

Article

## **Developing Student-Teachers Attitude and Mindset of a Professional Through School-Based Experience Programme: An Evaluation Research Approach**

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**Abstract:** This study addresses the need for practical engagement of student-teachers in real classroom environments to bridge the gap between theoretical knowledge and practical application, thereby cultivating a professional attitude and mindset through the School-Based Experience (SBE) program. The research focuses on evaluating how immersive, hands-on teaching experiences within the SBE framework contribute to the holistic professional development of student-teachers, preparing them to meet the demands and challenges of the teaching profession effectively. The aim is to motivate schools to actively support student-teachers in this transformative journey. Professionalism, characterized by a moral commitment to action and a professional attitude in interactions, demands a principled standard of practice. While higher education institutions bear the responsibility of instilling these values, collaborative efforts involving stakeholders, especially schools, are pivotal. The study adopts an Evaluation Research Approach to assess the effectiveness of the SBE program in developing a professional mindset. Randomly selecting five schools and ten student-teachers, along with two teachers and mentors from each school, the researchers conducted interviews to gauge contributions towards fostering a professional mindset during the SBE program. The findings underscore the importance of theoretical and empirical knowledge, emphasizing the need for reciprocal relationships within schools. Trustworthiness and adherence to principled standards emerge as critical components. The study, with a total of twenty participants, presents their responses as an evaluation research report, demonstrating the significance of the SBE program in shaping the attitudes and mindsets of future professionals. This research sheds light on an underexplored aspect of developing professionalism in student teachers, contributing valuable insights to the educational landscape.

**Keywords:** Student-teachers; school-based experience programme; professional development; attitude and mind-set; evaluation research

### **Introduction**

In the landscape of teacher education, institutions of higher learning bear the responsibility of shaping future educators by providing a solid theoretical foundation. However, the holistic development of a professional attitude and mindset necessitates a synergistic partnership with schools. Acknowledging the inadequacy of academic settings alone, the integration of practical experiences becomes imperative to foster the comprehensive professionalism required in the field of education. This has led to the implementation of initiatives like the School-Based Experience programme, designed to immerse student-teachers in authentic

teaching environments, facilitating the seamless integration of theoretical knowledge into professional practice.

Despite the recognition of the importance of these programs, the intricacies of their effectiveness in developing a robust attitude and mindset of a professional remain a multifaceted challenge. This study aims to address this gap by rigorously evaluating the contribution of the School-Based Experience programme to the development of student-teacher attitudes and mindsets of a professional. The research questions guiding this investigation delve into the extent to which the program cultivates fully-fledged professionals who exhibit adaptability, reflection, and generativity in their teaching approaches.

Building on the insights of scholars such as Dahal (2023), who emphasize the pivotal role of practical experiences in bridging the gap between theoretical learning and professional practice, our study zooms in on a specific dimension. We focus on how mentorship and support, integral components of the School-Based Experience, influence the professional development of student-teachers. This is in line with the notion that effective mentorship and guidance can significantly impact the formation of a professional identity (Roness and Smith, 2009). Moreover, the experiences highlighted by Verster and Sayed (2022) and Ulvik, Helleve & Smith (2018) underscore the diverse nature of student-teachers' encounters in different school environments. Variations in attitude, support, facilities, mentors, and learning opportunities necessitate an exploration into the degree of influence these factors exert on the development of a professional mindset. Acknowledging the multifaceted nature of teacher professionalism, as emphasized by (Rani Rani et al., 2023), we posit that a comprehensive approach is crucial. This approach should encompass not only knowledge but also skills, attitude, and motivation, guiding the evaluation of the School-Based Experience programme.

In our quest for answers, we adopt an Evaluation Research Approach. This approach, informed by both theoretical and empirical knowledge, seeks to contribute nuanced insights into the ongoing discourse on teacher education. By explicitly addressing these research questions and expanding our understanding through insights from an extensive body of literature, this study aims to illuminate the intricate dynamics of the School-Based Experience programme and its potential impact on the professional development of student-teachers. Furthermore, the field of foreign language pre-service teacher education brings to light a unique aspect of professional identity development. Ubaque-Casallas (2023) highlights the significance of understanding student-teachers beliefs about languages and language learning processes. Additionally, the incorporation of trans-language pedagogies requires an exploration of plurilingual repertoires, pluralistic approaches, and linguistic diversity in the foreign language classroom. Analyzing linguistic biographies becomes a powerful tool to encourage reflection on these issues, influencing teaching approaches, responses to educational changes, and management of language curricula.

