test will provide aggregated results for extended student teacher interns from each implementing partner (IP) measured against a national benchmark of qualifying students. Six of the seven IPs that were invited to participate in the graduate competency testing expressed an interest in their graduating student teacher interns participating in the test and provided the information needed for their qualifying interns to be registered for the tests. The tests were conducted on days that suited the implementing agents and their qualifying interns. The tests were conducted between 17 November and 9 December 2022.

Unfortunately, only 29 interns from 5 organisations could be reached during this time. To try and increase the number of participants, JET will reach out to recent graduates early in 2023 to include their data.

2.2.3 Gather monitoring data

Requests for Implementing partners to provide monitoring data in an Excel template began in mid-June 2022. Electronic and telephone follow ups were carried out. In addition, a Google Form that could be sent out to student teacher interns by IPs or by JET was offered to facilitate the collection of the information. To date, of the seven IPs that have student teachers in extended internships, three have provided the monitoring data that has been requested by TICZA.

One IP was uncomfortable sharing the personal information of their students. JET agreed that the IP could provide aggregated data. The slow response rate is most likely a result of project commitments, lack of time

and the large amount of data required. The 2022 work plan made provision for collecting monitoring data four times a year. However, based on the experiences in 2022, the 2023 work plan makes provision for the annual collection of a smaller set of monitoring data.

2.3 Sector-Wide Collaboration and Innovation

In 2022, sector-wide collaboration and innovation was undertaken through five CoPs led by Bridge, WGs led by the Bertha Centre, and young researcher support led by JET.

2.3.1 Communities of practice

CoPs for implementers are a key mechanism for the sharing of information between members of TICZA. 2022 was the second year that CoPs formed a part of the TICZA activities. Four CoP sessions were held between July and the end of November in 2021. In 2022, five CoPs were held between March and November. This means that nine TICZA CoPs have been held from July 2021 to November 2022. Summaries of the CoP sessions as well as copies of presentations and materials are available **in a public folder**. Table 1 below tabulates the attendees and topics covered at each of the CoPs for 2022. Figure 3 below illustrates the attendance profile of CoP attendees in 2022.

Table 1: Overview of 2022 CoPs

CoP	Dates	#Ind	Organisational Profiles of attendees						Topics Covered
			NGO IP	HEI IP	Funder	Govt	Union	Other*	
9	2/11	27	12 9 orgs	4 3 inst	2	2	1	6	UNISA structures/governance; focus on monitoring and data collection • Dr M A Sethlako (UNISA): Teaching Practice Office • Henre Benson (CASME): NGO perspective: Improving data management • Gail Campbell (Zenex): Funder perspective: Why monitoring and data collection is important for NGOs Suggestions for 2023 CoPs
8	12/9	28	10 9 orgs	5 5 inst	1	1	0	11 inc SC	Input on critical issues for teacher education • Gerrit Coetzee (VVOB): New Teacher Induction • Lee Rusznyak (Wits): Competency Frameworks and teacher learning TICZA ***Working Group Report Backs: Terms of Reference on HEI/NGO alignment presented***
7	6/7	26	3 3 orgs - school holidays	10 3 inst	0	0	1	12 JET team	Input on critical issues for teacher education • Nick Taylor (JET): School readiness of BEd graduates • Andisiwe Hlungwane (DGMT): Supporting young teachers ***Working Group Report Backs***
6	4/5	25	11 6 orgs	7 5 inst	0	0	0	7	***Prototype/ Scope of Work for 2 WGs validated through group work processes***: • HEI/NGO alignment and teacher competencies • Mentorship
5	2/3	29	11 8 orgs	5 2 inst	0	0	0	13 inc interns	Intern voices heard through interns on panel Partnership Agreements presented and discussed TICZA ToC reviewed ***Working Group processes established***

*Covers convening partners, presenters, Steer Com members, invited interns and unspecified

