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Using work-integrated learning of preservice teachers to primary rural school for community support

Moeketsi Elias Dlamini

University of the Free State, Faculty of Education, South Africa

ABSTRACT

Work-integrated learning provides an important link between training and the practical realities of the world of work. Rural primary schools experience challenges of limited resources for teaching and learning. The aim of this study is to use work-integrated learning of preservice teachers to support rural primary school teachers in their teaching. The study is couched in Transformative Learning Theory as the theoretical framework with participatory action research methodology to empower and engage participants in the research study. This study was administered with seven purposefully selected participants, two primary school teachers and five preservice teachers in the foundation phased class. Focus group interviews and observations were used to generate data. Collected data was analysed using thematic analysis method by identification and reporting of patterns in a data set, which were then interpreted for their inherent meaning. A research question of this study is how rural schools can be used as teaching schools for teacher education institutions. The findings revealed improving collaboration of rural schools and teacher education institutions for work-integrated learning of preservice teachers may be one of the strategies. Preservice teachers provide support to serving teachers in rural schools. In line with the findings, the study suggests continuous working relationship between rural schools and the preservice teachers.

Keywords: Preservice teacher; rural primary school; service teachers; work-integrated learning