TICZA

TEACHER INTERNSHIP
COLLABORATION SOUTH AFRICA

2021
ANNUAL REPORT

December 2021

JET Education Services

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Abbreviations

ATEP	Alternative Teacher Education Pathways
CoP	Community of Practice
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
HEI	Higher Education Institution
IIP	Internship Implementing Partner
ITE	Initial Teacher Education
M&E	Monitoring and Evaluation
NGO	Non-government Organisation
SACE	South African Council for Educators
SteerCom	Steering Committee
TICZA	Teacher Internship Collaboration South Africa
TOC	Theory of Change
WIL	Work Integrated Learning

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 teacher internships as a viable, scalable Initial Teacher Education (ITE) option. TICZA is interested in systemic change and will seek to establish and demonstrate the efficiencies and impact of teacher internships as a credible and widely used alternative ITE pathway that can generate high-quality, effective teachers for public schools in South Africa. The initiative is envisaged as a five-year project.

The initiative began in 2021 with this year serving the purpose of setting up the strategies, plans, systems and networks envisaged to be necessary for the delivery of project goals over the following four years. TICZA worked through four streams in the inception phase: platforms for collaboration, including setting up the steering committee (SteerCom) and communities of practice (CoPs); knowledge production, which for 2021 included an implementer brief and road map; promoting sector capacity development; and the development of tools and resources, including the theory of change (TOC) for TICZA and a monitoring and evaluation (M&E) resource kit. A summary of activities undertaken in 2021 is demonstrated in Figure 1.

Figure 1: 2021 TICZA summary of activities

This report is intended to provide an update to stakeholders on the activities undertaken by TICZA through the inception period (January to December 2021), to provide an accountability mechanism as per the use of grant funds, and to outline the progress towards the overall objective of the inception phase. The report is positioned as a summary, and underlined hyperlinks to additional documentation are provided for further examination of 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 with varying interests in alternative teacher education pathways (ATEP). 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. 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. The convening group's focus in 2021 was on ensuring a common agenda, creating instruments for shared measurement, pursuing mutually reinforcing activities and ensuring that 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 throughout the 2021 inception period.