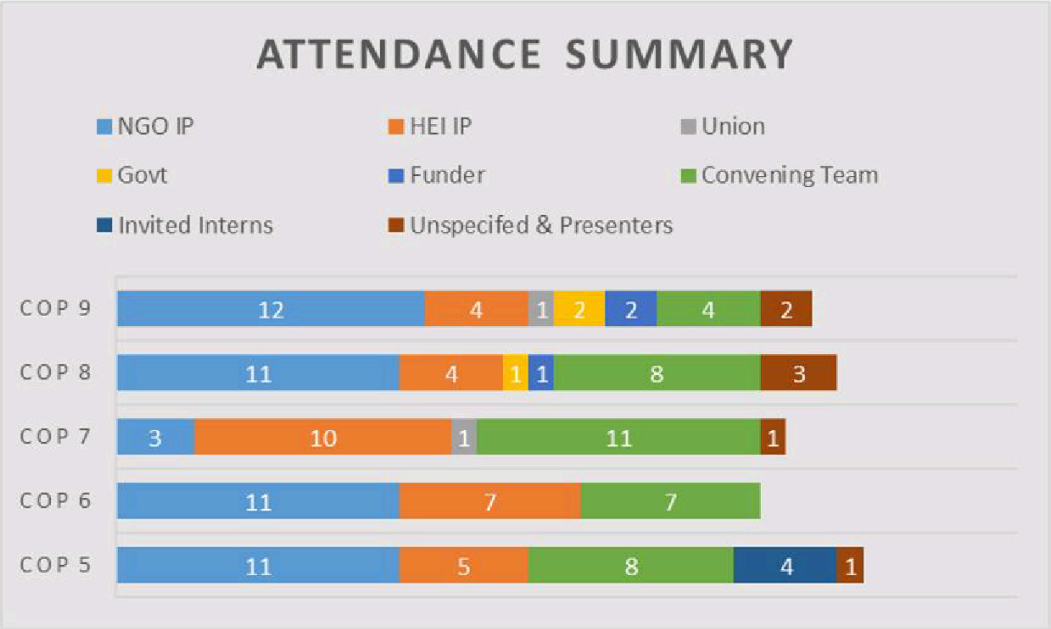


Figure 4: Profile of CoP attendance in 2022

2.3.2 Working groups

The objective of the WGs is to stress test and prototype sector tools and knowledge products that are associated with the thematic focus (area of the ecosystem) of each group. Moreover:

- WGs function like a combination of both a focus group and an advisory panel.
- These advisory functions are supplemented with a bootstrapped tool-kit to support the working group with sensemaking and output design.
- WGs contribute to developing a comprehensive understanding of key sector tools, knowledge products and their utility to implementing partners towards broader systemic change.
- WGs contribute to providing relevant expertise and experience to better craft the details of sector tools and knowledge product deliverables.
- WGs contribute to building a learning cohort and enhancing the network effect of TICZA members and IPs.

WGs are made up of TICZA IPs and broader stakeholders who voluntarily participate in specific thematic focus areas. In 2022, WGs were facilitated by the Bertha Centre and focused on the following themes.

- Supporting Schools
- Mentoring
- HEI/NGO Alignment
- Additional Topics:
    - Mathematics Focus Group
    - Education Research
    - Curriculum Design

The expectation is that participation in the WG sessions is of value to both the participating organisations and their role in the broader ecosystem.

The intention of the TICZA 2022 work plans was for each WG to meet on a quarterly basis. However, due to the number of other TICZA events, this was not possible. As a result, the following three WGs met three times this year.

- Supporting Schools
- Mentoring

Two requests for proposals (RFPs) for the creation of prototypes emerged from the HEI/NGO Alignment and Mentoring WGs. In 2022, the HEI/NGO Alignment RFP was published and two applications were received. Both applications were, however, unsuccessful as they did not meet the set criteria. In 2023, both the HEI/NGO Alignment and Mentoring RFPs will be circulated to specific service providers so as to allocate suitable organisations to the creation of the two prototypes.

2.3.3 Young researcher development

Originally conceptualised to be the appointment of two full-time young researchers, this concept evolved under the Steering Committee's guidance into a series of supported extended student teacher internship-related research projects undertaken by university students. A R35 000 grant was provided to Masters and PhD students, preferably from historically disadvantaged backgrounds.

Two research projects were selected for funding in 2022. The first was a comparative study of curricula including two distance education programmes; the second was a study of the behaviour of novice teachers who had been in extended student teacher internships in rural contexts.

2.4 Knowledge Sharing

In 2022, a number of TICZA knowledge sharing products were produced. These included the hosting of a collective impact webinar, development of a TICZA case-study, and enhanced communication platforms. In addition, JET, the University of Johannesburg (UJ), Save the Children South Africa and SADTU made presentations to a panel at the South African Education Research Association (SAERA) conference. The Knowledge Sharing component was led by Trialogue in 2022.

2.4.1 Collective impact webinar

On the 29th of September 2022, TICZA in collaboration with Trialogue, hosted a webinar to expose the TICZA model and the associated approach to ITE extended student teacher internships to a broader audience, using TICZA as a case study to demonstrate how a collective impact model can be used to achieve scale and systemic change.