The dynamic nature of student-teachers beliefs about teaching, influenced by prior experiences and observations of their teachers, further underscores the need for a comprehensive evaluation. Chong, Ee Ling, and Chuan (2011) note that beliefs are subject to change during teacher education programs, with significant shifts occurring during school placements. These practical experiences play a pivotal role in shaping the professional attitude and disposition of student-teachers. As emphasized by Weiland (2021), effective teaching practice programs are integral to preparing teachers who are academically qualified, professionally skilled, and ethically committed to their profession. The classroom settings and resources available during teaching practice become critical components in the development of teaching skills and attitudes among student-teachers.

The exposure to real classroom environments, as advocated by well-designed programs, enables student-teachers to apply pedagogical theory and course learning, fostering their development into professional, skilled, knowledgeable, and reflective educators. The rich tapestry of literature not only supports the rationale for evaluating the School-Based Experience programme but also sheds light on diverse facets of teacher identity, beliefs, and the role of practical experiences in shaping professional attitudes. By synthesizing these insights, our study aims to contribute a comprehensive understanding of the multifaceted dimensions involved in the development of student-teacher attitudes and the mindset of a professional.

## Literature Review

In the exploration of declarative and procedural knowledge within cognitive psychology, the foundational framework for understanding the theoretical perspectives of teaching gains significant prominence. According to Hume, Cooper and Borowski (2020), teacher knowledge spans across dimensions such as classroom management, learning processes, teaching methodologies, and assessment strategies. Hadebe (2023) further advocates for the School-Based Experience (SBE) program, asserting its role in providing a platform for student-teachers to encounter both declarative and procedural knowledge. This exposure is pivotal in shaping a professional mindset and attitude, aligning with the multifaceted nature of teaching expertise. As we navigate through these theoretical dimensions, it becomes apparent that the integration of cognitive psychology principles into teacher preparation programs is instrumental in fostering the holistic development of student-teachers (Hume, Cooper & Borowski, 2020; Hadebe, 2023).

In the realm of foreign language pre-service teacher education, the intricate development of professional identity unveils the complexity of student-teachers beliefs about languages, language learning processes, and plurilingual repertoires. Melo-Pfeifer (2021) emphasizes the significance of recognizing one's plurilingual professional identity and its profound influence on teaching approaches, responses to educational changes, and curriculum management. The reflection on linguistic biographies and the journey toward plurilingualism emerges as a potent tool in shaping the attitudes and behaviours of future language educators. This perspective highlights the nuanced layers that contribute to the holistic development of a professional mindset. As we delve into the intricacies of linguistic identity and its impact on teaching philosophies, it becomes evident that foreign language pre-service teacher education plays a crucial role in shaping the professional attitudes and mindsets of student-teachers (Gabryś-Barker, 2023).

The evolving teacher identity of student-teachers, influenced by their experiences as pupils and observations of their educators, emerges as a dynamic process central to their emerging professionalism. Barros, Mesquita and Querós (2023) contend that these beliefs are subject to transformation, with substantial shifts occurring during teacher education programs. The stability of these beliefs about teaching is identified as crucial for sustaining long-term commitment to the profession. The practical experiences gained during school placements play a pivotal role in shaping the professional attitude and disposition of student-teachers, marking a critical juncture in their journey toward becoming effective educators. This dynamic interplay between personal experiences, teacher identity, and professional commitment emphasizes the need for targeted interventions in teacher education programs to mould the evolving mindset of student-teachers (Wong & Liu, 2022).