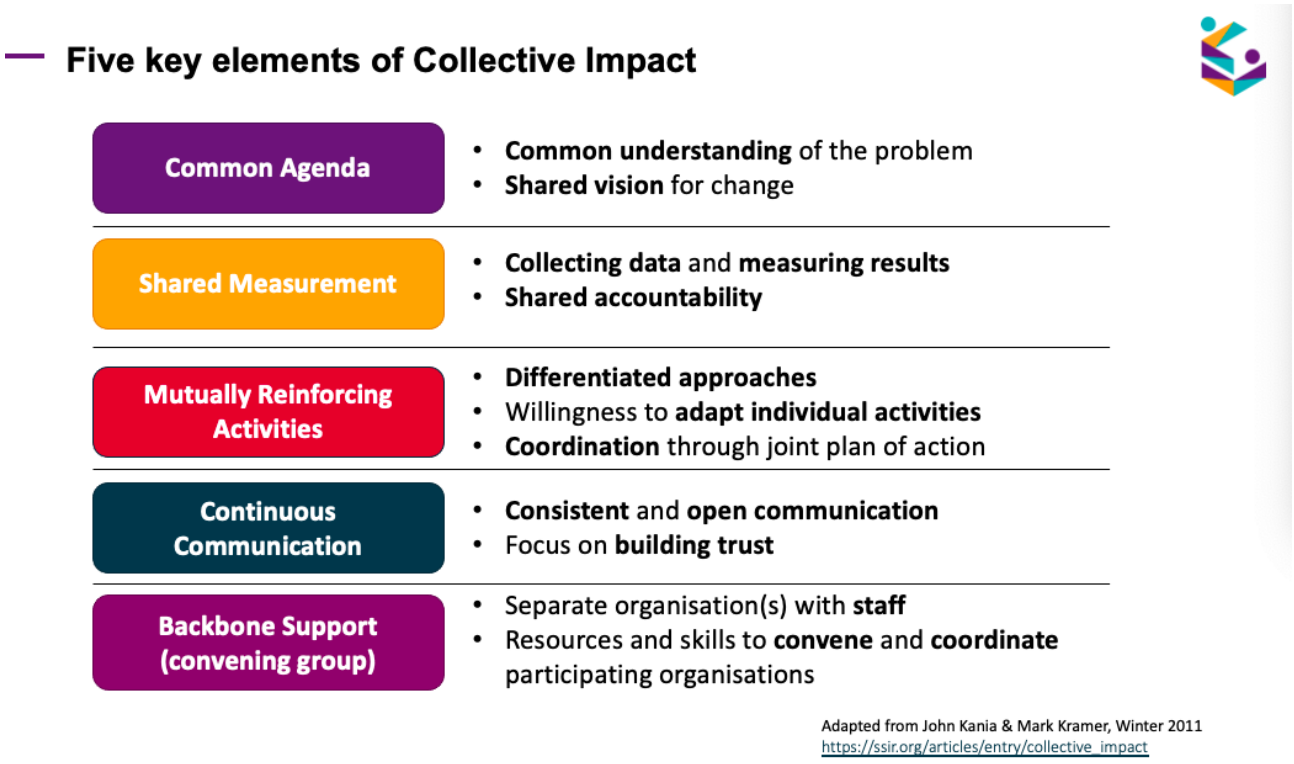


Figure 2: TICZA and the elements of collective impact

Source: Adapted from John Kania & Mark Kramer, Winter 2011 (FGS Impact Consulting Summary)

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

The **vision** of TICZA is that:

- Teacher internships are an integral part of the ITE system and are widely scaled across South African contexts.
- 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 the Council on Higher Education) actively support internships by integrating them into relevant policies and practices.
- Public, private and civil society organisations (including academic institutions) work together to achieve scale and efficiency of internship programmes or programmatic components.
- The integration and scaling of internships in the system is driven by evidence of effectiveness/cost effectiveness/affordability with data provided by public and private organisations.
- The internship pathway is cost-effective and maximises impact on quality and teacher retention.
- The internship pathway creates knowledgeable teachers who positively influence the education system and demonstrate learner results.

In support of the vision, TICZA aligns the efforts of discrete stakeholders across the education system towards systemic improvement. It will apply a credible, trustworthy model of governance to the collective process of creating systemic change to engender accountability in achieving outcomes, contribute to the evidence base for effectiveness of internship models and the collective approach to institutionalising the internship pathway, and advocate on behalf of teacher internships with stakeholders across the public and private sector. TICZA also seeks to contribute to improving sector capacity 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 internship programmes wherever possible.

1.2 TICZA Stakeholders

TICZA is a complex multi-stakeholder initiative comprising various interests in the public, private and civil sectors including government departments, unions, 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 fulfil some roles related to both the strategic and implementation spheres due to their position as policymakers 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 teacher interns and the teachers and learners in the schools they are part of. Mentors are also key beneficiaries of many internship programmes.

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

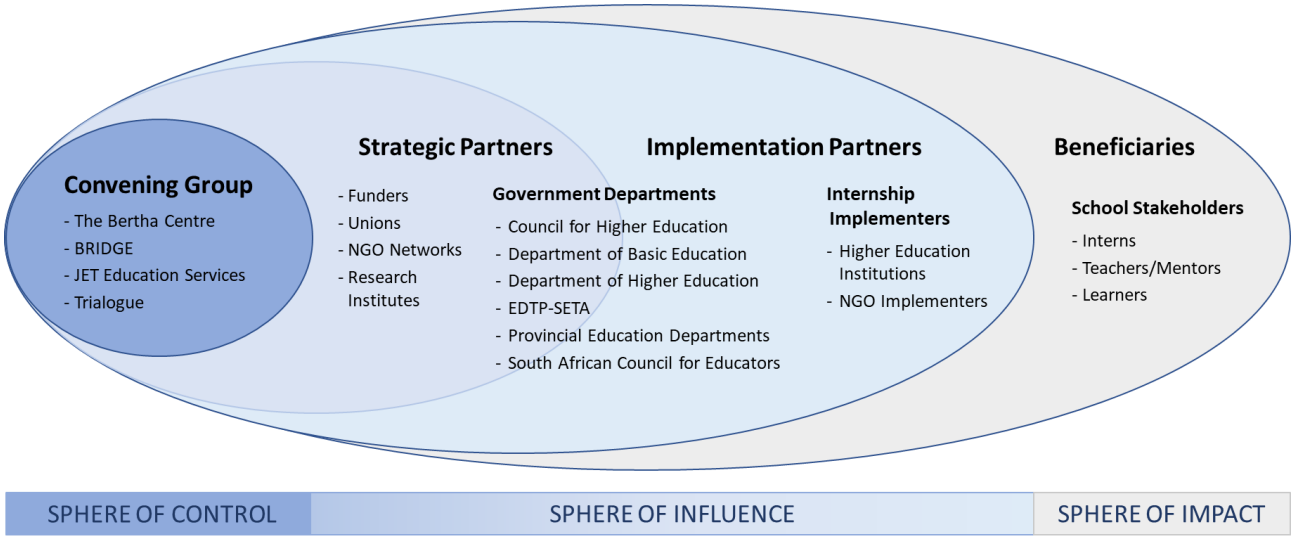


Figure 3: TICZA stakeholder map

The convening group comprises JET Education Services, BRIDGE, the Bertha Centre and Trialogue. The convening group meets monthly and collaborates to conceptualise and review all deliverables before they are circulated to the SteerCom. JET Education Services is the primary contracted entity and in 2021 was the lead on oversight and administration, project management and the advocacy and governance stream. BRIDGE was the lead on platforms for sharing and collaboration (the CoP and Innovation Lab), with agenda inputs from other convening group members. The Bertha Centre, represented by Dr Susan de Witt, led the young researcher development and the knowledge production stream. Trialogue was the lead on the development of the TOC and M&E framework.

