



## Glossary of Terms

DRAFT FOR REVIEW

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Term	Definition
Collective Impact Project	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 shared learning, alignment and integration of actions between community members, government, private and third sector organisations that work towards shared goals and measure the same things. Collective impact initiatives aim to achieve population and systems-level change.
Cost Benefit Analysis (CBA)	An economic evaluation of the cost-effectiveness of and returns to investment in extended student teacher internships over a 3-year period. This is to be used for modelling projections at scale for the sector, with the aim of building an economic case for its sustainability and benefits in the long run.
Cost Effectiveness Analysis (CEA)	An assessment conducted by Trialogue to analyse and compare the cost and outcomes of the Extended Student Teacher Internship (ESTIs) wraparound support offered by both the NGO and HEI implementers.
Common Competency Framework (CCF)	A competency framework is a sense and decision-making tool that clearly communicates performance expectations and links individual performance to organisational success and sometimes societal success. Competency frameworks define the knowledge, skills and attributes that teachers need to have if they are to perform successfully in the profession in a broader societal context. Having a defined set of competencies for each norm or standard in the teaching professional's repertoire shows people the kind of behaviours the system values, and which it requires to help achieve its objectives. Not only can members of

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	<p>this system work more effectively and achieve their potential with greater efficiency, but there are many cross sectoral benefits to be had from linking personal and professional performance with system or sector-wide goals and values, including:</p> <ul style="list-style-type: none"> <li>● Ensure that teacher interns demonstrate sufficient expertise.</li> <li>● Recruit and select teacher interns more effectively.</li> <li>● Evaluate performance more effectively.</li> <li>● Identify skill and competency gaps more efficiently.</li> <li>● Provide more customised training and professional development.</li> <li>● Make change management processes work more efficiently.</li> </ul> <p><i>Common Competency Framework (CCF) is a competency guideline outlining performance expectations aligned with the SACE Professional Teaching Standards for student teachers to develop during their initial teacher education, especially those enrolled in the Extended Student Teacher Internships. The CCF common competencies that student teachers need to possess by the time they complete their B. Ed or PGCE qualifications.</i></p>
Community of Practice (CoP)	<p>A group of people (in education or other fields) who share a common interest in a particular area. They come together regularly in facilitated meetings to learn from each other by sharing knowledge, working practices and resources related to that area, identifying and discussing problems and solutions , and collaborating in innovative ways. TICZA hosts three CoPs per year.</p> <p><i>The TICZA CoP brings together all relevant TICZA stakeholders to share practices, processes and perspectives in their rollout and implementation of the extended student teacher internship programmes. TICZA host a total of three CoP per year with a focus on key topics to advance the work on Extended Student Teacher Internships.</i></p>
Extended Student Teacher Internships (ESTIs)	<p>Extended Student Teacher Internships (ESTIs) thus describes the experience of individuals who are registered for a teacher education qualification and work in a school for a period exceeding the average student internship or Work Integrated Learning (WIL) required by the teacher education qualification.</p> <p><i>These are teaching internship programmes designed for student teachers who are mostly registered for the distance mode B. Ed and PGCE qualifications in accredited South African Higher Education Institutions. The ESTIs are aimed at providing student teachers with wraparound</i></p>

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	<i>support at extended teaching experience (WIL) periods in host schools thus improving quality of graduate teachers and teacher retention in the South African teaching force.</i>
Financial Modelling	Financial modelling is a structured approach to analysing the financial situation of a company or project. It involves using quantitative techniques, tools, and data to project and analyse the financial implications, costs, funding sources and revenue streams associated with the company or project. The primary purpose of financial modelling is to accurately forecast the future financial performance of the company or project and provide insights into budgeting, resource allocation, funding requirements and potential financial outcomes. Financial modelling can be used to estimate costs, identify funding sources, project financial sustainability, and assess the overall financial impact of a programme or project on stakeholders.
Funder Group	TICZA as a collaboration has three funders in the 2021-2025 period. The founders are the Maitri Trust (represented by Rebecca Muir), the Tutuwa Foundation (represented by Zanele Twala) and the ZENEX Foundation (first represented by Tshepo Motsepe, and from 2023 by Gail Campbell). These individuals meet independently from the convening group and with the JET team during the Steercom prep meeting.
Graduate Competency Testing	The graduate competency tests assess proficiency of the student teachers/teachers to teach using English and to teach Mathematics. The tests are aimed at testing knowledge and practice. For foundation phase, it is recommended that the teachers take these tests because all teachers teach numeracy and literacy, and from intermediate phase, it is recommended that those specialising in Mathematics take the Mathematics test and all take the English test as many schools use this as the medium of instruction from the intermediate phase.
Higher Education Institutions (HEIs)	In the context of TICZA, an HEI is a tertiary education institution that delivers initial teacher education offering a bachelor of education (B. Ed) or a Postgraduate Certificate in Education (PGCE).
Initial Teacher Education (ITE)	Teacher preparation and training before they fully qualify for employment as professional teachers.
Implementation Compendium	A collection of implementation information about Extended Student Teacher Internships (ESTIs), particularly implementing partners' reflections on their practices and learning experience from their programme offerings.