For comprehensive teacher preparation, Hordern (2024) advocates for a well-designed teaching practice program, stressing that teaching practice offers a vital opportunity for student-teachers to apply theoretical knowledge and evolve into skilled, knowledgeable, and reflective educators. A meticulously implemented program can significantly contribute to the development of a professional mindset. This perspective underscores the importance of practical engagement and hands-on experiences in bridging the gap between theoretical understanding and real-world application. The emphasis on practical experiences aligns with the broader discourse on the significance of experiential learning in teacher preparation, suggesting that real-world application of knowledge is pivotal for shaping the professional attitudes and mindsets of student-teachers (Parmigiani et al., 2021).

The theoretical framework guiding this study draws from action learning and behavioural theories. Action learning, as defined by Banks (2023), involves learning during action, and enhancing personal effectiveness and productivity. Student-teachers engage in peer learning teams, addressing real problems in schools to foster organizational and personal development. This approach heightens awareness of how assumptions, beliefs, and attitudes influence decision-making processes. The behavioural learning theory posits that behaviours are acquired from the environment. In this study's context, the behaviours of student-teachers are influenced by what they observe in the school environment. The School-Based Experience program emerges as a significant factor contributing to the mindset and attitude of student-teachers, aligning with the principles of behavioural learning theory (Lai, 2021). This synthesis of theories provides a robust framework for understanding and analyzing the multifaceted aspects influencing the development of professional attitudes and mindsets in student-teachers.

As we delve deeper into the multifaceted nature of teacher preparation and the evolving landscape of education, the synthesis of insights from cognitive psychology, foreign language pre-service teacher education, and practical teaching experiences provides a rich tapestry for our exploration. Each thread contributes to the overarching narrative of how student-teachers develop a professional attitude and mindset through initiatives like the School-Based Experience program. The cognitive processes, linguistic perspectives, and evolving beliefs weave together, offering a comprehensive understanding of the complex interplay that shapes future educators' professional identities. In examining these dimensions collectively, the literature underscores the need for an integrated and holistic approach to teacher education, one that acknowledges and addresses the diverse factors influencing the development of professional attitudes and mindsets in student-teachers.

## Methodology

### 1. Research Design

The evaluation approach selected for this study is grounded in the aim of assessing the effectiveness of the school-Based Experience (SBE) program in shaping the attitude and mindset of professional educators (Woodland, Douglas & Matuszczak, 2022). To ensure methodological rigor and facilitate future replicability, a qualitative research method was employed, aligning with the naturalistic paradigm (Raley & Chamberlain, 2022). This choice is rooted in the understanding that a qualitative approach allows for an in-depth exploration of experiences within their contextual settings, offering a rich understanding of the nuances involved in the SBE program's impact on professional development.

### 2. Sample

**Participant Selection and Demographics:** Twenty participants were purposively selected for this study, comprising an equal distribution of five male and five female final-year student-teachers, as well as five male and five female educators from nearby schools in the Eastern Cape Province of South Africa (Howell, 2020). This deliberate selection aimed to capture diverse perspectives on the multifaceted impact of the school-Based Experience (SBE) program on student-teachers' professional attitudes and mindsets. Additionally, it sought to assess educators' readiness and perspectives in contributing to the development of these aspiring professionals. The inclusion of participants from both realms—student-teachers and educators—provides a comprehensive understanding of the dynamics at play within the educational landscape.

### 3. Data Collection

Data collection involved individual interviews tailored to the specific roles and levels of experience of each participant (Solarino & Aguinis, 2021). This personalized approach was crucial to capture a diverse range of perspectives, ensuring the validity and reliability of the research instruments. Participants were encouraged to express their opinions at their convenience, allowing for flexibility in response collection and fostering open and candid reflections on their experiences within the SBE program. Diverse sets of questions were meticulously prepared for each category of participants, facilitating a comprehensive exploration of their opinions and experiences. This inclusive approach allowed for a nuanced understanding of the varied perspectives emerging from both student-teachers and educators. Responses were diligently recorded in a reflective diary through audiotaping, a methodologically sound practice that enhances data reliability. Subsequent translation by the researchers ensured a comprehensive understanding of participants' insights.

