

TICZA IMPLEMENTATION COMPENDIUM

TICZA terminology

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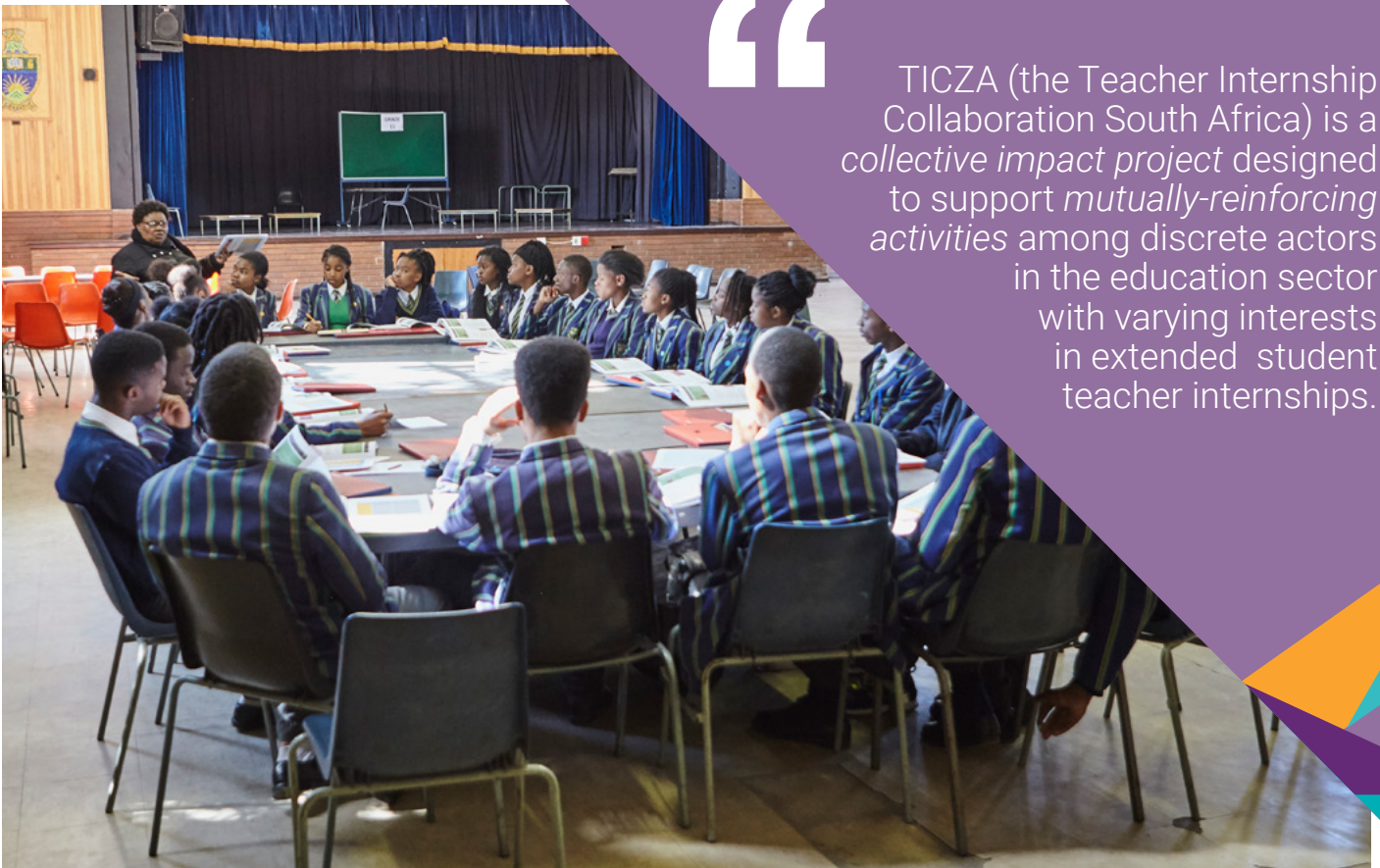
This document provides a basis from existing policy for why 'extended student teacher internship' is preferred to 'internship' and 'component supporting teacher education pathway' a more accurate description of the activities and processes than 'alternative teacher education pathway'

TICZA (the Teacher Internship Collaboration South Africa) is a collective impact project designed to support mutually-reinforcing activities among discrete actors in the education sector related to initial teacher education. 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 and partnership between government, private and third sector organisations that work towards shared goals and measure the same things. In order to ensure that shared goals are mutually understood and consistently measured, reaching consensus on terminology is an essential starting point. Given the complex and dynamic nature of teacher education, it should not be surprising that terminology may need to be adapted. Critically, though, all stakeholders in the collective impact project ought to be abreast of policy terminology. Moreover, where contestation arises amongst stakeholders in the collective impact project regarding concepts, existing policy should be deferred to and aligned with.

