



EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development



PARALLEL SESSION

Bridging Theory and Practice: Transforming Teacher Preparation Through Field Placement Experiences



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LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY





Bridging Theory and Practice: The Field Placement

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The World Bank



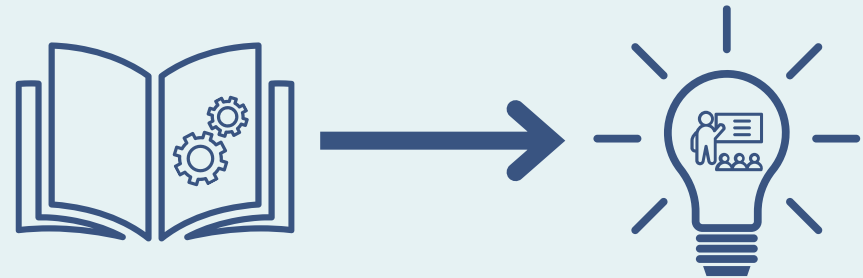
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The role of field placements

Real-life opportunity to **observe** and **practice** teaching in a supportive environment, applying conceptual learning from ITE coursework in practice.

Helps student teachers student teachers to:

- Better understand the realities of teaching
- Develop and strengthen key competencies



The scope of field placements

Common feature of ITE programs in some form, but with wide variance:

- **Duration:** From a few weeks to several months
- **Scheduling:** Integrated throughout ITE or disconnected at the end of the program
- **Facilitated learning:** Range of quality of mentorship and engagement of teacher educators

Considerations for effective field placements

Placement sites

Ideally, placement schools:

Allow student teachers to observe effective teaching practice in a supportive environment



Reflect the realities in which future teachers will teach



Considerations for effective field placements

Mentor teachers

What is the role of mentor teachers?

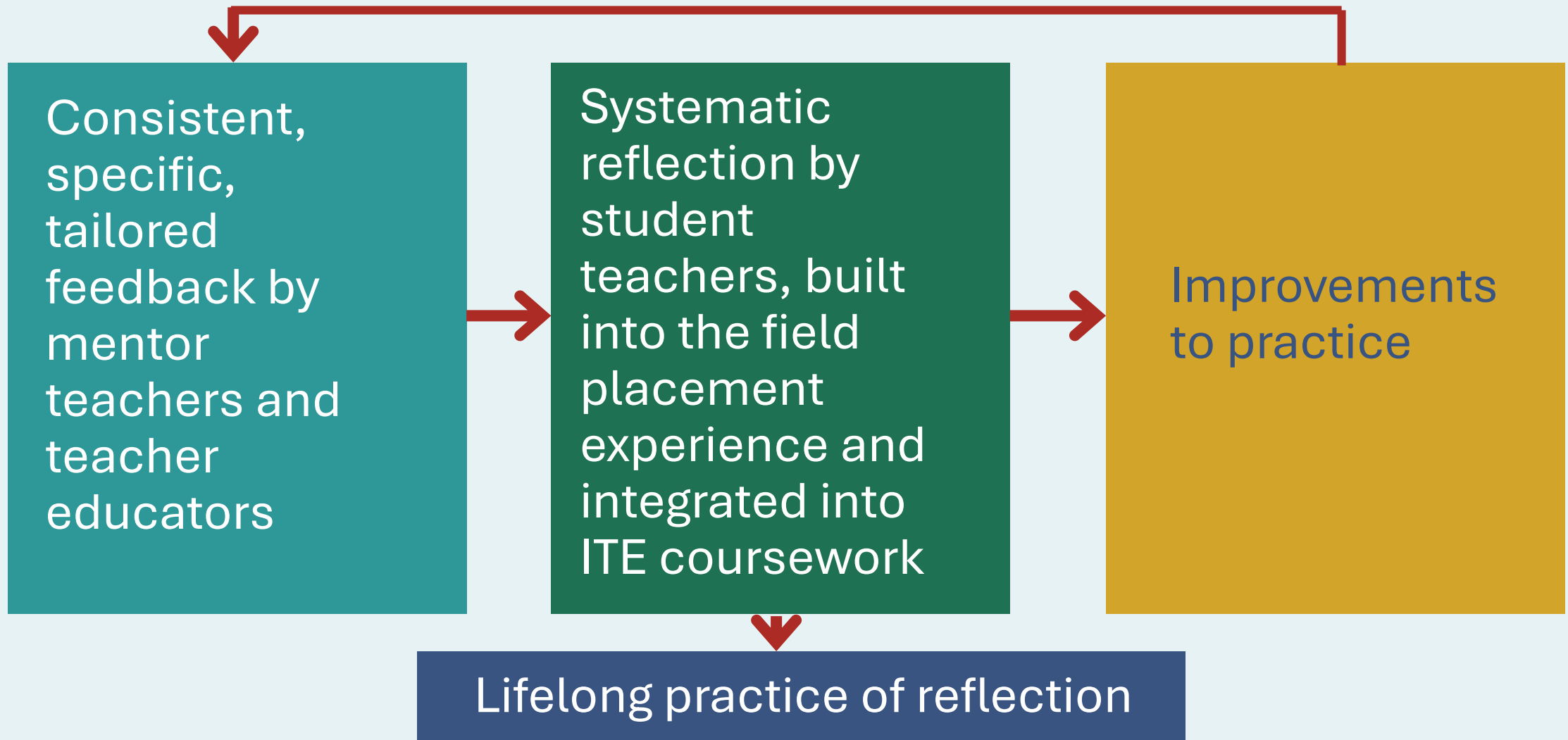
- Model effective practice
- Provide guidance, feedback, and support
- Scaffold student teachers into gradually taking on more responsibility