### 4. Data Analysis

The findings underwent rigorous analysis using a data matrix, providing a systematic framework for examining the collected data (Novichkov, Chandonia & Arkina, 2022). This structured approach facilitated a comprehensive exploration of themes and patterns, allowing for a nuanced interpretation of the data. The insights drawn from this analysis aim to contribute valuable knowledge regarding the effectiveness of the SBE program in fostering a professional attitude and mindset among student-teachers.

## 5. Ethical Considerations

To safeguard the ethical aspects of the research, explicit informed consent was obtained from all participants. The study meticulously adhered to ethical guidelines governing human subjects, securing approvals from relevant ethics committees. Paramount in this process was the commitment to respecting participants' autonomy and maintaining the confidentiality of their responses, ensuring the ethical integrity of the study. The research approach and methodology collectively form a robust foundation for the study, ensuring methodological rigor, ethical integrity, and a holistic exploration of the research questions. This study provides valuable insights into the dynamics of the SBE program and its impact on the professional development of student-teachers and educators, contributing to the broader discourse on effective teacher education practices.

## The Findings

The school-Based Experience (SBE) program serves as a cornerstone in the professional development journey of both student-teachers and educators alike. Within this immersive educational environment, student-teachers have the opportunity to apply theoretical knowledge in real-world classroom settings, while educators play a pivotal role in guiding and shaping the next generation of educators. This section explores the multifaceted perspectives that emerge from the interactions between educators and student-teachers within the SBE program. By examining educators' viewpoints on student-teacher development alongside student-teachers' attitudes and experiences, we gain valuable insights into the dynamics of teaching and learning within the educational landscape. Throughout this exploration, distinct themes, supported by pertinent quotes and interpretations, provide a comprehensive understanding of the nuanced perspectives articulated by educators and student-teachers alike. These themes offer valuable insights into the challenges, successes, and opportunities inherent in the SBE program, shedding light on the complex dynamics of educational practice and pedagogy.

### 1. Educators' Perspectives on Student-Teacher Development in the SBE Program

In this section, we delve into the rich tapestry of perspectives held by educators participating in the School-Based Experience (SBE) program. Through qualitative insights gleaned from their experiences, educators shed light on various aspects of student-teacher development within the program. From the transformative impact of mentorship to the challenges inherent in adapting teaching approaches, educators offer valuable insights into the complexities of guiding and nurturing aspiring educators. By exploring educators' perspectives, we gain a deeper understanding of the critical role they play in shaping the professional growth and development of student-teachers.

#### *Transformative Impact*

Educators recognize that the presence of student-teachers injects fresh perspectives and energy into the classroom, fostering an environment conducive to innovation and creativity. This dynamic interaction between educators and student-teachers enriches the learning experience for all stakeholders, contributing to a vibrant educational ecosystem.

*"Having student-teachers brings fresh perspectives to the classroom."*

(Educator 3, Female, 29 years old)

This quote underscores how educators perceive student-teachers as catalysts for innovation, bringing new ideas and perspectives that enrich the learning environment.

#### *Role of Mentorship*

Mentorship plays a pivotal role in shaping the next generation of educators. Educators understand the importance of providing guidance and support to student-teachers as they navigate the complexities of the teaching profession. Through mentorship, educators nurture the development of essential skills and competencies, empowering student-teachers to become effective and confident educators themselves.

*"Providing mentorship is crucial; it shapes the next generation of teachers."*

(Educator 2, Female, 28 years old)

Educators recognize the pivotal role of mentorship in guiding aspiring teachers, emphasizing its importance in shaping the future generation of educators.

#### *Challenges in Adapting Teaching*

Educators acknowledge the diverse teaching styles and methodologies employed by student-teachers, recognizing the need to adapt their own approaches to accommodate these differences. While adapting to diverse teaching styles may present challenges, educators view it as an essential aspect of professional growth, fostering flexibility and adaptability in teaching practices.

*"Adapting to diverse teaching styles can be challenging but is essential."*

(Educator 1, Male, 31 years old)

Educators acknowledge the challenges in adapting to diverse teaching styles, highlighting the necessity of flexibility to meet the diverse needs of students effectively.