The webinar included a presentation on collective impact, an overview of TICZA, a panel discussion and audience Q&A. Panelists included John Gilmore (Global Teachers' Institute), Makano Morojele (Absa), and Prof Sarah Gravett (UJ) and attracted 209 registrations and 118 attendees.

A write-up of the key insights from the webinar can be found on the **Trialogue website.**

2.4.2 Case-study write-up

The aim of the case study was to facilitate communication and engagement with TICZA stakeholders (as a means of informing, seeking alignment and attracting constructive input). The case study set out to use TICZA

as an example of collective impact and highlighted the ways in which the model could be applied to pursue system change.

A first version of the case study was completed and published in Trialogue's Business in Society Handbook which was launched on 24 November 2022. The second and final version of the case study included a number of stakeholder interviews which took longer than expected to arrange. At the end of 2022, five interviews had been completed and insights from these interviews are now incorporated in the final version of the case study. It is envisaged that the final version of the case study will be completed early in 2023 following a review process.

A summarised web version is to be compiled once the final version is complete.

2.4.3 Communication platforms

Communication processes to date include:

- Publishing of the case study in Trialogue's Business in Society Handbook, available in print and freely downloadable as a digital version.
- Promoting the collective impact webinar (on both Trialogue and convening partner platforms) and sharing of the webinar insights.
- Sharing of the collective impact write-up with all delegates who registered for the webinar.
- Communication of the webinar via Trialogue's newsletters and website

Additional sharing of insights still to be undertaken include:

- Publishing of the final case study on the Trialogue Knowledge Hub.
- Sharing the shorter web-version of the case study with the convening partners for publishing on their websites.
- Repeated communication of the case study in the Trialogue newsletter.

2.4.1 Conference panel

A panel titled 'Exploring alternative pathways within teacher education' was presented at the SAERA conference held from the 26th to the 28th of October 2022. Four papers formed part of the panel and are listed below.

- 'Alternative pathways to teacher education: Learning to teach over time in SA', presented by JET;
- 'Participant experiences of a school-based student teacher programme', presented by UJ
- 'District Based Teacher Recruitment Strategy project: Looking back and thinking forward', presented by Save the Children, South Africa.
- 'Student Teachers: Instructional Immunity and Self Organization', presented by SADTU

3 Challenges and Risks

TICZA maintains a live risk register of high-level risks, which can be viewed here.

In addition, as an innovative and multi-stakeholder project, TICZA has encountered a number of unique challenges, and not all of the avenues we originally conceptualised have proven to be fruitful or successful.

The table below reflects on some of the existing and emerging challenges TICZA has faced and proposes ways forward.

Reflection	Way Forward
There is a lack of clarity amongst stakeholders on the purpose and reach of TICZA. Further to this, is a lack of alignment in the understanding of TICZA and what it is trying to achieve. TICZA is managing diverse and complex stakeholder needs which are often at odds with each other, so a shared understanding of a common goal is critical. Through 2022, CoPs were the dominant method of communication between TICZA and implementers. However, due to inconsistent attendance of individuals (though organisations were often well-represented), this avenue has not been sufficient to hold the shared vision and hear the concerns of implementers.	TICZA will constantly communicate a consistent message about what it seeks to achieve and how. New avenues of communication have been established, starting with an 'implementer group' which will meet for the first time in February 2023. This group will function much like the Funder Group and provide a direct engagement space between the convening group and the implementers. This platform will provide an additional space for 'blockage points' to be identified and potentially taken forward by TICZA. This is also an important addition to the programme so implementers who come to Steering Committee meetings feel their interests are also represented there, although they are not voting members. Since the addition of an implementer group does have an impact on the time implementers spend on the project, the number of CoPs held in 2023 will be reduced. Similar channels or bilaterals will be considered for other key constituencies, including HEIs and unions, as their commitment can greatly enhance the work that TICZA is doing (for example, unions can provide platforms to advocate for mentorship as well as training courses in mentorship, etc.).
There is a constant fear that TICZA is 'taking funding' from implementers or not adding sufficient value.	TICZA remains steadfast in a commitment to 1) dissolve and not become an independent entity; and 2) not draw funding away from implementers. This commitment will be reiterated with stakeholders often.
TICZA has not yet generated 'actionable insights' and has been criticised by some members as overly bureaucratic and lacking agility. Some implementers question the benefit of TICZA.	While every innovation has its detractors and it is not always necessary to engage them, in this case, TICZA must make a firm commitment to action in 2023. This is the third year of the project, and while 'growing pains' are expected, it is important that TICZA recentres on its objective (efficient, effective, scalable internship programmes) and delivers tangible assets towards this objective.