How can we select and support strong mentor teachers?

- Professional development and guidance
- Recruitment
- *More research needed*

Considerations for effective field placements

Feedback and reflection



Considerations for effective field placements

Scheduling



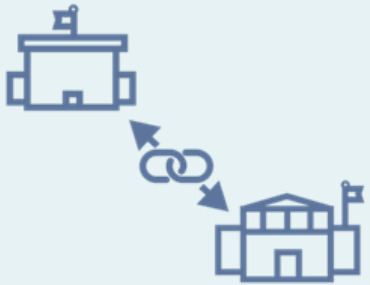
More time provides more opportunities for learning, but **only if quality mentorship is provided.**



Placements **integrated throughout the ITE program** allow student teachers to better apply their learning from ITE coursework and reflect on the process.

Considerations for effective field placements

Links between schools and ITE programs



Can benefit student teachers, school teachers, ITE programs, and schools through:

- Instructional coherence between field placement and broader ITE curriculum
- Mentorship and feedback from both mentor teachers and teacher educators
- Mutual learning between teachers and teacher educators
- Checks on relevance of ITE programming

IMPLEMENTING WORK INTEGRATED LEARNING IN SA

EDUCATORS SHAPING FUTURES

04 NOVEMBER 2025



TEACHER EDUCATION & TEACHER DEVELOPMENT CONTINUUM

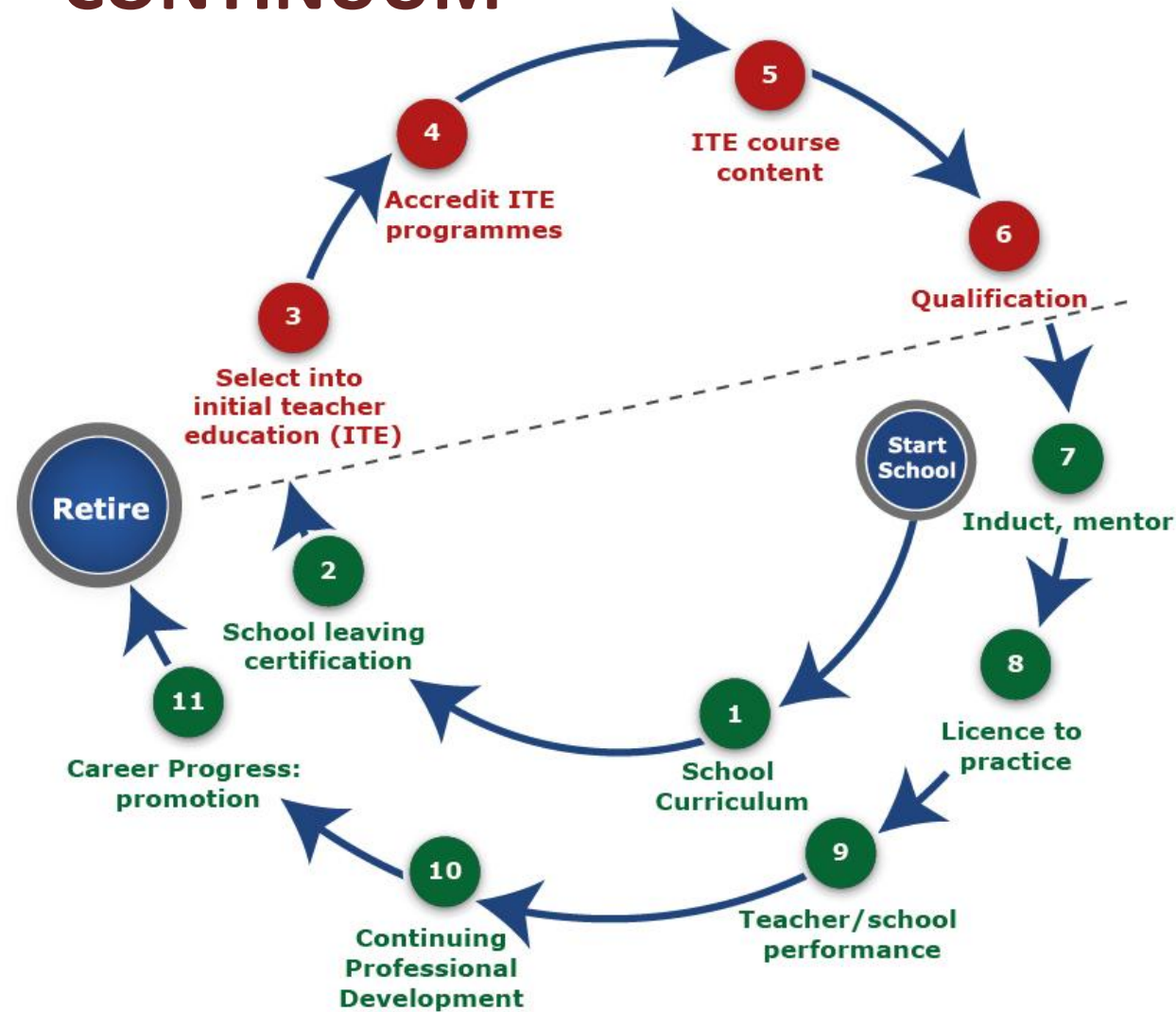
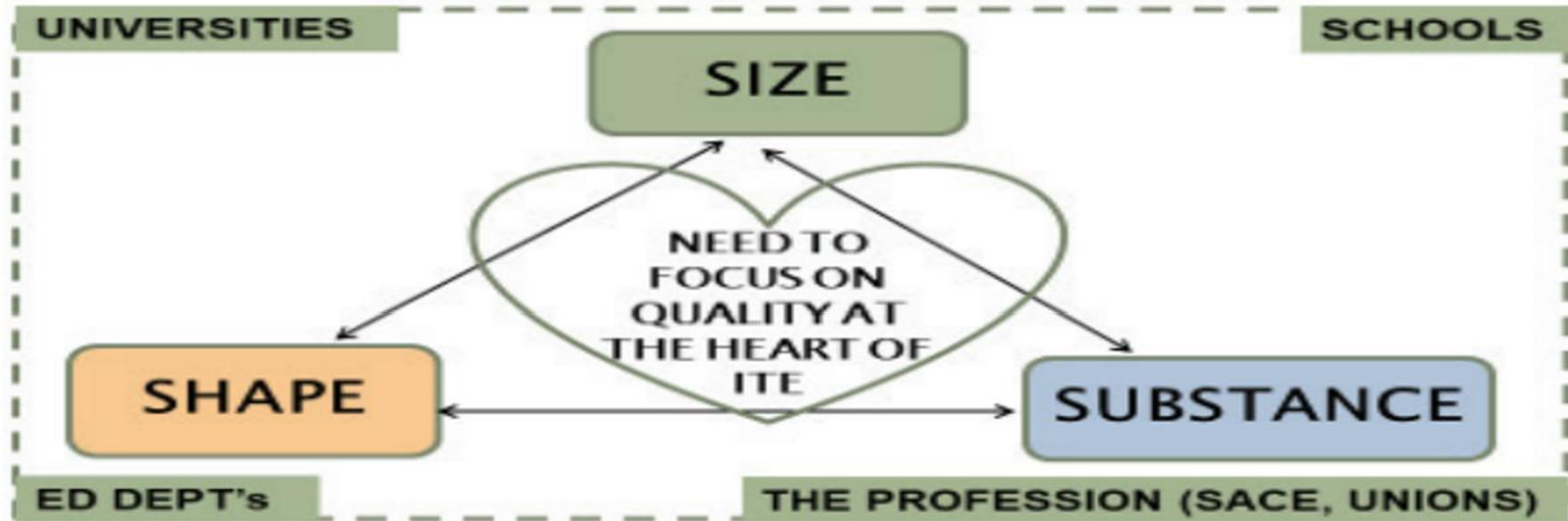