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Implementing Group	The Implementing Partners (IPs) have established a stakeholder group which includes TICZA implementers of Extended Student Teacher Internships (ESTIs) as well as other implementers currently not part of TICZA. The IG is represented on the Project Steering Committee by four representatives: Lerato Okeyo, Hassiena Marriott, Judy Tate and David Oliphant.
Implementing Partner (IP)	Implementing Partner or IP as an acronym refers to organisations or institutions which are currently managing and carrying out Extended Student Teacher Internships. There are two types of IPs: NGO IPs and HEI IPs.
Indicators	Indicators are a measurement or assessment of performance in a certain area. They allow us to determine whether we are achieving the targets of a project or not. For TICZA, graduate throughput might be an indicator for IPs, as well as successful teacher placement.
Internship graduate	For the purpose of TICZA, an 'internship graduate is a former initial teacher education student who has completed their degree, and also participated in an Extended Student Teacher Internship (ESTIs).
Institutionalisation	Institutionalisation for TICZA means influencing both practice and policies on teacher education. The TICZA project aims to see the Minimum Requirements for Education Qualification (MRTEQ) policy and the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) recognise the Extended Student Teacher Internships model as the universal approach to the Work Integrated Learning (WIL) for teacher education programmes across South African Higher Education Institutions.
Integrated Strategic Planning Framework for Teacher Education and Development	<i>The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025</i> puts forward improved and expanded teacher education and development opportunities in order to improve the quality of teaching and learning in schools. It addresses the call to 'reopen the colleges' in a variety of ways, so as to improve teachers' - and prospective teachers' - access to quality education and development opportunities (Department of Basic Education (DBE), 2011).
Knowledge Products	Research outputs put together by the TICZA convening group reflecting on various partners' learning experiences in implementing extended student teacher internships in South Africa. These include but are not limited to: CoP reports, CCF reports, CEA reports and any other relevant reports that the Convening Group members produce to reflect on TICZA

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	activities and engagements.
Mentorship Toolkit	A key document to guide the mentorship of student teacher interns in South African Schools during their Work-Integrated Learning (teaching experience) towards becoming professional and qualified teachers. The Toolkit guides the mentor-mentee relationship and competencies on how student teachers can be developed during the internships.
Minimum Requirement for Teacher Education (MRTEQ)	A policy document outlining the minimum requirements for teacher education with a focus on qualifications regarding ITE and continued professional development.
Monitoring, Evaluation, Reporting and Learning (MERL)	An approach in collecting and analysing data to report learnings of an intervention with an intent to measure progress towards achieving intervention goals and objectives.
Newly Qualified Teachers (NQT)	While there are many definitions of 'Newly Qualified Teacher' both within South Africa and internationally, for the purposes of TICZA an NQT is a teacher in their first year of teaching. This may or may not be the year after they graduate.
Novice Teachers	These are teachers who are within their first to third year of teaching. They are qualified teachers with little to no teaching experience.
Objective Mapping	Consider priorities that will contribute to the alignment of different stakeholder interests.
South African Council of Educators (SACE)	A teacher professional body aimed at enhancing the status of the teaching profession through the regulation of professional development for teachers.
Professional Teaching Standards (SACE PTS)	The SACE PTS were created collaboratively with various stakeholders, including government, unions, NGOs and teachers. It is a key document outlining the professional, personal and social expectations of South African teachers. This is a foundation of the TICZA <a href="#">Newly Qualified Teacher</a> Survey and the shared <a href="#">Competency Framework</a> .  <a href="#">Click here to access the SACE PTS.</a>
South African School Administration Management Systems (SASMS)	It is an administration system allowing schools to record learner's attendance and generate attendance reports to track patterns of learner absenteeism in school.
Theory of Change (ToC)	A theory of Change (ToC) illustrates how and why a particular

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	intervention leads to change within a given context. The TICZA theory of change has two parts, one relating to the implementation of internship programmes generally (not specified to any one programme) and the other for the activities specific to TICZA as a collaboration.
Young Researcher Initiative	A TICZA scholarship/bursary programme aimed at funding postgraduate studies in education to produce knowledge products about extended student teacher internships.