Reflection	Way Forward
	2023 sees the launch of the 'Finance and Sustainability Working Group' (working title), which will focus on exploring cost-efficiencies for implementation of extended student teacher internship programmes. Other areas identified by implementers as impediments or challenges include placement of graduates within the education system. This is a challenge TICZA is ideally suited to investigate through research and 'unblocking' of challenges discovered, and this will be pursued also in 2023. However, the research results will take time to generate. In 2023, the newly-qualified teacher survey will be implemented, with results available only in 2024. So, we need to temper expectations for the research stream in 2023.
While ITE generally is crucial to achieving teacher demand, extended student teacher internships as a component of ITE is not central to the sector's priorities. TICZA can thus not always vie successfully with other competing interests on the part of government stakeholders.	While it is important to demonstrate value to implementing organisations, it is equally important to demonstrate value to government organisations by aligning to national priorities. The further challenge to this is the revision of the Minimum Requirements for Teacher Education Qualifications (MRTEQ), which is dependent on the Higher Education Qualifications Sub-Framework (HEQSF) revision, which is only likely to be completed at the end of this year. TICZA has however been encouraged to propose an insertion into MRTEQ so that the extended student teacher internship model is present in teacher education policy. This will be done during 2023 even though the revision is unlikely to conclude. Additional points of mutual benefit and alignment will be sought as well.

4 The Way Forward: TICZA 2023 - 2025

In its planning for 2023 - 2025, TICZA will continue to draw on the concepts of collective impact.

Advocacy and Governance

In addition to maintaining good governance of the TICZA initiative through regular Steering Committee meetings, Funder Group meetings and the appointed embedded resource working with department officials to further the aims of TICZA, an implementer group is expected to be set up in 2023 to enhance sharing/aligning relevant data.

Key work under this stream will include the coordination of activities under the theme of Funding Extended Student Teacher Internships, which will investigate and seek to align available funding mechanisms within government and among TICZA stakeholders so as to promote efficiencies in the financing and delivery of extended student teacher internships. As part of this work, the viability of innovative financing models will be explored.

Shared Measurement and Tools

Monitoring and Evaluation (M&E) remains a key element of gathering evidence for or against the extended student teacher internship models in various South African contexts. TICZA will coordinate data sources and the ethical use of data to promote both knowledge generation and improvement in delivery.

In 2023, TICZA will continue to institutionalise shared M&E indicators and instruments. Implementing partners will be engaged from the start of 2023 in order to plan and facilitate gathering monitoring data.

Through 2025, TICZA will collect key indicators as linked to the M&E toolkit created in the inception phase. During the course of 2021, it was noted that many implementers are able to monitor up to or soon after the graduation of their interns, but that many of the changes or outcomes TICZA is interested in will only be measurable after some time (see Appendix A). Therefore, there is a need for evaluations to undertake additional data gathering and analysis to fill these gaps. This has been and will be the focus of the efforts of the convening group from 2022 onwards.

The key points of value-add for implementing partners will be routine reports showing sector performance as well as their own performance and the contributions of longer-term outcomes evaluation metrics which will provide evidence that can be used for sector advocacy and/or to revise programmes for improved performance. As a collective impact project, the focus is on sector performance and not comparative performance. Therefore, while the analysis will show general trends (for example, the overall contribution of a mentorship component to effectiveness, or the trends in hours of classroom practice against outcomes), institutions will have access to their own data, and TICZA will not share the individual performance of all implementers publicly for comparison. Data and reports pertaining to each individual organisation will be shared only with that organisation by the convening group, with wider dissemination at the discretion of the organisation.

Sector-wide Collaboration and Innovation

Communities of Practice (CoP) will continue in 2023. A key focus will be on consolidating the work done from 2021 and 2022. The TICZA CoP is one of the mechanisms for supporting TICZA outcomes as set out in the TICZA Theory of Change (ToC). The ToC culminates in the overall long-term outcome for TICZA: Increased efficiency, effectiveness and scale of extended student teacher internships.

The two TICZA outcomes to which the CoPs relate most directly are:

- Improved sector-wide collaboration and innovation; and

- Embedded collaboration and coordination of extended student teacher internships (between districts, schools, internship implementers and HEIs).

The TICZA CoP Outcomes draw on the BRIDGE generic CoP outcomes and action in the context of initial teacher education and the TICZA ToC.