Diagram acknowledgment: Dr N Taylor, JET Education Services

MANAGING DEMAND & SUPPLY

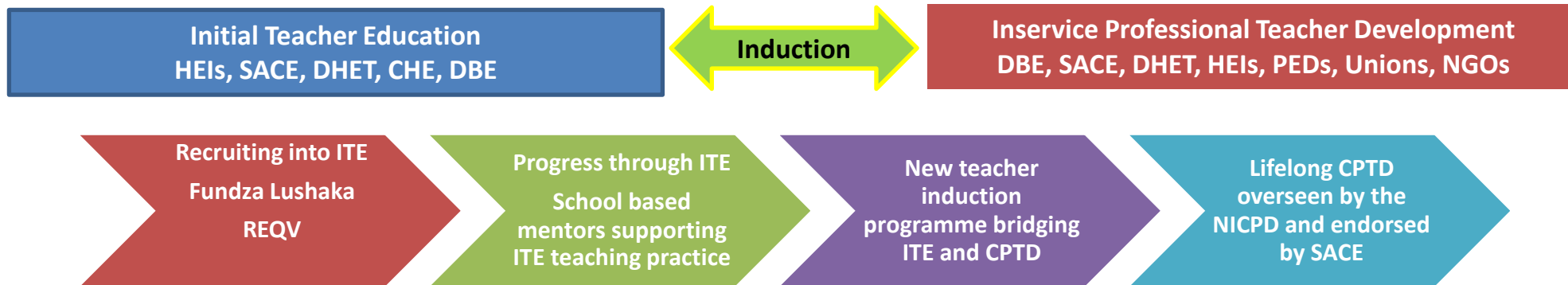
• Growing ITE to an appropriate size in order to provide sufficient numbers of new teachers for the SA education system.



• Developing and directing resources and capacity to ensure that teachers with appropriate specializations graduate in appropriate numbers.

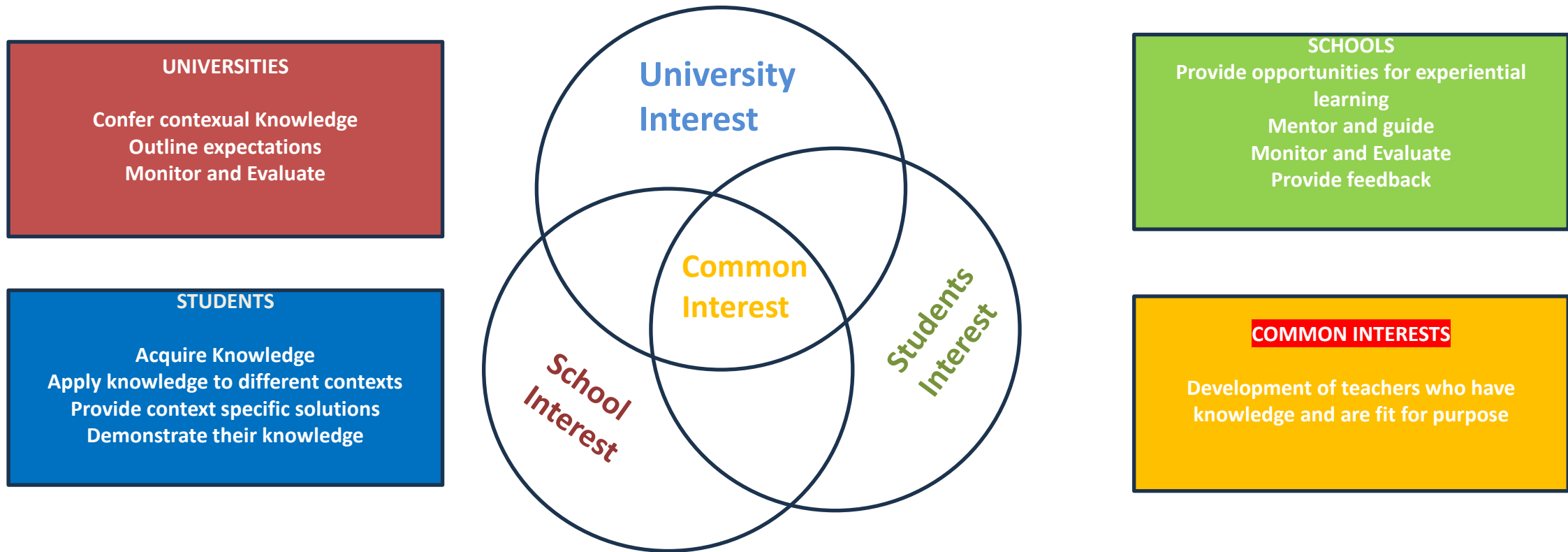
• Strengthening, supporting and monitoring teacher education to ensure newly qualified teachers meet realistic expectations.

