



EDUCATORS SHAPING FUTURES

A Global Knowledge Exchange on Teacher Preparation and Development

Session Summary and Materials

1. Session

Parallel Session 3c: Bridging Theory and Practice: Transforming Teacher Preparation Through Field Placement Experiences

2. Date/Time

Tuesday, November 4, 2025; 14:00–15:30

3. Speakers and Roles

Moderator:

- **Annina Rintakumpu**, Technical Lead in Education, Regional Teachers Initiative for Africa

Speakers:

- **Katy Bullard**, Analyst, World Bank
- **Enoch Tinti Rabotapi**, Chief Director, National Institute for Curriculum and Professional Development Unit, Department of Basic Education, South Africa
- **Saeb Khasawneh**, Pre-service Teacher Education Lead, Early Grade Education Activity, IREX
- **Rula Al-Jundi**, Deputy Chief of Party, Early Grade Education Activity, IREX
- **David Mwanza**, Professor, University of Zambia
- **Margaret Wairimu Chege**, Chief Principal, Thogotto Teachers Training College

4. Session Overview and Key Takeaways

This session examined a common global challenge in initial teacher education (ITE): insufficient, low-quality practical experience and uneven mentoring that limit student teachers' ability to apply theory in real classrooms and receive meaningful guidance. The presentations and discussion explored how well-designed field placements, systematic mentoring, and coherent induction can be supported by national policies and institutional strategies that connect teacher preparation with continuous professional development (CPD).

The session highlighted experiences from South Africa, where a school-based work-integrated learning policy is being developed to standardize expectations for mentor support across higher education institutions. In addition, the session highlighted Jordan's experience, where efforts have focused on strengthening the practicum and aligning ITE with CPD, delivering a strong return on investment via faster classroom readiness, lower induction costs, improved teacher effectiveness, and better student learning results. Insights from Kenya and Zambia also raised key considerations for effective field placements and highlighted actionable models and tools for improving teacher education systems. The discussion shone a light on common challenges across contexts, while highlighting approaches, lessons, and practical insights that can be adapted across contexts to enhance the field placement and links between ITE and CPD.

5. Links to Presentations and Materials

- [Parallel Session 3c Slides.pdf](#)

6. Acknowledgments

The session was organized by **Annina Rintakumpu** (Technical Lead in Education, Regional Teachers Initiative for Africa) and **Katy Bullard** (Analyst, World Bank).