In 2021, the CoPs had been limited to NGOs and HEIs Implementers of internships. In 2022 however, CoP invitations were extended to include all stakeholders for example, the Department of Basic Education, Department of Higher Education and Training and the South African Council for Higher Education and Training. In 2022, five CoPs took place on critical topics such as school readiness of B.Ed graduates, new teacher induction, Competency Frameworks and teacher learning, improved data management and collection, mentorship and HEI/NGO alignment and teacher competencies. A number of suggestions emerged from all of the CoPs in 2022 and the recommendations and feedback will be used to develop the next set of CoPs in 2023.

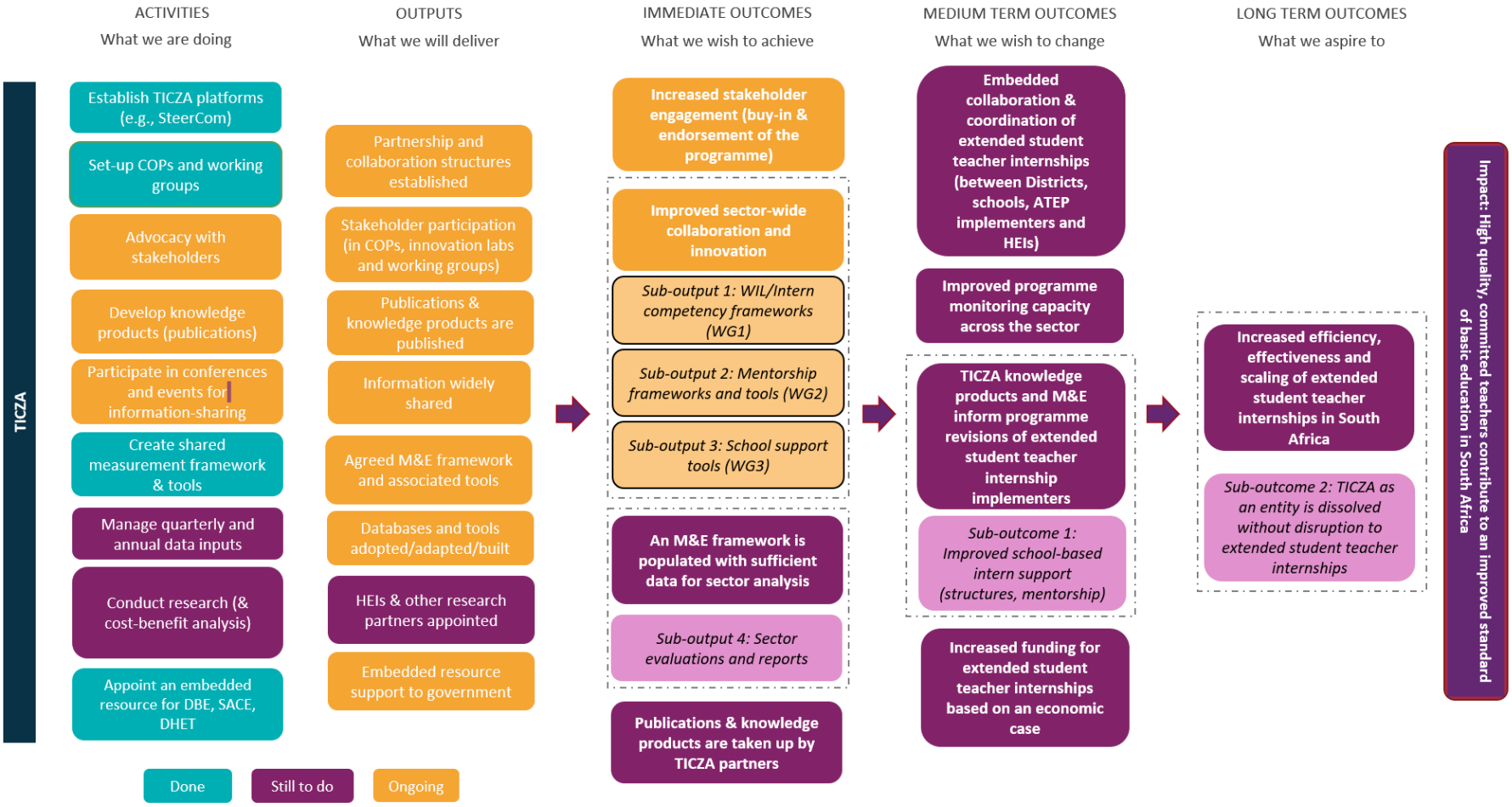
Knowledge Products

The TICZA collaboration continues to develop knowledge and outputs seeking to reach broad audiences. A knowledge management and dissemination strategy will be developed in 2023 in order to identify targeted outputs to disseminate the various TICZA knowledge products as well as practical tools and resources to enhance collective impact and value propositions for key stakeholders. This strategy is likely to include the development and management of a web presence, the participation of implementers and researchers in conference presentations, the dissemination of TICZA knowledge and advocacy for collaboration across the shared platforms of participants, publications and multi stakeholder engagements to share findings.

