Teaching Practice in South Africa

2005 Report of the Ministerial Committee on Teacher Education

3+1 model

Deans of Education Forum

2006 National Policy Framework for Teacher Education and Development in SA

4 year Bachelor of Education Degree
Includes 1 full year of supervised practical teaching

Teaching Practice at CPUT

- Successive: academic input at university and teaching in schools
- 2 x 4 weeks per year
- Grade sequential teaching practicum design

<table>
<thead>
<tr>
<th>Year group</th>
<th>Foundation Phase Grade</th>
<th>Type of School</th>
<th>Contextual Features</th>
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</thead>
<tbody>
<tr>
<td>First year</td>
<td>Reception</td>
<td>Mainstream</td>
<td>Largely 'comfortable' teaching conditions</td>
</tr>
<tr>
<td>Second year</td>
<td>One</td>
<td>Mainstream</td>
<td></td>
</tr>
<tr>
<td>Third year</td>
<td>Two or Three</td>
<td>Mainstream</td>
<td>Largely overcrowded and under-resourced</td>
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<tr>
<td>Fourth year</td>
<td>Two or Three</td>
<td>Mainstream and special needs</td>
<td>Largely comfortable teaching conditions</td>
</tr>
</tbody>
</table>

Methodology

- ‘bottom-up’ (CA) vs. ‘top-down’ (DA)
- Turn-taking
- Focus lines

Focus lines

- Agency
- Professional identity
- Epistemic integration
### Mechanisms that supports these constructions

- Features of integration
- Collegial collaboration
- Modelling constructivist approaches
- Perceptual and conceptual theory
- Teaching practice (successive TP model)

### Grade-sequential design of TP

- Perceptual knowledge:
  - Chronological learning progression
  - Contextual diversity
- Conceptual knowledge
  - Expansive and restrictive potential

### Conclusions and Recommendations

- Teaching student teachers to teach children to read: Intricate
- 4 years successive TP:
  - Early in the first year
  - Diverse contexts
  - Critical and reflexive teaching competence
- Grade-sequential TP design:
  - Useful for organizing perceptual knowledge than for achieving conceptual knowledge for reading teaching.