Teaching & Education Research Association

**Conference Registration Form**

(Email filled form to: convener@eurasiaresearch.info)

The information filled below will be used for making the conference Invitation Letter/ Invoice/ Certificate. So, kindly fill all details accordingly.

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| Name of the Conference | Teaching and Education Research Association |
| Conference Dates | From: (DD/MM/YYYY)  To: (DD/MM/YYYY) |
| Participant’s Name | Dr Martin Combrinck |
| Department/ Institute | SPFET Department, Faculty of Education |
| University/ Organization | Cape Peninsula University of Education |
| City, Country | South Africa |
| Email ID 1 | combrinckm@cput.ac.za |
| Email ID 2 |  |
| Participation Status  (Select one by highlighting with yellow colour) | Oral Presenter |
| Online Presenter |
| Listener |
| Online Listener |
| Absentia |
| Poster Presenter |
| Paper Title  (Not applicable for Listener & Online Listener) | **Mentorship during Work Integrated Learning: Experiences and expectations of student-teachers** |

Abstract/ Full Text Article

(Not applicable for Listener & Online Listener)

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| --- | --- |
| School-based work-integrated learning (WIL), including supervised and assessed teaching practice, constitutes an essential part of the Baccalareus Educationis (BEd) programme in South Africa. The Minimum Requirements for Teacher Education Qualifications (MRTEQ) policy informing teacher education in South Africa prescribes that students should spend a minimum of 20 weeks and a maximum of 32 weeks on informally supervised and assessed school-based practices over the four-year duration of the degree. Schools generally allocate a mentor to the students placed at their schools. The role of this person is to mentor the students for the duration of the WIL experience at the school.  The problem is that the role of a mentor in the context of WIL is not prescribed and students and teachers have different views and expectations of the functions of a mentor during WIL. This research aims to deepen the knowledge on how student teachers experience the role of mentors during WIL.  The research question that guides the research is:  What are the experiences and expectations of student teachers during WIL sessions at selected high schools in the Western Cape?  The study is placed in a quantitative research approach. A quantitative research design was adopted to determine the experiences and expectations of student teachers concerning mentorship during WIL. The population for the study is all BEd Senior Phase and Further Education and Training (SP/FET, Wellington Campus) students from Cape Peninsula University of Technology. Questionnaires were handed out to all second, third, and fourth-year students (420) and 136 completed questionnaires were returned.  The data were quantified, whereafter researchers analysed the data according to the responses to the questionnaire statements. The overall picture of the responses was quite positive and indicated that student teachers experienced good mentoring in the schools, although there were some areas of concern. | |
| **Keywords (at least three)** | Mentorship; Mentoring; Professional Development, Work Integrated Learning; Teaching Practice |

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**Notes:**

*1. Registration ID, Letter and Invoice will be sent by email within 2-3 working days.*

*2. Kindly email us with reference to your Registration ID for receiving the invoice and letter for the following*

*a. Co-author Certificate*

*b. Submission of additional paper*

*c. Friends/ Family accompanying you to the conference*

*3. Online Presenter can present the research paper at the conference through a virtual platform.*

*4. Online Listener can listen to all the presentations at the conference through a virtual platform*

*5. For any query/ assistance, kindly email us at* ***convener@eurasiaresearch.info***​