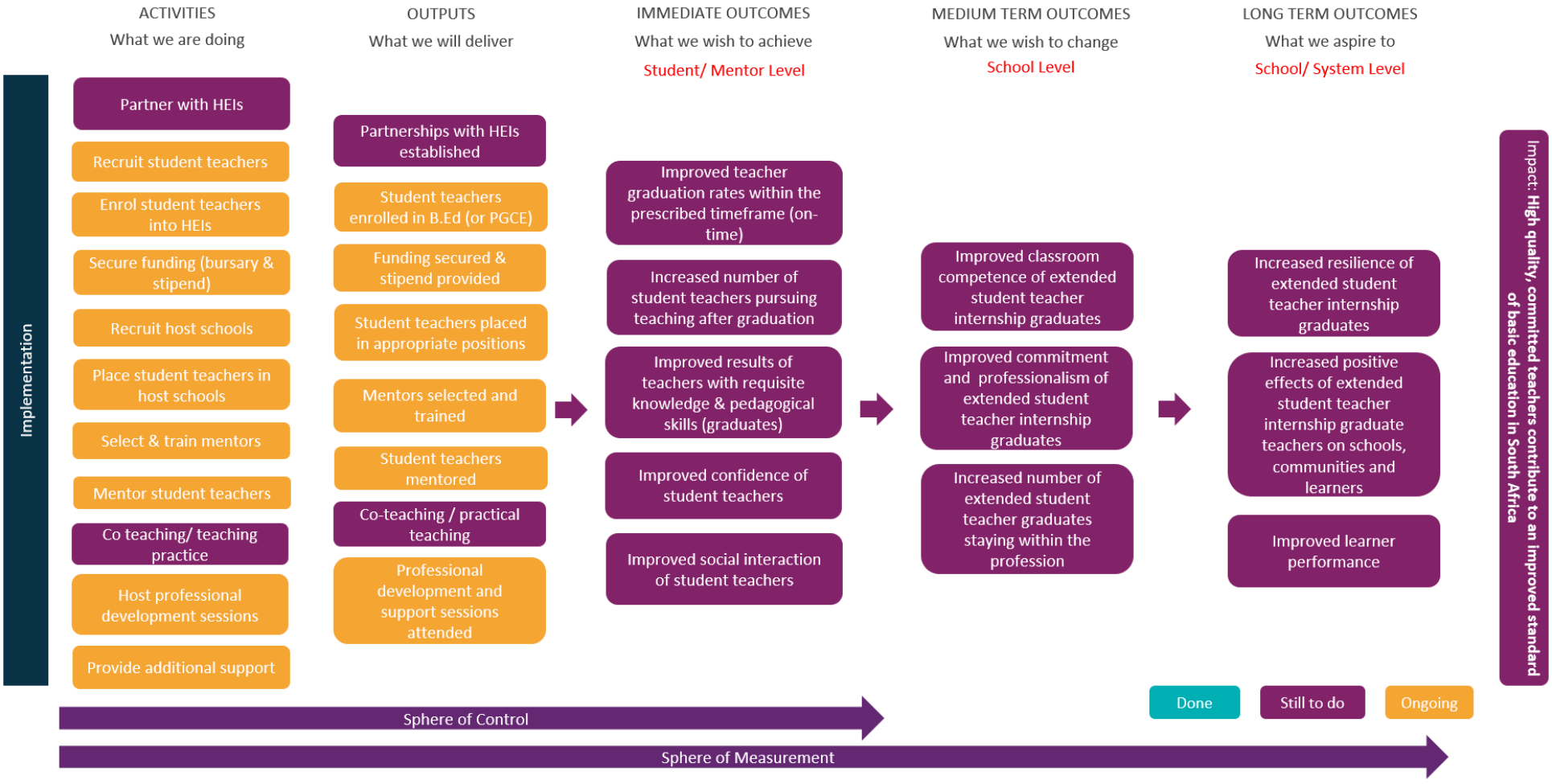
The full 2022 – 2025 draft work plan is attached as Appendix B.