2. Inception phase outputs

This section briefly summarises the outputs achieved under each stream. Because the outputs for M&E and frameworks and tools overlapped, these two streams are presented together.

2.1 Advocacy and Governance

The establishment of a robust and inclusive SteerCom is one of the strengths of the TICZA Initiative. The SteerCom oversees the direction of the initiative towards its goals and ensures accountability in the implementation of the TICZA. To date, four SteerCom meetings have been held with strong attendance from unions (National Professional Teachers' Organisation of South Africa and South African Democratic Teachers Union), government departments (the DBE, DHET and SACE), funders, HEIs and implementers. SteerCom meeting minutes are available in the following shared folders: January 2021; April 2021; July 2021; October 2021.

The approach to the SteerCom is 'broad church', enabled by technology and the use of Zoom as a meeting platform. In addition to the 13 voting members, a number of organisations and individuals attend 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 SteerCom terms of reference.

2.2 Platforms for Sharing and Collaboration

2.2.1 Communities of practice

CoPs for implementers are a key mechanism for the sharing of information between members of TICZA. Four CoP sessions were held between July and the end of November, attended by HEIs, NGOs and for-profit implementers. Summaries of CoP sessions, presentation copies and materials are available in a public folder.

- 12 August 2021: CoP 1 laid the foundation for growing a shared vision for TICZA and internship implementing partners (IIPs), shared information on TICZA and shared ideas on CoP objectives and processes.
- 8 September 2021: CoP 2 shared TICZA's draft TOC and progress and outcome indicators with IIPs. It also heard their views on useful indicators for monitoring internship programmes. In addition, a 'micro class' on M&E was presented by JET Education Services.
- 29 September 2021: CoP 3 focused on sharing experiences in relation to the challenges and barriers that were encountered in setting up and running different elements of internship programmes as well as some of the solutions that were found. Key discussion points were: recruitment and retention in the profession; support services; mentorship; relationships between IIPs; and points for the TICZA agenda. The process and purposes of the outcomes mapping were also shared and discussed.
- 23 November 2021: CoP 4 was the final meeting in 2021, following on from the TICZA Innovation Lab held in October. Its aim was to reflect on the themes that had emerged from the CoP and the Innovation Lab, and to discuss the roles of working groups going forward. The collective impact philosophy was presented and discussed, and the work of the convening group on the TOC, indicators and outcomes mapping was shared.

2.2.2 Innovation Lab

Innovation Labs are multi-day design process workshops undertaken with programme participants in order for organisations to learn from each other and TICZA research/planning. They are intended to culminate in programme redesigns.

The first Innovation Lab took place from 26–27 October 2021. It focused heavily on sharing the findings of TICZA, presenting a series of linked initiatives already in place in the sector and the emerging M&E framework and associated tools to test their viability and usability. The first day saw presentations from Annie Ndlovu (Instill Education), David Jacobs (Global Teachers Institute), Carisma Nel on Mentorship and Marcia Stewart on the Jamaican Teacher Development model. On the second day, the TICZA team began the day with some reflections and a presentation of the outcomes mapping results. Other items included: mentorship; school support for interns; work-integrated learning (WIL) framework/policy shifts; HEI/implementer relationships; planning for going forward; and M&E. A summary of the Innovation Lab undertakings is available in a public folder.

2.3 Sector Capacity Development

2.3.1 Young researcher development

Originally conceptualised as the appointment of two full-time young researchers, this concept has evolved under the SteerCom guidance into a series of supported internship-related research projects undertaken by university students. Funded master's or PhD students receive R35 000 in grant funding, with a preference for supporting the historically disadvantaged.

The call for proposals resulted in 63 applications, but none were fully aligned to the research questions proposed by TICZA. This reveals that the higher education community currently is not invested in research related to teacher internships. After interviews and discussions, two research projects have been funded: one is pursuing a comparative study of curricula and will include two distance education programmes; the other will study the behaviour of embedded interns and novice teachers in rural contexts.

2.3.2 Appointment of an embedded resource

An embedded resource was appointed in October 2021 to provide support to government departments, including SACE, DHET and the DBE. The purpose of this appointment is to identify, advocate, support and unlock necessary elements to support the systemic scale of teacher internship programmes. This resource will also advocate for TICZA through provincial and national forums and provide the necessary administrative support to access data necessary for TICZA activities and objectives.

