



THUTO TEACHER DEVELOPMENT PROGRAMME

OUR VALUE PROPOSITION IS:

1. To attract and retain high potential young leaders into the teaching profession.
2. To produce effective, motivated and professional teachers for South African schools and communities.
3. To enable high return on investment.

To achieve these Objectives, our programme is structured as FULLTIME INTERNSHIPS, thereby enabling:

- Broad exposure and access to resources and world class teaching methodologies.
- Development of creativity and solutions orientation even where resources are limited.

The effectiveness of the Programme is measured by our teachers having:

- Relevant Subject Matter Excellence.
- Practical preparation in managing classrooms effectively.
- Experience developed through Daily hands-on practice in the classroom, individually guided by experienced teachers and a full-time mentor dedicated to the interns.
- Experience in developing solutions to achieve teaching objectives.
- Emotional Intelligence and Self-leadership attributes critical to effective teaching.
- Ability to Effectively Role Model within their Communities.

Our Expectation

- Intrinsic to the 'contract' between the Thuto Trust and its Bursary recipients is the understanding that in return for our funding of their university degree, they will do everything in their power to achieve the highest grades possible.
- We also expect our students to meet regularly with our psycho-social coordinators, attend our additional training courses and join our annual events. Students are also encouraged to volunteer in their communities from time to time.
- We do not expect our students to pay us back, but we inculcate a philosophy of helping others now and in future depending on their capabilities. The values of the programme are very important and include responsibility, accountability, community, inclusion, tolerance and hard work.
- We encourage our students to take opportunities within their communities as a way of giving back.

OBJECTIVES:

To produce inspiring and effective teachers by:

1. **Academic:** obtain a 4-year Bachelor of Education degree (B. Ed) by successful completion of assignments, teaching practical and examinations. This is a distance learning programme.
2. **Classroom experience:** seeking to imbue its programme participants with a growth mindset and collaborative, accountable, committed and professional attitudes; a growth

mindset indicated by openness to new ideas and inclination to seek, accept and act on constructive criticism. Producing graduates who will be competent in the application of the latest research-proven methodology;

3. **Psychosocial support:** Producing graduates who aspire to live values of BOTHO/UBUNTU; and who have the maturity to deal with the emotional demands of teaching;
 - **Personal Wellness** – monitoring and help interns with all the challenges they face in all spheres of their lives.
 - **Personal Development** – the development of the leadership qualities needed of someone who is an example and an inspiration in communities and to kids they teach. To improve their skills, abilities and confidence to lead.

PLAN OF ACTION:

Through our programme, Thuto Teacher Development aims to produce teachers who will also impact the lives of children ages 6 to 13 i.e. from the Foundation phase (Grade R and 3) to Intermediate phase of teaching (Grade 4 to 7). This addresses the entire phase of a child's fundamental learning on which strong foundations for higher education can be built.

We seek to:

1. Produce **effective, motivated, inspirational and professional** teachers for South African schools.
 - We create graduates with a Leadership mind-set by offering numerous psychosocial support interventions for the duration of the programme. The support encourages the development of individuals who are solution-driven with a positive outlook on life and the ability to meet its challenges. Leadership qualities required are honesty and integrity; confidence; inspiring others; commitment and passion; good communication; decision making; responsibility and accountability; delegation and empowerment; creativity and motivation; empathy.
 - Through a fulltime head mentor, life's numerous challenges are addressed on a daily basis. The role is to provide life skills; promote family support; wellness; financial fitness; peer support.
2. Properly qualifying interns with a 4-year **B. Ed** through UNISA, NWU.
 - The programme participants undertake a distance learning to obtain their formal degree. Each afternoon, after the school day, interns are given time to complete assignments and study for exams, which take place in June and November.
 - The more advanced students are on hand to assist their younger counterparts and much collaboration takes place to achieve successful results.
 - Our partnership with Universities ensures that our interns receive additional workshops termly to enhance academic content and classroom performance.
 - Staff from partner schools are also available to assist with any necessary tutoring and if need be, we arrange an external tutor.
3. Provide daily hands-on experience in the classroom, individually guided by experienced teachers.
 - This is a **critical component** in the production of **high-quality** teachers. The 6 to 8-week practical required by universities and teacher training colleges, not only in South Africa but globally, has been shown by recent research to be wholly inadequate in instilling good practice. Moreover, it has been found to have negative effects.
 - Our interns are **assessed on an ongoing basis (and their progress is discussed on a termly basis in the steering committee)** by their mentor teacher, to gauge their