Appendix A: Theory of Change Diagram

TICZA THEORY OF CHANGE



PROGRAMME THEORY OF CHANGE



Appendix B: 2022 – 2025 Work plan[3]

Activities	2022	2023	2024	2025	DESCRIPTION
OVERSIGHT AND PROJECT REPORTING					
Project Management					Overall Project Management and Support
Annual report					Reflections and research on TICZA as an innovation; observed and perceived benefits, challenges, value-add, etc. In year 5 this will comprise a feasibility report and close-out reflections.
ADVOCACY AND GOVERNANCE					
Advocacy					Advocacy to be undertaken with various stakeholder groups (HEIs, Provincial departments, unions, additional funders)
Steering Committee Meetings					Quarterly meetings of the Steering Committee to report on project activities and plans
Funder Group Meetings					Quarterly meetings (a week or two before the Steering Committee meetings)
MOU/MOA					Signatories: DBE, DHET, SACE + Funders
Appoint SACE/DBE support					This step will ensure the relevant expertise is available timeously within the departments to support critical aspects of teacher internships such as provisional registration
Funding theme coordination					
SHARED MEASUREMENT AND TOOLS					
Revisions/adjustments to the TICZA M&E framework, tools					The TOC, instruments and tools will need annual review and revision
Ongoing monitoring of high-level framework indicators					For implementers who partner with TICZA, we will provide periodic reports back on sector-wide and individual programme performance
M&E consultation meetings					Regular feedback meetings with TICZA partners to ensure data quality and dissemination of findings

[3] Colour-coding indicates the expected level of effort each year. Grey corresponds to a low effort, orange to a moderate effort, and red to a high expected level of effort.

Real-time monitoring and/or feedback tools					Tools are linked to the M&E framework and undertaken consultatively with TICZA stakeholders. May provide opportunities to link academic institutions to internship implementers, and for implementers to improve programme data and/or efficiencies.
Commission additional research/evaluation					Additional research will be conducted by credible researchers (ideally housed at HEIs or affiliated centres) and will include young researchers to support the development of the sector. Includes cost-benefit (economic) analysis and financial modelling (affordability) analysis.
Sector mapping					Identifying programmes and attributes of providers of teacher internship programmes at the end of TICZA (comparable to baseline in 2021)
SECTOR-WIDE COLLABORATION AND INNOVATION					
Communities of Practice					Regional communities set up to share findings and best practices
Working Groups					3 groups to plan/input into the development of outputs. Includes contracting of and stipends to relevant expertise (participating HEIs and/or implementing partners or new resources)
Support to working groups					
KNOWLEDGE PRODUCTS					
Development of knowledge products					Minimum two per year (policy brief, research publications, infographics). Publication/sharing of shared instruments and tools (linked to WG, research).
Web development, management					Page/platform
Participate in conferences and presentations					Intention is to share work more broadly. Includes the Teacher Internship Summit, minimum two per year in phase 2 and 3; presenters include implementers/funders/evaluators
Close-out Reflections					Debrief on implementation, monitoring and evaluation findings against best practices for organisational growth
Develop a feasibility report					Builds on the 'road map' and conducted research to present achievements, challenges and further recommendations to government, funders and other TICZA stakeholders (boundary partners)
Multi-stakeholder engagements to share findings					Participants include TICZA stakeholders: government, HEIs, implementers, funders, etc. Linked to launch of feasibility report.

Low
Modera te
HIgh
No intervention

Appendix C: Funder objectives

TICZA's funder group is driven by five objectives in the pursuit of this project. The five objectives together with the extent to which each is being achieved are outlined below.

1. **Influence HEIs to adopt the extended student teacher internship model for the teaching practice component of the B.Ed programme.**

Higher Education Institutions (HEIs) are key stakeholders in the ITE ecosystem of South Africa. The South African Council for Educators (SACE) will not grant full registration to an individual who does not have a teaching qualification. HEIs (be they public or private) are the only institutions mandated to offer teaching qualifications in South Africa. The current Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ)[4] makes provision for work integrated learning (WIL) as the teaching practice component of the B.Ed programme. This component is moreover an unfunded component of the B.Ed programme in the current MRTEQ.

While MRTEQ has been under review since 2018, the process has been stalled as a result of another policy review process, a review of the Higher Education Qualification Sub-framework (HEQSF). Notwithstanding this, the proposed revised MRTEQ does intend to make provision for WIL to be funded. The extended student teacher internship model is not covered under WIL and the current MRTEQ thus does not make provision for this to be a component of the B.Ed programme.