Since the inception of TICZA in 2018, two concepts central to the project have been contested. These are 'internship' and 'alternative teacher education pathway', the two processes TICZA is intended to determine the efficiency and effectiveness of. This document provides a basis from existing policy for why 'extended student teacher internship' is preferred to 'internship' and 'component supporting teacher education pathway' a more accurate description of the activities and processes than 'alternative teacher education pathway'. In this way the document seeks to provide a basis on which to accept or contest terminology in the collective impact project.



TICZA (the Teacher Internship Collaboration South Africa) is a *collective impact project* designed to support *mutually-reinforcing activities* among discrete actors in the education sector with varying interests in extended student teacher internships.



The term ‘internship’ generally refers to a period of work experience undertaken by an individual who is learning on the job and *who has a related qualification*. A directive issued by the Minister in the Department of Public Service and Administration (DPSA) in 2018 refers to ‘*student internship*’, commensurate with ‘pre-service training’ and ‘work integrated learning - WIL’, as a ‘programme offered to a person *who is currently studying* towards a higher education qualification and *must* undertake a period of work experience in order to fulfil the requirements of the qualification’ (DPSA, 2018, 3, own emphasis). A ‘student internship’, according to this directive, is aligned to the work integrated learning (WIL) component included in the Revised Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (DHET 2015, 10). WIL must constitute five to eight months (20 to 32 weeks) of a four-year Bachelor of Education (B.Ed.) programme (DHET 2015, 25). WIL must constitute up to three months (12 weeks) of a one-year Post Graduate Certificate in Education (PGCE) programme (DHET 2015, 25). In line with the DPSA directive and MRTEQ, and in order to distinguish student interns from qualified interns, the term ‘extended student teacher internship’ appropriately captures the process TICZA seeks to support.

‘Extended student teacher internship’ refers to the teaching practice opportunities and programmes at schools managed by non-governmental organisations (NGOs) and higher education institutions (HEIs); the implementing organisations (Shiohira et al, 2022). NGO and HEI implementing organisations offer individuals who are registered for teacher education qualifications (i.e., student teachers) the opportunity to be placed in the workplace (a school) for a period that exceeds the WIL stipulated in MRTEQ. Such an opportunity is therefore an *extended* student teacher internship. NGOs and HEIs who offer and provide such placements might also provide additional support, including academic and psycho-social support (Shiohira et al, 2022). It is important to note that the extended student teacher internship is *not* required to obtain a teacher education qualification, and there are currently no policy provisions that regulate it. Since the extended student teacher internship is not a requirement of the B.Ed. or PGCE qualifications, it should be seen as a *component that offers support* to the existing teacher education pathways, but *not as an alternative* teacher education pathway.

In the Higher Education Qualification Sub-Framework (HEQSF), the Council on Higher Education (CHE) (CHE, 2013) describes ‘*pathway*’ as the progression or articulation from one type of qualification to another. As such, a pathway describes which undergraduate qualification enables a student to articulate to which post-graduate qualification. The extended student teacher internship, as a *support component*, does not result in an additional or alternative qualification for student teachers under current legislation. As such, a student teacher who undertakes the extended student teacher internship cannot conceivably articulate into any other post-graduate qualification except those the student’s existing B.Ed. or PGCE qualifications may allow.



This document offers stakeholders in TICZA the tools for aligning terminology with relevant policy. The explanations provided suggest that TICZA seeks to support the *extended student teacher internship* as a *component that supports teacher education pathways*.

References

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- DHET. (2015). *Minimum requirements for teacher education qualifications (MRTEQ)*. Pretoria: Department of Higher Education and Training.
- DPSA. (2018). Directive on the employment of persons to developmental programmes in the public service: Internship, learnership, apprenticeship, graduate recruitment schemes and related programmes. Pretoria: Department Public Services and Administration.
- Shiohira, K., Lefko-Everett, K., Molokwane, P., Mabelle, T., Tracey-Temba, L. & McDonald, Z. (2022). Training better teachers. An implementation brief for improving practice-based initial teacher education. A TICZA report. Unpublished report: JET Education Services.