



TICZA

TEACHER INTERNSHIP
COLLABORATION SOUTH AFRICA

Mentorship in the context of Extended Student Teacher Internships (ESTIs)

The TICZA Community of Practice (CoP) Series
CoP #14 Summary Report: 5 June 2024

The Teacher Internship Collaboration South Africa (TICZA) – Key Features

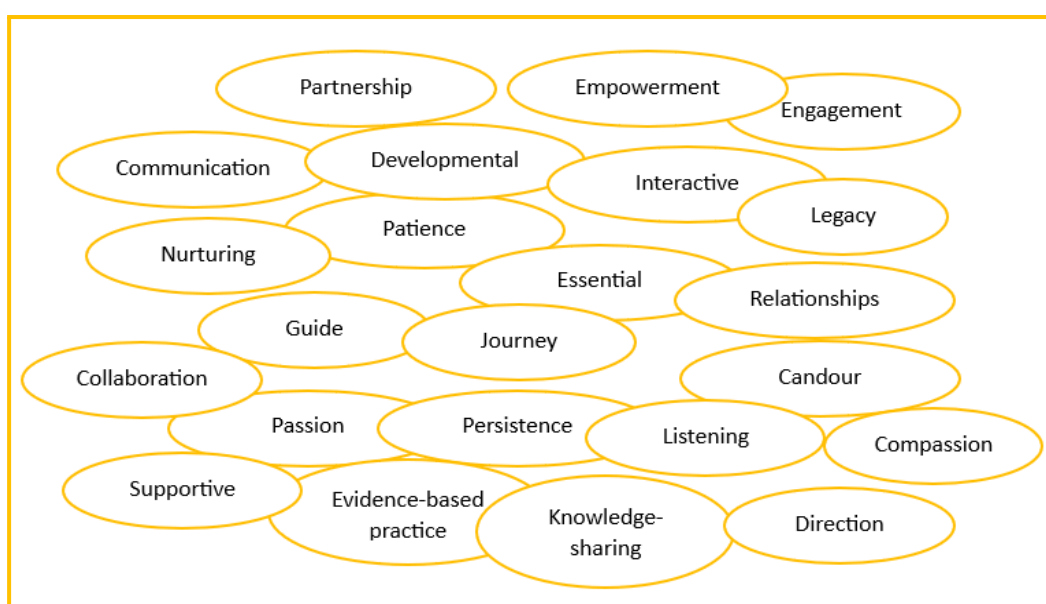
- TICZA is a collective impact collaboration project.
- It is a partnership initiative made up of government departments, non-governmental organisations (NGOs), academic institutions and private sector organisations.
- TICZA is governed by a Representative Steering Committee.
- The aim of TICZA is to demonstrate the extent to, and conditions under which Extended Student Teacher Internships (ESTIs) can be an effective, efficient, and widely used model for teacher Work Integrated Learning (WIL) embedded within Higher Education Institutions.
- The TICZA Community of Practice (CoP) is a programme element intended to enhance sector-wide collaboration through which implementers share knowledge and practice, discuss key ITE issues and expand the evidence base on student-teacher internship models.

1. CoP 14 Overview

The topic for TICZA CoP 14 was mentorship in the context of Extended Student Teacher Internships (ESTIs). Session 1 comprised a panel of mentors and student intern mentees holding a facilitated conversation, reflecting on different mentorship models and their own experiences with mentor/mentee relationships. CoP participant comments have been integrated into the summary. In Session 2 CoP participants worked on a Miro Board giving input and feedback on Tool 1, Mentorship Agreements, one of the tools contained in the TICZA Mentorship Toolkit.

2. Key elements of Mentorship

As an orientation, participants were asked to share one word which speaks to their concept of mentorship.



3. The Panel Discussion

Facilitator	Renny Somnath	SADTU
Mentors	Julia Nyalugwe	St Stithians Boys' College
	Sujata Pillay	Back to Basics
	Catrine Simelane	Global Teachers Institute
Interns	Lunga Zondi	Khanyisa Inanda Community Project
	Bongeka Nyathikazi	St Peter's College
	Ontonda Ravhuhali	Numeric

Highlights

- Mentorship models play out at different levels. Some mentors are external to the school and themselves play a mentoring role to teachers who are school-based/ in-class mentors, as well as mentoring student interns. An advantage to this dual role is increased understanding of the pressures on both mentors and mentees.
- Competing demands have to be taken into account. Students have to meet their in-class observations and practice schedules, school life commitments, study time needs and mentor appointments (face to face or online). Mentors have to meet their own professional responsibilities to the school and their own learners as well as to their mentees. Mentorship programmes need to be agile and responsive in relation to different demands during the school year and the academic year. For example, when students are under less pressure mentors can engage with them in scenarios and role playing, sharing critiques and strategies; closer to academic assessments the focus is on helping students master content.
- Where possible, rotations between public and private schools are helpful in giving interns a broader view of the demands of the profession, and different teaching strategies for different contexts. Rotations between different classes in a school, and therefore different mentors, were also discussed – while moving from class to class

breaks the bond an intern may have established with learners, it is also an advantage to get new perspectives from different teacher-mentors in different classes.