Professional development continuum



Teacher induction the essential bridge between the initial and continuing professional development educator training.

WORK INTEGRATED LEARNING



CHALLENGES

- Poor coordination between Schools and Universities
- Poor monitoring and feedback by Universities
- Inadequate mentoring and guidance to student teachers
- Insufficient exposure to WIL
- Lack of preparation at school level (No Assigned mentors)
- Lack of diversity in exposure
- Inadequate assessment of competence
- Teachers who struggle to teach in certain contexts

RECOMMENDATIONS

- Development of policy guidelines to ensure effective coordination
- Prescribe minimum duration for WIL by all Institutions
- Ensure constant rotation of placements to different contexts
- Effective engagements of student teachers
- Train Schools and prepare them to receive Student Teachers
- Assign mentors and provide structured guidance to students
- Develop instruments for continuous assessment by schools
- Organise interactive sessions for feedback involving all parties

Every child is a National Asset

Thank you!

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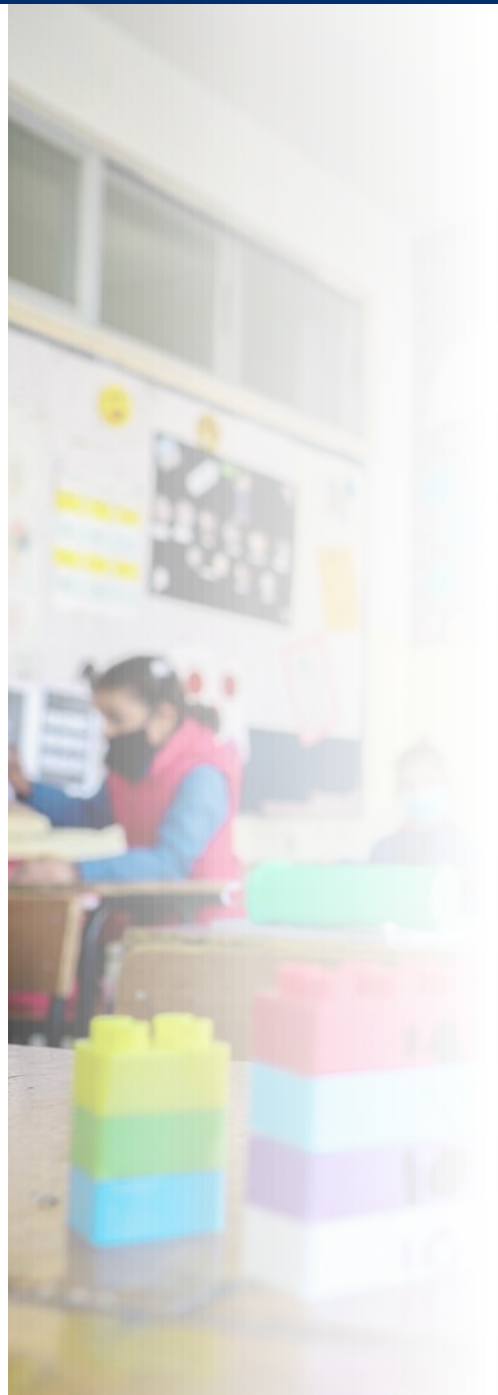


Practice-Ready at Scale

Jordan's IREX-Supported Teacher Pathway from Initial Training to Career-long Success—Tools You Can Use Tomorrow