One mechanism that would contribute to HEIs capacity to be influenced to adopt the extended student teacher internship model is its recognition in MRTEQ. It should, however, be noted that one HEI, the University of Johannesburg, is offering a B.Ed where the extended student teacher internship model is a component. MRTEQ thus does not prevent the adoption of the inclusion of the extended student teacher internships in B.Ed programmes. Recognition thereof in MRTEQ would however enhance advocacy and the capacity to influence adoption.

TICZA has been invited to propose inputs to MRTEQ that would enhance the efficiency, effectiveness and scalability of extended student teacher internships in teaching qualifications. This would then also enhance the capacity to influence HEIs to adopt the extended student teacher internship model for the teaching practice component of the B.Ed programme. Notably though, recognition in MRTEQ would not translate into sufficient conditions for and hence automatic implementation of the model.

Several other systemic and resource blockages would continue to be present. Funding of the model, sufficient school placements as well as the availability of mentors would continue to inhibit effectiveness, efficiency and scalability. TICZA's work plan for 2023 includes activities that seek to contribute to how each of these − funding, school placement and mentorship − are activated within the ITE ecosystem. In addition, HEIs are part of the TICZA Steering Committee and are invited to the COPs.

[4] DHET. (2015). Policy on minimum requirements for teacher education qualifications. *Government Gazette*, No. 38487, 19 February. No. 38487. No. 38487.
https://www.dhet.gov.za/Teacher%20Education/National%20Qualifications%20Framework%20Act%2067_2008%20Revised%20Policy%20for%20Teacher%20Education%20Quilifications.pdf

2. Advocate for change in the funding policy for distance education institutions.

As noted above, funding is critical to extended student teacher internship programmes. A sustainable funding working group is a key component of the 2023 work plan. The purpose of this working group will be to investigate and align available resources in support of extended teacher internships, with the aim of understanding the conditions and constraints and/or blockages of various funding channels and, where possible, identifying potential points of synergy and unlocking additional funding streams.

3. Influencing distance education institutions to partner with NGOs to manage and support the internship component.

The major public distance education institution, the University of South Africa (UNISA) enrolls the largest proportion of student teachers in South Africa. Many NGOs' extended student teacher interns are enrolled at UNISA. There is currently no formal partnership with UNISA and NGO implementers. UNISA has indicated that signing Memoranda of Understanding (MOUs) or Service Level Agreements (SLAs) with NGO implementers is a complicated process within this institution.

The process to onboard UNISA to TICZA has taken time. Moreover, while representatives of UNISA's teaching practice office have been onboarded, this does not mean that agreements are automatic since they are not the overriding authority. The notion of 'partner' would need to be unpacked in greater depth with UNISA, which will take a lot of engagement and interaction. The TICZA work plan activities for 2023 will work towards influencing distance education institutions particularly UNISA, through the hosting of a 'Round Table' between UNISA, the University of Johannesburg, University of the North West and IPs, focusing on logistics and communication relating to WIL.

4. Ensuring that SACE has the necessary processes in place to provide extended student teacher interns with provisional teacher registration and to build the induction process.

SACE considers its mandate to provide provisional registration to all student teachers, including extended student teacher interns, as part of the Teacher Professionalisation Pathway (TPP) that the Council has approved. Activities in the 2023 TICZA work plan, particularly COPs, will be used to ensure that the process is understood as well as the extent to which it is sufficient. The induction process will be included in the 2024 work plan.

5. Conduct research study of extended student teacher internship models to provide rigorous evidence on effectiveness and cost-efficiency that can be used to advocate for change in policy adoption of ITE.

The TICZA monitoring instrument that was developed in 2021 was aimed at gathering data to provide evidence and underpin research focused on the effectiveness and cost-efficiency of extended student teacher internship models. Such evidence is moreover sought by other stakeholders in the ITE ecosystem as well. One of the work streams of TICZA is research, which is aimed at gathering this evidence over the course of the programme. To this end, in 2022 we conducted graduate competency testing and collected monitoring data from different implementers, as part of the evidence base.

The 2023 TICZA work plan seeks to gather data from newly qualified teachers (NQTs) who have been in extended student teacher internships as well as those who have not gone through extended teacher internship programmes through a survey which is linked to the SACE professional teaching standards as well as entry into and comfort in the profession. The goal of this piece of research is to

determine whether there are differences in the early teaching experiences of those who have and have not gone through extended teacher internships. The survey instrument was piloted in 2022 and refined based on a reliability analysis.

The final piece of research will be conducted in 2025, and include a longitudinal survey to look at progression within the teaching profession, intention to remain in teaching, and satisfaction with the profession.