- A common challenge in the ESTI model is the need to protect interns from being used as full-time teachers, or simply to do the teacher's administrative tasks. It can be difficult to strike a balance between providing interns with worthwhile learning opportunities and preventing exploitation. Ensuring that interns have the guidance and support they need to thrive, along with well-defined duties and responsibilities, is a crucial aspect of safeguarding them. Collaborating with schools early on to set clear standards for both the ESTI period and the mentorship model is critical.
- Some key issues that mentoring can help address are: understanding and tackling barriers to learning, dealing with language issues and classroom management.

Rewards of mentorship: some observations from mentors

- Mentorship models involve tracking students' progress, and it is rewarding to see students grow – not only in relation to academic progress, but also to student aspirations to make a difference, to change instruments and to help children in their own communities grow.
- Seeing the growth in confidence and competence of student interns is satisfying in the sense that as a mentor one is 'making a teacher' and contributing to the profession overall. It is especially gratifying when good feedback is given by other parties, such as coaches or after-school programme implementers who note how helpful mentees have been. The notion that skills have been passed on is also rewarding: for example, an ex-student gave feedback thanking their mentor for the interview skills and communication strategies learned during the internship, which helped them get employed.
- Being able to draw on your mentees for practical assistance is very helpful, especially where there are large class numbers involved.
- Mentors learn from their students as well: mentorship is a two-way process. The NGO programmes and the students themselves are often learning and implementing innovative teaching strategies from which mentor teachers can learn.

Recommendations from mentors

- Mentors would like to encourage interns to be more involved in the school environment and extra murals – interns should take all opportunities offered in terms of cultural or sports activities, not only for their own enrichment but also to grow a community and network around themselves.
- NGOs would like more involvement in the selection of the in-class mentor, and would like opportunities to get them involved in professional development programmes.
- Regarding motivation of mentors, it was generally agreed that levels of commitment do not really seem to be dependent on school contexts or remuneration.

Benefits of being a student intern and mentee: some observations from mentees

- Being in an internship has been very beneficial, and has made it easier to study. If you engage with your mentors and ask questions, they are always willing to give explanations and help. Being able to attend teacher workshops as an intern is also beneficial. The length of time you spend in a school in an ESTI as opposed to being a WIL student means that you can build relationships and get the most out of mentorship.
- Being on the ground and in the classroom on a regular basis really helps with content understanding, as you can translate theory learned in studies to what you see in real life in the classroom – for example, you can see what learning barriers such as ADD actually mean in real children, or what various pedagogical practices look like when applied in a real classroom. One intern noted that she can see a greater depth in understanding in ESTI students as compared to WIL students.
- All three interns pointed to important learnings in relation to classroom management, in particular time management in covering your lesson and making sure that learners stay on track.
- One intern noted that she has learned to be more patient with learners, and recognised that she needs to trust them to grow at their own pace.

4. Feedback on the ESTI Mentorship Toolkit, Tool 1

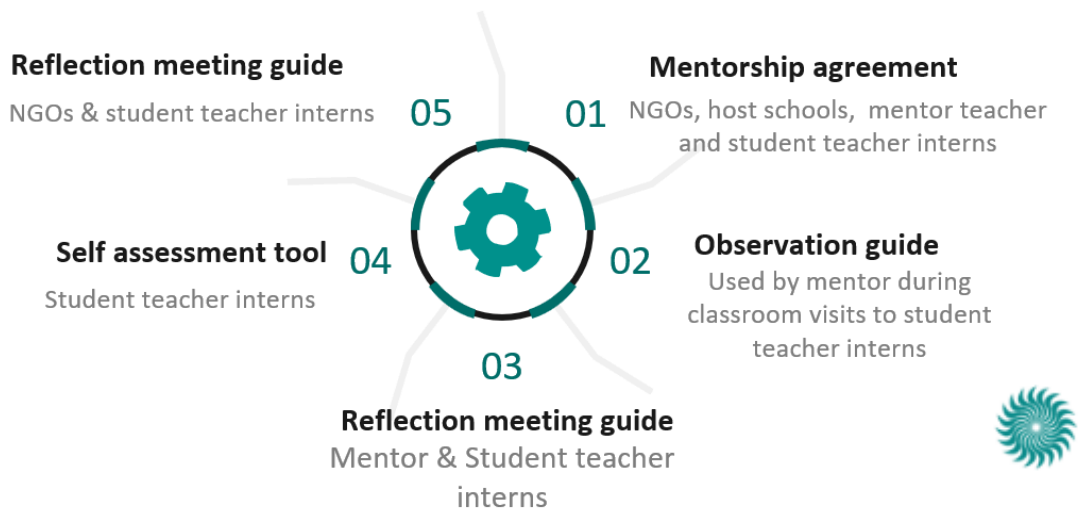
School-based mentorship is a critical element in the path towards professionalisation of student teachers and newly-qualified teachers.