#### *Collaborative Learning Environments*

Collaboration among student-teachers fosters a sense of community and camaraderie within the educational setting. Educators value the exchange of ideas and experiences facilitated by collaborative learning environments, recognizing the transformative power of collective engagement in shaping teaching and learning outcomes.

*"Encouraging collaboration among student-teachers creates a vibrant learning atmosphere."*

(Educator 4, Female, 35 years old)

This quote emphasizes the value of collaborative learning environments in fostering engagement and interaction among student-teachers, creating a dynamic atmosphere conducive to learning.

#### *Feedback and Improvement*

Providing constructive feedback is integral to the continuous improvement of student-teachers. Educators understand the importance of offering meaningful feedback that promotes reflection and growth. By offering guidance and constructive criticism, educators empower student-teachers to refine their teaching practices and enhance their professional development journey.

*"Adapting to diverse teaching styles can be challenging but is essential."*

(Educator 5, Male 32 years old)

Educators acknowledge the challenges in adapting to diverse teaching styles, highlighting the necessity of flexibility to meet the diverse needs of students effectively.

#### *Integration into School Community*

Involving student-teachers in school activities fosters a sense of belonging and integration within the broader school community. Educators recognize the value of engaging student-teachers in extracurricular initiatives and collaborative projects, creating opportunities for meaningful interaction and networking. This integration enhances the overall educational experience and promotes a sense of ownership and investment in the school community.

*"Adapting to diverse teaching styles can be challenging but is essential."*

(Educator 6, Male, 34 years old)

Educators acknowledge the challenges in adapting to diverse teaching styles, highlighting the necessity of flexibility to meet the diverse needs of students effectively.

## 2. Student-Teachers' Attitudes and Experiences in the SBE Program

This section delves into the attitudes and experiences of student-teachers enrolled in the School-Based Experience (SBE) program. Through qualitative analysis of their perspectives, we uncover the motivations, challenges, and aspirations that shape their journey towards becoming educators. From their emotional responses to readiness to learn and perceptions of the SBE program, student-teachers offer valuable insights into their evolving professional identities and the factors that influence their development. By exploring student-teachers' attitudes and experiences, we gain valuable insights into the transformative nature of the SBE program on their journey towards becoming effective educators.

### *Emotional Response*

Student-teachers experience a range of emotions, including happiness and respect, when immersed in the professional environment of the SBE program. These positive emotions stem from a sense of validation and inclusion, reinforcing their commitment to the teaching profession and fostering a conducive learning atmosphere.

*"I feel happy and respected among professionals."*

(Student-teacher 1, Male, 25 years old)

This quote reflects the positive emotional response of student-teachers in the SBE program, indicating a supportive and inclusive learning environment that fosters a sense of belonging and respect.

### *Readiness to Learn*

Student-teachers demonstrate a proactive attitude towards learning, indicating a readiness to acquire new skills and knowledge essential for their professional growth. This eagerness to learn reflects their dedication to honing their craft and becoming effective educators capable of meeting the diverse needs of their students.

*"I am ready to learn effective time management."*

(Student-teacher 2, Female, 23 years old)

This quote highlights the proactive approach of student-teachers towards learning, showcasing their commitment to acquiring essential skills for their development.

### *Challenges in Adapting to Change*

Student-teachers grapple with challenges related to adapting to change, including fear of the unknown and uncertainty about their capabilities. Overcoming these challenges requires resilience and a growth mindset, enabling student-teachers to embrace new experiences as opportunities for learning and personal development.

*"I used to resist change due to fear of new challenges."*

(Student-teacher 3, Male, 26 years old)

This quote underscores the initial challenges faced by student-teachers when confronted with change, emphasizing the importance of resilience in navigating unfamiliar situations.

## Theme 4: Support Needs

Student-teachers express the need for mentorship and support, especially during their initial classroom experiences. Guidance from experienced educators and access to resources are essential for navigating the complexities of teaching and building confidence in their abilities.