Initial meetings were held virtually with representatives of all three government departments to set up the necessary structures and assess the required support. However, due to existing COVID-19 regulations, on-site visits were postponed to 2022. SACE, in particular, has requested support with training in data literacy and analysis as well as aligning available information to TICZA M&E processes.

2.4 Monitoring and Evaluation/Frameworks and Tools

Shared frameworks and tools are seen as a key part of the TICZA Initiative as they will provide one form of consolidated learning and enable more meaningful collaboration and scale. In 2021, the focus of these frameworks and tools was the TOC and the M&E toolkit.

The TICZA TOC has two parts: one concerning the implementation of internship programmes generally and the other for the activities specific to TICZA as a collaboration. The 'generic' TOC for teacher internship programmes is designed in a way that encompasses the combined activities of all current stakeholders in a general way (e.g. 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 core indicators to be measured. The diagram for the TOC is included as Appendix A.

An additional part of the work is improving capacity in M&E. To this end, some training was provided at CoP 2, which focused on the development of the implementing partner's TOC. This will be supported with more training and development opportunities over the course of the project.

2.5 Knowledge Production

The overall goal of TICZA is to produce or enable the production of at least two knowledge products per year. For 2021 these knowledge products are detailed as the implementation brief and the road map.

2.5.1 Implementation brief

In April, TICZA developed a literature review to consolidate existing research regarding methods, challenges and best practices in teacher internships and other alternative ITE models, both in South Africa and internationally. The literature review critically reviews research findings, reflects on the implications of prior research for teacher internships in South Africa and identifies gaps in the research. Revisions were undertaken based on comments from the April SteerCom, and the literature review was finalised in July.

The second part of the implementation brief consists of a scoping study that outlined the current status of ATEP in South Africa. These two knowledge products form the basis for the implementation brief. Revisions to the implementation brief as well as a supporting publication combining the scoping study and literature review have subsequently been drafted and are pending publication in January 2022.

2.5.2 Road map

The road map is a working document based on the results of an outcomes mapping exercise conducted in the second half of 2021. The outcomes mapping report was shared with the SteerCom in October 2021. This document outlines the abilities and ambitions of different stakeholders with an interest in internships in ITE and presents the behaviours, changes and achievements that will be necessary to achieve the stated goal of establishing ATEP as effective, efficient and widely utilised pathways of ITE. In particular, the outcomes mapping provides detailed information on the *progress markers*, in other words, the expected and desired behaviours/actions undertaken by the different partners as outlined within the sphere of influence in Figure 1. See **Table 1** for an example of the progress markers for one stakeholder, in this case NGO internship implementers. Tables for each stakeholder are provided in the outcomes mapping report.

Table 1: Progress markers for NGO internship implementers

NGO Internship Implementers
TICZA intends to see internship providers that value the benefit of and thus contribute meaningfully to a CoP. This CoP establishes partnerships with institutional partners such as HEIs and the DBE in order to coordinate collective activities. Internship providers build sufficient trust to contribute data on effectiveness and efficiency of internship programmes to a common M&E framework. They support SACE Professional Teaching Standards in determining what a good teacher looks like and developing a competency framework for assessment. They share existing tools/methodologies and develop new ones, if necessary, with a view to creating efficiencies and scaling their own programmes.
Participating in internship provider CoP
Supporting the development of common instruments and tools
Sharing and adapting existing tools and resources for collective use
Establishing dedicated contact at HEIs and the DBE for internship programme-related enquiries
Contributing data to a shared M&E framework

Coordinating with HEIs on WIL requirements and evaluation
Improving efficiency of internship programmes
Increasing the size of internship programmes
Contributing to the improvement of the WIL component of HEI curricula
Supporting development of competency framework linked to the Minimum Requirements for Teacher Education Qualifications and Professional Teaching Standards
Providing the full wraparound support offered by internship programmes as core component of distance learning ITE programmes in partnership with HEIs
Incubating variants of internship programmes to develop the most cost-effective model
Supporting the recruitment of appropriate/well-suited ITE students into HEIs
Providing specific components of internship programmes to student teachers as part of WIL, such as academic support or social-emotional learning in partnership with HEIs
Providing train-the-trainer support to HEIs/the DBE in regard to internship, mentorship and programme management roles

The outcomes mapping report was then workshopped with the CoP to determine the key tools and resources that could support the achievement of TICZA goals over the next four years. This exercise culminated in the formation of working groups focused on mentorship, school support, and implementing partner alignment.