Zaahedah Vally and Tshogofatso Mashaphu gave a [presentation](#) on the scope and progress of the ESTI Mentorship Toolkit. The Toolkit is designed to help all those involved in extended student internship programmes, and should be seen as a work-in-progress which will remain

open for comment going forward. Current work by TICZA partners on the Common Competency Framework (CCF) will be integrated into elements of the Toolkit, and other relevant sources such as IP tools or SACE-related templates will be consulted. The Toolkit can be used in conjunction with whatever tools implementing partners use in their programmes.

Proposed tools are as follows:

MENTORSHIP TOOLKIT TOOLS



JET presentation Slide 4: TICZA Draft Mentorship Toolkit

CoP 14 focused on discussion and feedback on Tool 1, Mentorship Agreements, as set out in the Toolkit and as illustrated on the Miro Board (link below).

Tool 1 sets out the undertakings in the relationships between these roleplayers:

Tool 1: The four-dimensional/quadrilateral mentorship agreement

Agreements needed between key players in an Extended Student Teacher Internship (ESTI)	Mentor teacher	Host School SMT	NGO Implementer	Student teacher intern
Student teacher intern	x	x	x	
Mentor teacher		x	x	x
Host School SMT	x		x	x
NGO Implementer	x	x		x

CoP participants were asked to work on the [Miro Board](#) giving feedback on the undertakings set out in Tool 1, guided by the following framing questions:

1. Are there gaps in the undertakings set out – what would you add?
2. How would you present and mediate these agreements?

- Is this approach and the suggested domains for each agreement useful for your context?

Miro Board Feedback Trends

Note that all comments against the undertakings can be viewed by going to the link to the Miro Board given above. The main trends in relation to *additions, further details or questions* are summarised here:

1. Student Teacher Intern + Mentor Teacher

Student Teacher Interns	<ul style="list-style-type: none"> ● Attendance regarding a minimum number of classroom hours, study hours and engagement with mentors (per week or per term). ● Contribution to all classroom activities including group work, additional tuition etc. ● Abiding by disciplinary protocols.
Mentor Teacher	<ul style="list-style-type: none"> ● Signing a code of conduct, especially in relation to the issue of leaving students alone in the classroom, or using them to take over full teaching 'duty loads' without supervision and support. ● Providing support for students' emotional well-being. ● Co-teaching processes. ● Providing written reports for feedback. ● Managing or referring conflict situations or other challenges. ● Workshopping expectations and agreements.

2. Student Teacher Intern + Host School

Student Teacher Interns	<ul style="list-style-type: none"> ● Active participation by the intern in school events, school culture, student commitment to the school culture, adding value to the mental and physical school environment etc. ● Practical school-related codes of conduct such as use of emails, passwords, school resources, attendance at school events etc.

Host School / SMT	<ul style="list-style-type: none"> ● Host school should take student teacher intern profile into account when selecting a mentor, including mentor commitment to supporting the student against burn out, and subject and phase specialisations. ● Clarity on stipend issues if the school instead of the NGO pays this to the intern. ● Clarity on where student interns stand in terms of accountability for 'locus parentis' when dealing with learners (e.g. during break duty or in the classroom). ● Disciplinary protocols.
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3. Student Teacher Intern + NGO Implementer

Student Teacher Interns	<ul style="list-style-type: none"> ● Agreements regarding submission of assignments and permissions to track results.
NGO Implementer	<ul style="list-style-type: none"> ● Mutual expectations should be covered in the contract.