*"Assistance is crucial, especially for first-time classroom teaching."*

(Student-teacher 4, Female, 22 years old)

This quote highlights the importance of mentorship and support for student-teachers, particularly during their early teaching experiences, underscoring the need for guidance in navigating the challenges of the classroom.

### *Teaching Preferences*

Student-teachers derive satisfaction from making a positive impact on students' lives and contributing to their growth and development. This intrinsic motivation fuels their passion for teaching and reinforces their commitment to the profession.

*"I enjoy nurturing future generations and providing a brighter outlook on the world."*

(Student-teacher 5, Female, 24 years old)

This quote exemplifies the passion and dedication of student-teachers towards their role in shaping the future generation, highlighting their commitment to making a difference in students' lives.

### *Perception of the SBE Program*

Student-teachers view the SBE program as a valuable opportunity to gain practical skills and boost their confidence as aspiring educators. The program provides hands-on experience and exposure to real-world teaching scenarios, equipping student-teachers with the necessary tools and competencies to succeed in their future roles.

*"SBE provides practical skills and boosts confidence."*

(Student-teacher 6, Male, 21 years old)

This quote emphasizes the perceived benefits of the SBE program in enhancing the skills and confidence of student-teachers, indicating its value in preparing them for their future careers in education.

## **Discussion**

The discussion section provides a comprehensive analysis and interpretation of the study's findings, shedding light on crucial aspects that influence the professional development of both student-teachers and educators within the School-Based Experience (SBE) program. Here, we explore the multifaceted impact of SBE on student-teachers' professional development, examining the intricate correlation between teaching practices and attitudes, motivational factors, and the pivotal role of workplace learning.

### 1. Positive Experiences and Professional Development

Within the SBE program, positive experiences play a crucial role in shaping the professional development of student-teachers. These experiences extend beyond mere classroom observations to encompass meaningful interactions with students, educators, and the broader school community. Engaging in hands-on teaching activities, receiving constructive feedback, and collaborating with mentor teachers provide student-teachers with invaluable opportunities to refine their pedagogical skills and instructional techniques. Moreover, positive experiences within the SBE program contribute to the cultivation of confidence, resilience, and a sense of efficacy among student-teachers, essential attributes for navigating the complexities of the teaching profession (Høegh-Larsen et al., 2022).

### 2. Teaching Practices and Predictors of Attitude and Behavior

The study highlights the profound impact of teaching practices on student-teachers' attitudes and behaviors. Educators who prioritize creating inclusive and supportive learning environments foster a positive mindset and professional disposition among student-teachers. By modeling effective instructional strategies, providing meaningful feedback, and demonstrating empathy and understanding, educators contribute to the development



of student-teachers' pedagogical repertoire and classroom management skills. Furthermore, exposure to diverse teaching practices encourages student-teachers to critically reflect on their own beliefs and approaches to teaching, leading to continual growth and refinement of their instructional practices (Blazar & Kraft, 2017).

### 3. Motivational Scale and Professional Development

Motivation serves as a driving force behind student-teachers' engagement and commitment within the SBE program. While intrinsic motivations, such as a genuine passion for teaching, often propel student-teachers to excel, extrinsic factors, such as career prospects and societal expectations, also influence their professional development journey (Eggleston, 2021). Recognizing and nurturing these diverse motivational factors is essential for fostering a supportive and conducive learning environment within the SBE program. By aligning program objectives with student-teachers' individual motivations and aspirations, educators can enhance student-teachers' sense of purpose and fulfillment, ultimately contributing to their long-term success in the teaching profession.

### 4. Workplace Learning and Professionalization Strategy

Workplace learning experiences embedded within the SBE program offer student-teachers unparalleled opportunities for experiential learning and professional growth. By immersing themselves in authentic classroom settings, student-teachers gain firsthand experience in applying theoretical knowledge to real-world teaching scenarios. Collaborating with mentor teachers, participating in instructional planning, and engaging with diverse student populations equip student-teachers with the practical skills and competencies necessary for effective teaching (Trede & McEwen, 2015). Moreover, structured reflection and feedback mechanisms enable student-teachers to identify areas for improvement, refine their instructional strategies, and cultivate a reflective stance towards their practice.