The progress markers were then reconsidered in the context of planned working group activities, the TICZA TOC and the risk register during a convening group workshop held in November. The TICZA Road Map is the result of these exercises. This is a collaborative working document that will be used to track progress towards the progress markers for key stakeholders over time. The possibility of developing this into a more interactive format will be explored early in 2022.

3. Challenges and risks

The table below outlines some of the key risks and challenges for TICZA over this reporting period, particularly those related to the deliverables noted in the report. TICZA also maintains a live risk register of high-level risks, which can be viewed online by clicking here.

Table 2: Key risks and mitigation strategies

Area	Risks	Comments and Strategies
Advocacy and Governance	1. Resignation of the SteerCom chair, Gerrit Coetzee, from the DBE 2. Concerns over sharing intellectual property 3. Concerns over programme integrity (e.g. Will implementers be 'forced to conform'?) 4. Concerns that programme funding will be 'stolen' 5. Concerns that M&E will not portray programmes in a good light	Mr Gerrit Coetzee announced his resignation at the DBE as of 1 December 2021 and notified the TICZA SteerCom that, as a result, he would no longer be continuing in his role as chair of the SteerCom. Ms Michelle Mathey (DHET) has been appointed as the new interim chair of the SteerCom. Mr Coetzee has approached the new Chief Director of ITE at the DBE, Dr Morgan Pillay, to see if he would be willing to serve as a replacement chair. The approach of TICZA is to ensure that benefits outweigh the risks for all participants, supported by the positioning of TICZA as a collective impact programme. TICZA has formally adopted key principles of voluntary participation and voluntary sharing of information. Furthermore, TICZA does not act as a funding intermediary. TICZA will not require programme changes linked to funding.

Platforms for Collaboration	6. HEIs may dominate shared platforms with implementers 7. Low participation in available platforms 8. Absence of UNISA	Under the guidance of the SteerCom in July, an adjustment was made to the first CoP date, and HEIs were invited. This proved to be a beneficial risk as HEIs are increasingly involved in the strategies of working groups and in sharing knowledge, including presenting at the Innovation Lab and in CoPs. Participation in the CoPs has been positive with a variety of stakeholders from different parts of the system. BRIDGE has successfully created both bilateral and group engagements. However, the 'load' of sessions was of concern to implementers and will be significantly scaled down in 2022 and onwards. Regarding UNISA, the DHET will try to recruit participants from vice-chancellor level. The department in charge of WIL will be targeted to try to obtain the involvement of a champion through positioning both personal benefits to academics involved (e.g. research potential) and the benefits of the collaboration for improved quality of work experiences.
Knowledge Products, Scoping Study	9. Some delays in production/finalisation 10. Lack of participation by some participants	While the scoping study, in particular, was delayed, the rationale is in the interest of completeness and quality, which the team and the SteerCom accepted. The DBE has been engaged to further promote the participation of large sector players. A significant omission remains: Independent Schools Association of Southern Africa, which did not complete the study, although it participated actively in other engagements. This will need to be considered in further research and referencing the 2021 scoping study as a baseline. From 2022 a partnership agreement will be drafted, which outlines the benefits of TICZA as well as the contributions of the convening group and the expected contributions of implementers who 'sign on' as part of TICZA.
Frameworks and Tools	11. Low uptake of instruments 12. Lack of alignment of/to existing processes	The collaborative approach to development is the main strategy being used to mitigate this risk. If organisations are able to participate in the construction of the framework and understand the benefit of evidence and programme monitoring, it is hoped that the draw of efficiencies and the opportunity to contribute to sector-wide impact will appeal to organisations. Additionally, TICZA has positioned a minimum effort, maximum benefit approach to M&E, which will collect core indicators with the minimum possible adjustments to existing frameworks and programmes.

Sector Capacity Development	13. A complete lack of interest in internships and alternative teacher education as a research topic 14. The capacity of the individual appointed as an embedded resource is low	The first risk has been observed in practice. From 2022, a new strategy will be pursued, which will work directly with supervisors to identify prospective research topics and recruit candidates to support this research as part of the TICZA evaluation strategy. This will open the door to new research partnerships between NGOs and academics, and it is hoped this work will generate additional interest through publications and presentations. The appointment will be made following a shortlisting and interview process and will engage stakeholders from the convening group as well as government departments. If no suitable candidate is found, readvertising rather than appointment will take place.
Monitoring and Evaluation	15. Concerns that M&E will not portray programmes in a good light 16. Quality evaluators do not apply or have partial but not full capacity	TICZA promotes evidence-based approaches and the voluntary adaptation of programmes and interventions based on evidence. Members of TICZA join with this key principle in mind. From 2022, TICZA will make additional M&E capacity available to conduct the additional research necessary to collect key indicators, particularly outcome indicators. This work will involve TICZA academics as well. The key principle to be applied in M&E in TICZA is that: 1) Shared M&E frameworks are critical to establishing the sector as a viable scalable model in SA; and 2) the benefits that TICZA offers (such as M&E support, process and outcome evaluations, financial modelling, etc.) outweigh the cost (human resource, system enhancements, etc.) necessary to implement.