4. Mentor Teacher + Host School

Mentor Teacher	<ul style="list-style-type: none"> ● The issue of volunteering to be a mentor or being 'coerced' by the school was raised. ● Relationships between mentor teacher, school management team and SGB, including risks regarding potential multiple mentor roles, need to be clarified. ● Mentors need to be clear that this is classroom-based support and not administrative support to the intern. ● Timing regarding mentor check-ins and progress reports with the SMT is insufficient and should be extended.

Host School/ SMT	<ul style="list-style-type: none"> ● Be clear on how to address tensions between mentorship responsibilities and school-based responsibilities. ● School should be responsive in helping teacher mentors take part in mentorship training. ● Schools need to commit to understanding the intern's academic programme and the implications for the mentor teacher.
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5. Mentor teacher + NGO Implementer

Mentor Teacher	<ul style="list-style-type: none"> ● Communicating sensitive student information to the NGO in relation to POPIA. ● Relationship of these agreements to DBE and/or SACE regulations.
NGO Implementer	<ul style="list-style-type: none"> ● The role of the NGO in providing mentor training and support, and how this should be phrased in an MOU; who does the mentor takes cues from if there are multiple trainings offered (e.g. NGO, school, DBE). ● Clarity needed on how the NGO links their interns' expectations about mentorship to how school-based mentors are prepared. ● Getting the balance right in relation to good information flow between the two parties without administrative overload for the Mentor Teacher.

6. NGO Implementer + Host School

NGO Implementer	<ul style="list-style-type: none"> ● Clarity needed on Point 1 regarding the ESTI cycle.
Host School	<ul style="list-style-type: none"> ● How does the host school mediate between its teacher mentors and the external NGO mentors involved? How does this relate to expectations regarding mentor training?

General comments

- While many gaps have been identified, it is difficult to know how detailed these agreements should be. How do we get a balance between useful generic agreements and comprehensive agreements that may not apply to a particular school or context?
- Is there an evaluation tool that NGOs could use to validate the monitoring conducted by the school-based mentor teacher, so that we can be sure that the forms have not just been completed without proper observations taking place?
- Noted that there are different mentorship models for ESTIs which may include different levels of mentors and different terminology for varied roles (e.g. external mentors, mentor coordinators, school-based mentor teacher, classroom mentor, SMT mentor etc.). A common terminology is needed. Suggestions made include:
 - School Mentor
 - Programme Mentor
 - Site Liaison (for SMT person who is the point-person for NGO interaction with the school)

Terminology will be proposed and linked to that used in the CCF.

- How/ where will HEIs be included in agreements relating to ESTIs and Mentorship?

Closing comments

Zaahedah Vally closed by noting that processing of feedback on the Mentorship Toolkit and the integration of the CCF discussion outcomes will continue until August. She thanked CoP participants for their engagement.

Facilitator: Patience Voller, NASCEE

Participant List

	Name	Organisation
1	Zaahedah Vally	JET Education Services
2	Renny Somnath	SADTU
3	Edward Rufu	Thandulwazi Trust
4	Marj Brown	Jakes Gerwel fellowship
5	David Jacobs	Digital Inventions / GTI
6	Lerato Okeyo	Thuto Trust
7	Ricardo L. van Lingen	Freelance (working with Digital Inventions / GTI)
8	Judy Tate	Khanyisa Inanda Seminary Community Projects
9	Morris Phundulu	JET Education Services
10	Flick Holmes	Khanyisa Inanda Seminary Community Projects
11	Lunga Zondi	KICP Teacher intern.
12	Nthabiseng Shongwe	TEACH South Africa, Partnerships
13	Rakgadi Phatlane	Faculty of Education, University of Pretoria
14	Rene` Levinge- Lang	St Peter's Intern Programme
15	Julia Nyalugwe	St Stithians Boys College
16	Modisana Mosiuoa	TEACH South Africa, Stakeholder Relations
17	Carisma Nel	NWU
18	Glenn Harpur	KICP
19	Bongeka Nyathikazi	St Peters intern
20	Patience Voller	NASCEE
21	Luvuyo Notshokovu	Head of Programme, Numeric
22	Thamsanqa Kolele	Chief Programme Manager, Numeric
23	Jennifer Shindler	JET Education Services
24	Bongeka Nyathikazi	St Peters intern
25	Jayaluxmi Naidoo	UKZN

26	Melissa King	NASCEE
27	Hassiena Marriott	GTI
28	Tshegofatso Mashaphu	JET
29	Catrine Simelane	GTI (mentor)
30	Sujata Pillay	Back2Basics
32	Ontonda Ravhuhali	Numeric (intern)
33	Tania Ham	GTI
34	Patrick Molokwane	JET