November 3–4, 2025

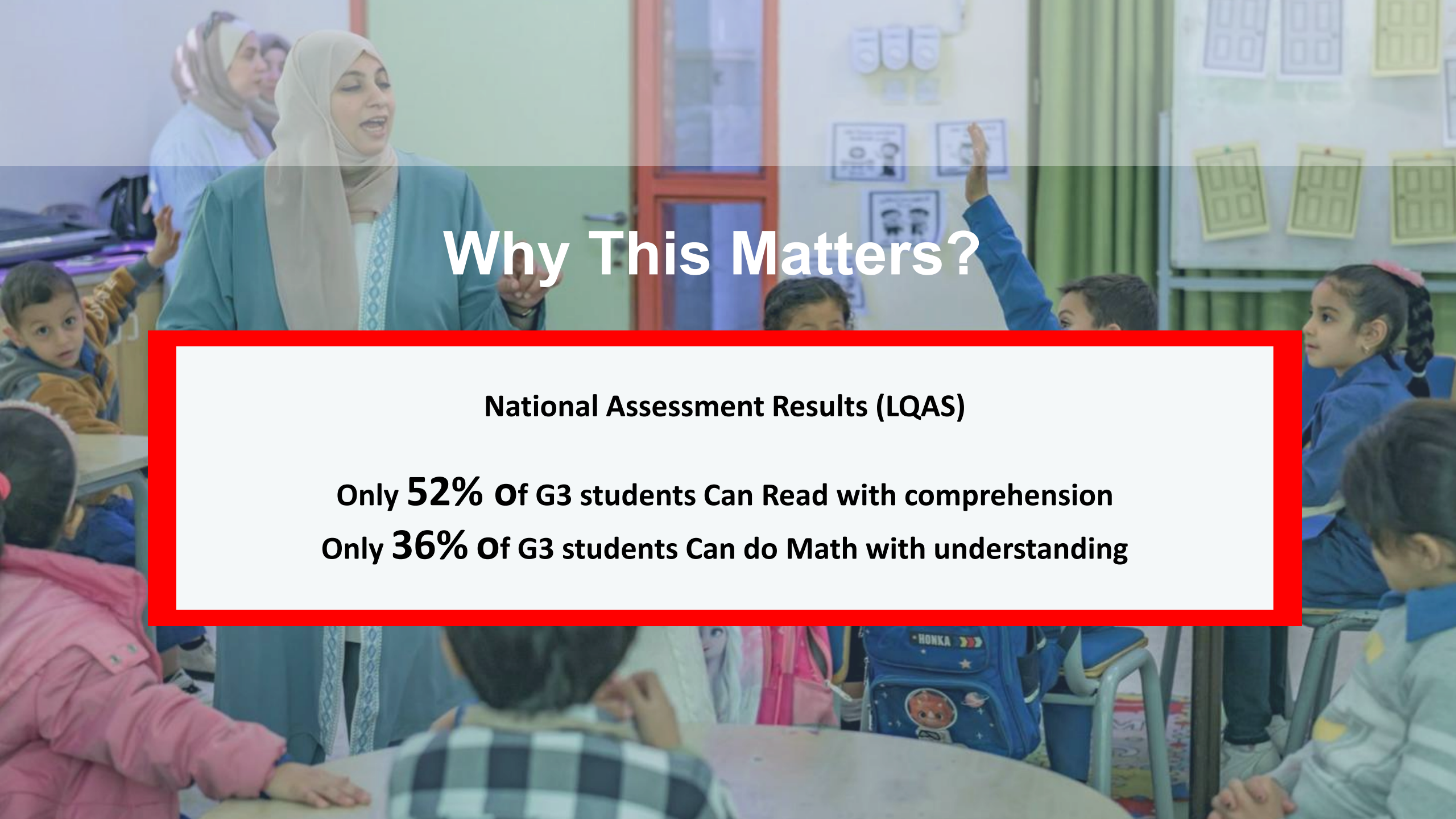
Context & Identified Gaps



Profound gaps between both initial teacher training (ITT) and continuous professional development (CPD) and the skills and experience teachers need in classrooms

- ▶ In 2020, PRESTIJ started, teachers in grades 4 - 12 held only subject matter degrees and received no teacher training
- ▶ In 2023, key gaps remained across training for teachers in grades KG2 – 3.
 - No link between ITT and Teacher standards
 - Weak link between theory and practice: theory for 3.5 years with practicum only in final semester
 - No structure for practicum or formal training for mentor teachers
 - No alignment between pre- and In-service training