4. The way forward: TICZA 2022–2025

In its planning for 2022–2025, TICZA draws much more explicitly on the concepts of collective impact.

Advocacy and Governance

In addition to maintaining good governance of the TICZA initiative through regular SteerCom meetings and Funder Group meetings, the appointed embedded resource will continue to work with department officials to further the aims of TICZA through sharing/aligning relevant data and the promotion of TICZA to the Education Dean's Forum and Provincial Teacher Education and Development fora. In addition, some requests for training and support on data management have already been received from SACE and planned for the first quarter of 2022.

Key work under this stream will include the coordination of activities under the theme of Funding ATEP, which will investigate and seek to align available funding mechanisms within government and TICZA partners to promote efficiencies in the financing and delivery of ATEP. As part of this work, the viability of innovative financing models will be explored.

Shared Measurement and Tools

M&E will remain a key element of gathering evidence for or against the alternative teacher education 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. The development of academic interest through the engagement of young researchers and their supervisors as well as external M&E support are critical to this process.

In 2022, TICZA will continue to develop and institutionalise shared M&E indicators and instruments. Preliminary consultations with implementers have been set up to review and revise the draft frameworks and tools in January. Contributions to shared monitoring are anticipated as one component of the formal partnership agreements to be drawn up in the first quarter.

From 2022 to 2025, TICZA will collect key indicators as linked to the M&E toolkit created in the inception phase. During 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 that 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 will be a focusing of the efforts of the convening group from 2022 onwards. To collect outcome data, the convening group intends to work with academics and practitioners invested in WIL, ATEP and related topics, creating additional opportunities for shared value and collaboration across TICZA partners.

The key points of value-add for implementers that join TICZA will be routine reports that show sector – and their own – performance and the contributions of longer-term outcome 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 (e.g. the overall contribution of a mentorship component to effectiveness, the trends in hours of classroom practice against outcomes, etc.)

and institutions will have access to their own data, the individual performance of all implementers will not be shared 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.

Furthermore, TICZA itself is an innovative programme that is developing a collective impact model that can potentially benefit other projects in the sector if it is well designed and rigorously evaluated. In 2022, one or more terms of reference will be published seeking evaluating agencies that can provide these services.

Sector-wide Collaboration and Innovation

TICZA working groups were ideated through shared input exercises in the inception phase, including outcome mapping and group exercises in CoP sessions, and will be formally constituted in 2022. Thus, in addition to CoPs, 2022 will see the development of work plans with refined outputs for TICZA working groups. Outputs will be generated through research and/or conceptual workshops and other activities, and participation in the exercises will be funded.

Working groups will support three thematic areas:

- Mentorship: Engagements in 2021 indicated the potential for systemic change, which can enable more effective internship delivery at scale. This has been identified as critical by all stakeholders, and the stream will pull together the efforts of SACE, the DBE, HEIs, implementers and unions.
- HEI and NGO implementer alignment: This stream will focus on applications of efforts underway to improve curricula and delivery taking place through DHET and academic collaborations. In addition, implementers of both types will be encouraged to improve their own short- and long-term internship programmes through the sharing of lessons learnt and research findings, and to collaborate for the formation of detailed standards for internships linked to policy. TICZA will continue to pursue and promote evidence-based programming, sharing of knowledge and learnings, and improvement of effectiveness and efficiency. A focus will be on researching and pursuing the elements of scale for both organisations and alternative teacher education models and embedding key policies such as the SACE Professional Teaching Standards across levels of training and support.
- School support: The school support working group will support the conditions of success for interns within schools through research/advocacy around teaching practice schools, a focus on creating tools and resources for schools related to hosting WIL interns of all types, and the promotion of levelled WIL competency frameworks.