competencies on the road to becoming a professional teacher. The assessment is scaffolded over the 4-year period to ensure that the vital capabilities are developed to achieve the end goal. A rating is used; 1 – not yet achieving expectations to 5 – outstanding achievement. We have also decided to have an independent external assessor as part of the advice we received to improve on the credibility of our programme.

- Thuto Trust believes in the “**apprenticeship**” model as a consequence of which interns are in the classroom for a 4-year period. They are trained in the best practice developmental milestones and research-proven methodologies. The “Teacher Mentor” relationship is paramount in this process providing daily support and feedback. Interns attend staff meetings, staff training, planning and curriculum meetings, support all calendar events and specific functions related to the grade. In this way, they experience the real teaching environment, which prepares them for their future careers.
- Interns grow their teaching proficiency through **teaching practice**. They are included in planning with the teacher and team, preparation and execution, and reflection of every lesson taught.
- Interns are encouraged to **participate** in all aspects of the education process, both formal and informal. They receive support in setting goals, managing their time and improving organizational skills. They engage with their direct community by attending parent consults, information days, plays and celebrations.
- Interns are rotated each term over their tenure, which means that they will observe at least 4 different teaching styles offered by their mentor teachers.

EVALUATION PLAN

- **Academic:** Passing of exams, teaching practical and submission of all related documents/assignments timeously.
- **Classroom experience:** Interns are evaluated on an ongoing basis by their mentor and mentor teachers using the Thuto Trust Professional Development Evaluation document. Ability to implement the following is measured by the mentor class teachers:
 - 1 Lesson plan and design
 - 2 Interacting with pupils
 - 3 Creating a safe and positive learning environment
 - 4 Teaching strategies and methodologies
 - 5 Assessment of pupils
 - 6 Communication
 - 7 Collaboration/Teamwork
 - 8 Professionalism and leadership
- **Psychosocial support:** Monitoring attendance at workshops, lectures and conferences, 90% is required. The emotional development of the interns is also tracked by mentors and our team over a period of time to ensure that needs are being addressed and skills are developed to cope with the challenges.
- Over and above, all interns are subject to disciplinary measures under the values of the school and the **Code of Conduct** not being upheld.
- On an annual basis, the interns’, via a survey, are given the opportunity to evaluate the programme and this feedback is used to make changes in the development of the programme.

RESOURCES:

1. **Tuition:** Students will be registered with UNISA or NWU for B. Ed.
2. **Stipend:** These students work in the classroom each day from 07:30 to 13:30. In the afternoons, they attend workshops and are given study time. As they are at the school

until 16:30, it is difficult for them to obtain alternative employment, hence a stipend to assist with living expenses.

3. **Accommodation:** Even though our students study part-time we take into consideration their safety as most of them come from difficult backgrounds and mostly far from partner schools. This helps to manage their performance and to ensure their success in the programme as we need them to complete the programme in record time. We provide a similar accommodation to that which is provided by different universities.
4. **Fulltime mentor:** is required at every partner school to assist with academic, social and emotional needs and coordinating the programme.
5. **Psychosocial support:** The aim is to grow students individually by enriching their personal lives and career journey. This will be achieved through working with life coaches who will impact on thinking patterns, self-reflection and personal enquiry, and many other skills required for the modern workplace.

PROJECT COSTING:

- The cost per student per annum is R120,000.
- We would like to have 50 students in the programme starting from January 2022.
- The total cost per annum is R6million.
- The total cost of the programme for 4 year is R24million.

STEERING COMMITTEE:

An advisory body which is made up of senior stakeholders that will ensure the success of the programme. The committee will have 1 meeting per quarter which will be hosted by Thuto Trust.

CONCLUSION

Education is the key to individual and national success. It is arguably the most important priority requiring improvement to produce our future leaders.