### 5. Limitations and Further Considerations

Despite the valuable insights gleaned from the study, it is essential to acknowledge its inherent limitations and consider avenues for future research. For instance, the reliance on self-reported data may introduce biases and limitations in the interpretation of findings. Additionally, the study's focus on a specific educational context may restrict the generalizability of results to broader populations. Future research endeavors could address these limitations by employing mixed-methods approaches, longitudinal study designs, and multi-site data collection strategies. Moreover, investigating the efficacy of targeted interventions and support mechanisms within the SBE program could inform the development of evidence-based practices for enhancing student-teachers' professional development and well-being.

In summary, the discussion section furnishes a nuanced exploration of the findings, seamlessly connecting them to existing literature and robust theoretical frameworks. It addresses the intricate interplay of positive experiences, teaching practices, motivation, and workplace learning on student-teachers' multifaceted professional development, making substantial contributions to the broader discourse on teacher education. The interpretations offered demonstrate alignment with the collected data, and the acknowledgement of potential limitations adds a layer of depth to the discussion. By considering contrasting perspectives and incorporating findings from other studies, the discussion achieves a comprehensive and well-rounded exploration of the SBE program's implications for student-teachers' professional development. Overall, the discussion effectively answers the research questions, providing a robust foundation for future research endeavours and educational policy considerations.

## Conclusion

Shaping holistic professionalism through the school-based experience program is the imperative nature of the school-based Experience (SBE) program in shaping and developing the attitude and mindset of future educators is evident. The program serves as a transformative platform during the academic years of student-teachers, instilling a moral element of action and fostering praiseworthy characteristics. The responses obtained through interviews with educators and student-teachers collectively affirm the empowering impact

of the SBE program, positioning student-teachers as potential future leaders. These leaders are envisioned to be generative, adaptive, and reflective, embodying qualities essential for the dynamic landscape of education.

Moreover, the findings underscore that changing an individual's attitude and mindset is a nuanced and complex process, reinforcing the significance of the SBE program. The alignment of these conclusions with prior research reinforces the robustness of the program's role in professional development. The respondents emphasized the importance of effective collaboration, openness to new ideas, and input from colleagues as pivotal factors in shaping professional character. This collaborative approach aligns with contemporary educational paradigms that emphasize the importance of shared learning and cooperative professional development.

Furthermore, hands-on engagement in school activities, mentorship initiatives, and the provision of constructive feedback emerged as critical components advocated by both educators and student-teachers. These elements contribute significantly to the practical development of professional skills, further solidifying the SBE program's role in not only imparting theoretical knowledge but also nurturing the practical acumen required for the teaching profession. In conclusion, the school-based Experience program emerges as a cornerstone in the holistic development of future educators, providing a robust foundation for their journey toward becoming competent, reflective, and principled professionals. The multifaceted nature of the program ensures that it transcends being merely a component of teacher education; it represents a transformative paradigm for educator development.

Fostering lifelong learning and continuous growth beyond its immediate impact on professional development, the SBE program plays a pivotal role in instilling a culture of lifelong learning among student-teachers. The experiences gained through immersive engagement in real-world teaching environments become a foundation for continuous growth and adaptability. Respondents highlighted the program's contribution to their ongoing journey of professional development, emphasizing the enduring influence it has on shaping their teaching philosophy and approach. By fostering a commitment to continuous learning, the SBE program equips future educators with the resilience and flexibility needed to thrive in an ever-evolving educational landscape.

A transformative paradigm for educator development, in essence, the school-Based Experience program transcends being merely a component of teacher education; it represents a transformative paradigm for educator development. The multifaceted nature of the program, coupled with its collaborative ethos, positions it as a dynamic force shaping the educational leaders of tomorrow. As the landscape of education continues to evolve, the SBE program stands as a beacon, guiding aspiring educators toward holistic professionalism, lifelong learning, and a profound commitment to the principles that define exemplary educators. The journey through the SBE program not only prepares student-teachers for their roles in the classroom but also nurtures a mindset of inquiry, innovation, and adaptability essential for the challenges and opportunities of the ever-changing educational terrain.

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