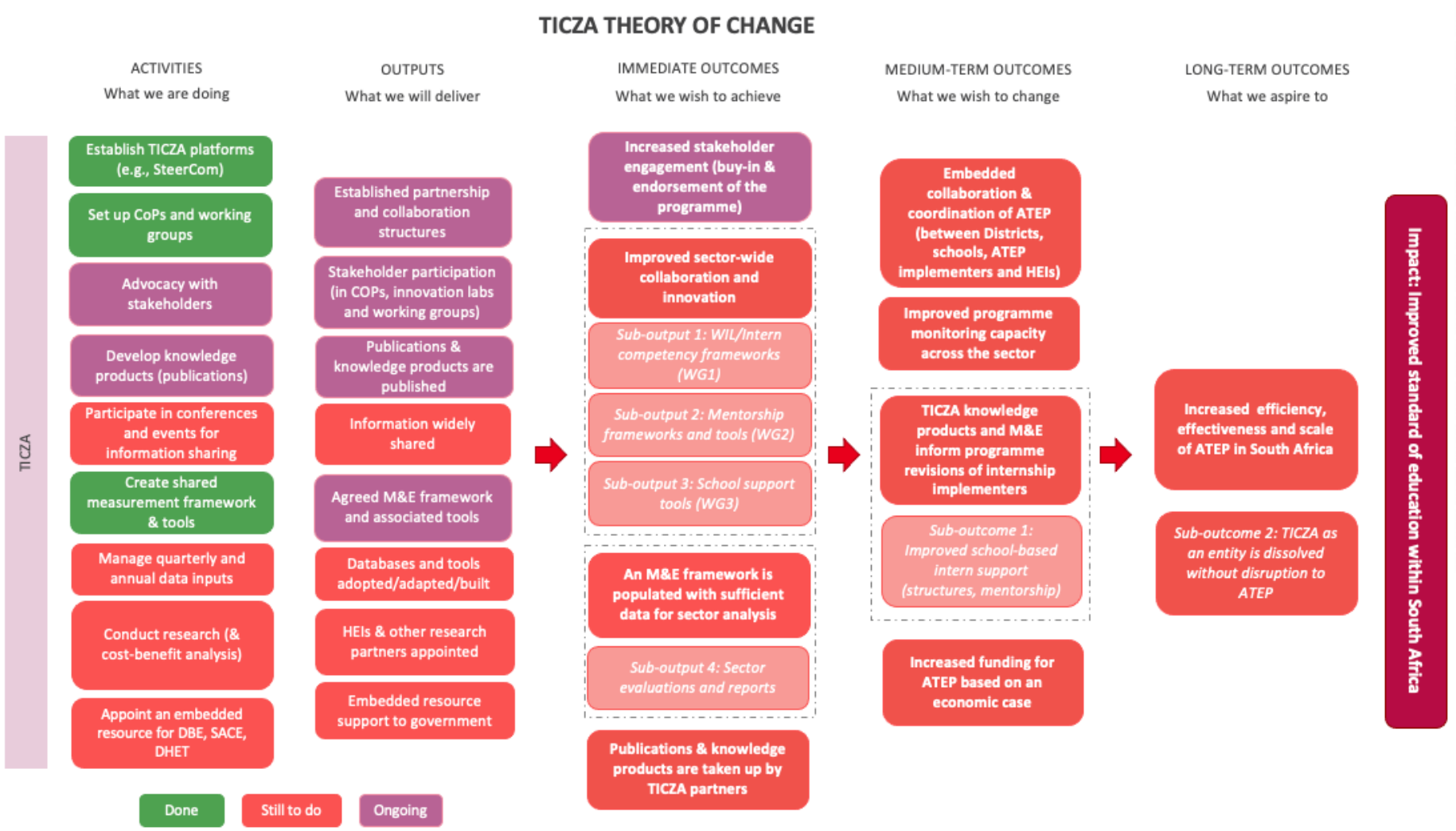
Knowledge Products

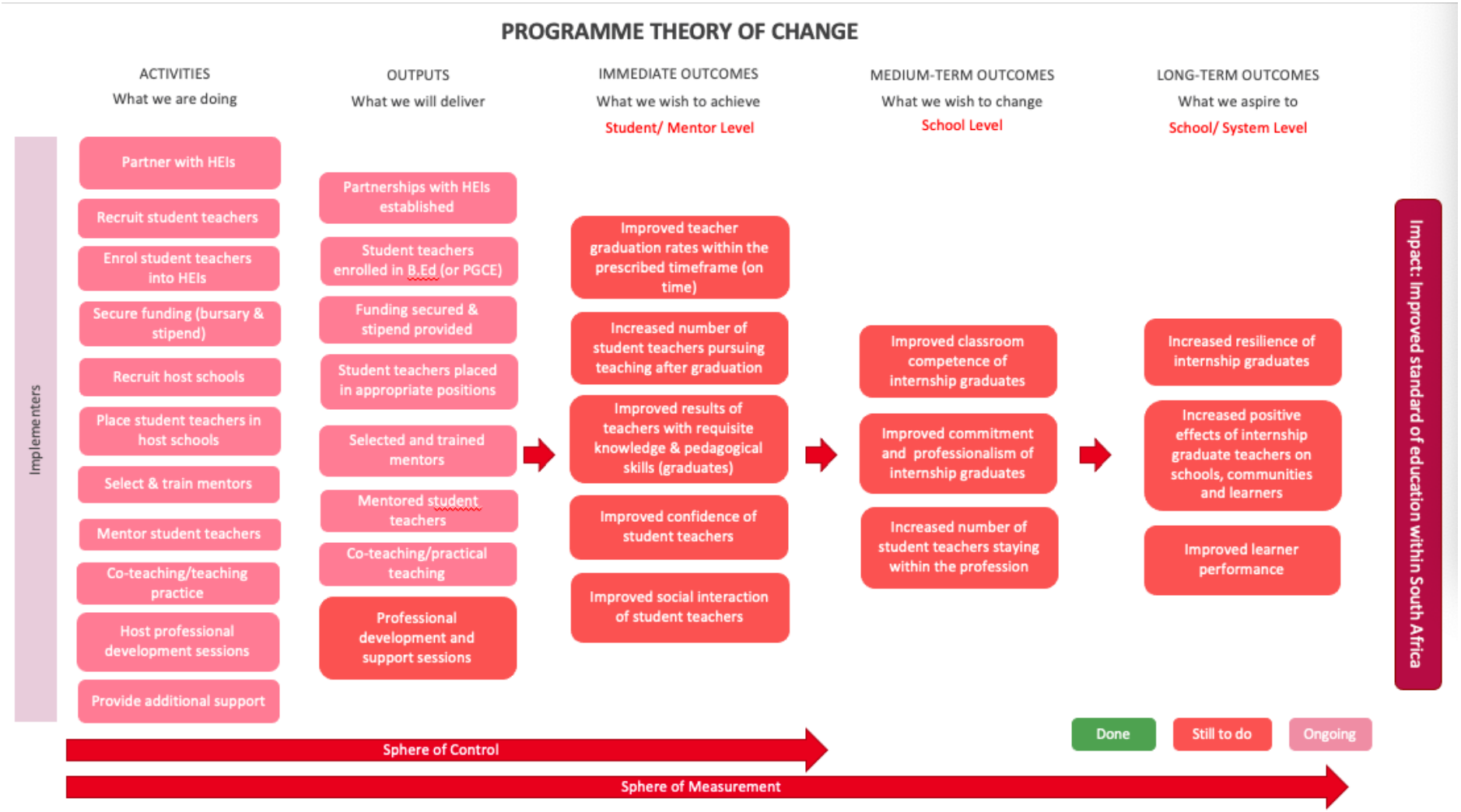
The TICZA collaboration will develop a huge amount of knowledge and number of outputs, many of which will seek to reach broad audiences. A knowledge management and dissemination strategy will be employed throughout the period of TICZA to disseminate high-level research findings as well as practical tools and resources. This strategy includes 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: TICZA Theory of Change




PROGRAMME THEORY OF CHANGE
ACTIVITIES
What we are doing
OUTPUTS
What we will deliver
IMMEDIATE OUTCOMES
What we wish to achieve
Student/ Mentor Level
MEDIUM-TERM OUTCOMES
What we wish to change
School Level
LONG-TERM OUTCOMES
What we aspire to
School/ System Level
Implementers
Partner with HEIs
Recruit student teachers
Enrol student teachers into HEIs
Secure funding (bursary & stipend)
Recruit host schools
Place student teachers in host schools
Select & train mentors
Mentor student teachers
Co-teaching/teaching practice
Host professional development sessions
Provide additional support
Partnerships with HEIs established
Student teachers enrolled in B.Ed (or PGCE)
Funding secured & stipend provided
Student teachers placed in appropriate positions
Selected and trained mentors
Mentored student teachers
Co-teaching/practical teaching
Professional development and support sessions
Improved teacher graduation rates within the prescribed timeframe (on time)
Increased number of student teachers pursuing teaching after graduation
Improved results of teachers with requisite knowledge & pedagogical skills (graduates)
Improved confidence of student teachers
Improved social interaction of student teachers
Improved classroom competence of internship graduates
Improved commitment and professionalism of internship graduates
Increased number of student teachers staying within the profession
Increased resilience of internship graduates
Increased positive effects of internship graduate teachers on schools, communities and learners
Improved learner performance
Impact: Improved standard of education within South Africa
Done
Still to do
Ongoing
Sphere of Control
Sphere of Measurement

Appendix B: 2022–2025 Work Plan

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					Periodic reports on sector-wide and individual programme performance for implementers that partner with TICZA

M&E consultation meetings					Regular feedback meetings with TICZA partners to ensure data quality and dissemination of findings
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)
KNOWLEDGE PRODUCTS					
Development of knowledge products					Minimum 2 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 2 per year in phases 2 and 3; Presenters include implementers/funders/evaluators
Close-out Reflections					Debrief on implementation, M&E findings of practices for organisational growth
Develop a feasibility report					Builds on the 'road map'; 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