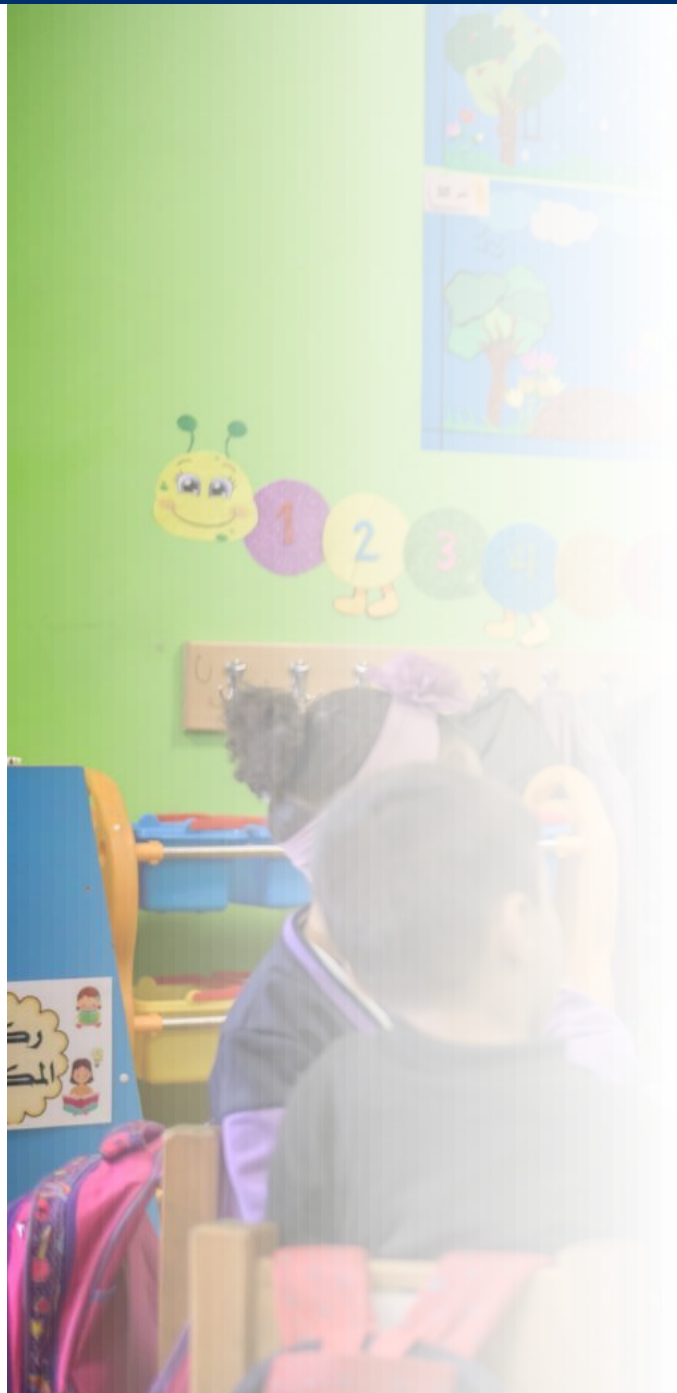
Why This Matters?

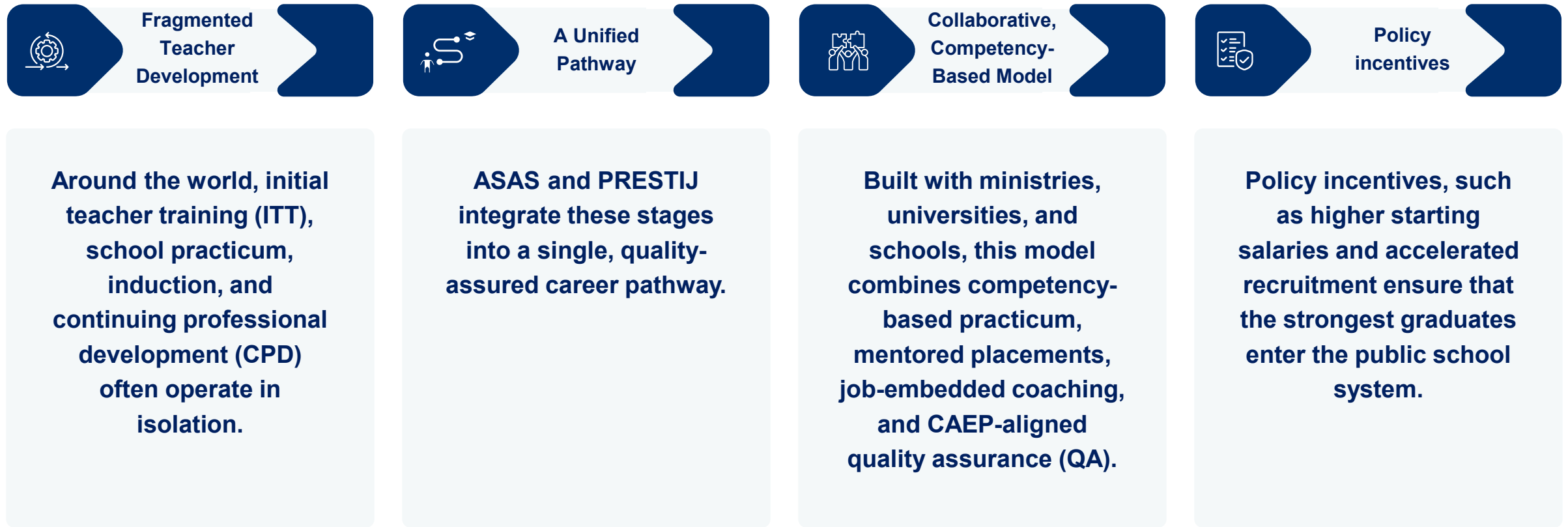
National Assessment Results (LQAS)

Only 52% Of G3 students Can Read with comprehension

Only 36% Of G3 students Can do Math with understanding

Our Vision & Impact





The result: new teachers arrive classroom-ready, remain in the profession, thrive, and ultimately delivery foundational learning for students

PRESTIJ

The PRESTIJ intervention aims to prepare new graduates in four core subject areas—Mathematics, Arabic, English, and Science—to become qualified teachers for grades 4 to 10, targeting students aged 10 to 16. This is achieved through a postgraduate diploma in teaching strategies, offered across four Jordanian universities. The program produces over 8,000 graduates annually, contributing significantly to the national teacher workforce.

Before the PRESTIJ program, teachers in Jordan were deployed based on seniority, holding a Bachelor's degree in a relevant field, without any prior experience in teaching or classroom management. In some cases, individuals spent years in classrooms for the first time after graduating from high school, often waiting for their turn in the government deployment system.

ASAS

The ASAS intervention supports the Jordanian government's efforts to strengthen the early grades education ecosystem by enhancing Bachelor's programs for early childhood and classroom teachers serving grades 1 to 3, covering children aged 3 to 9. The initiative also includes support for in-service teachers and curriculum development, with a strong focus on foundational skills and the holistic development of the child.

Before the ASAS initiative, teacher preparation programs across higher education institutions suffered from a weak connection between theoretical coursework and practical application. This was largely due to the limited time teachers spent in schools applying their knowledge.



Deep Dive on Practicum



Increase the number of practical training hours

- Review practical training programs in universities.
- Research best practices in teacher training globally.
- Develop an approach that aligns with the Jordanian context.
- Set a new benchmark of 750+ hours of practical training instead of the current 350 hours.

Roll out teacher preparation programs nationwide

- Coordinate with the Accreditation and Quality Assurance Commission.
- Establish a national-level technical committee to review and develop the knowledge domains of teacher preparation programs.
- Issue formal directives to all higher education institutions to implement the enhanced practical training model.

Implementation

- Distribute practical training across the academic program in the form of three distinct courses.
- Develop detailed syllabi for the three practical training courses.
- Design instructional packages for each course.
- Create a comprehensive practical training handbook.
- Develop a quality assurance manual to guide implementation and monitoring.

Practicum handbook

- Roles and Responsibilities of Stakeholders.
- Assessment strategies.
- Weekly Distribution of directed activity Activities.
- Policies and Guidelines.
- Standardized Forms and Templates.
- Assessment Tools.

Master teacher training

- Train 700 teachers in the first year through the Ministry of Education.
- Those who successfully complete the training will be nominated as Mentor Teachers.
- Nominated teachers will receive specialized training delivered by university faculty members.

Questions?

