

**IDENTIFYING AND MEETING THE DEVELOPMENT NEEDS OF NOVICE
TEACHERS: EXPERIENCES AT ONE SCHOOL IN DURBAN**

**BY
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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION
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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval.

Doctor Vitallis Chikoko

December 2009

DECLARATION

I, Sarasvathy Moodley, declare that this research report, “Identifying and meeting the development needs of novice teachers: Experiences at one school in Durban” is my own work and all sources I consulted and quoted have been acknowledged.

Signed: _____

Sarasvathy Moodley

Date: 1 December 2009

DEDICATION

This work is dedicated to:

My husband, Veeran Moodley for his understanding, encouragement and support during the two years of my studying. For the many sacrifices that he made and for his love and faith in me that lured me on to bring this work to a successful completion.

My two children, Yashini Moodley and Prenolan Moodley who had been encouraging, supportive and patient during the two years of my studying.

My late and beloved parents Swaminathan and Sally Govender who instilled in their children the importance of learning, motivated them to accomplish their goals and who delighted in their children's accomplishments.

My late sister, Dhana Padayachee who passed away tragically, on 9 April 2008. Her unconditional support and encouragement in the initial months of my study was inspirational.

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I am highly indebted to the Lord Jesus Christ for providing me with the strength, wisdom, knowledge, patience and competence to bring this work to a successful completion.

I place on record my sincere thanks and appreciation to my supervisor Doctor Vitallis Chikoko whose humour and wisdom guided me on this journey of achievement. The following words by Emily Chase are an apt description of this remarkable academic, “The most important teachers are the ones that students respect and look up to as role models. They are the rare few who are remembered fondly by their students forever”

I look back with appreciation to all my family and friends who constantly motivated me and encouraged me to persevere.

I am grateful to the principal and all the participants of the school at which this study was undertaken.

ABSTRACT

This study explored the experiences in identifying and meeting the developmental needs of novice teachers at one primary school in Durban. The researcher's assumption was that mentoring and teacher development are a norm at schools. It is argued that in order to keep in touch with current educational trends and to maintain a sense of renewal and inspiration teacher development is an important issue within the changing context of education in South Africa. This is evident in the new policy developments such as the National Policy Framework for Teacher Education in South Africa and Occupation Specific Dispensation (OSD). The process of mentoring may be regarded as a form of teacher development, hence mentoring and teacher development cannot be regarded as two separate processes, they occur in relation to each other. Furthermore, novice teachers enter the profession with certain expectations and often experience a gap between the reality of teaching practice and their ideals. In the context of this background and within a qualitative interpretive paradigm this study drew on the experiences of novice teachers and educational managers in one school. For the purpose of data collection, semi-structured interviews were used which allowed participants to discuss their experiences and interpretations of mentoring and teacher developmental needs and to express how they regarded situations from their own point of view. Data collected from the document analysis was merged with the data collected from the interviews. The findings indicated that the developmental needs of novice teachers were multifaceted such as: mentoring and induction must take place initially; a yearning to be socially accepted by the serving staff; a need to be heard regarding their experiences and developmental needs; to be informed on how to construct learning area work schedules, lesson plans and assessment tasks to suit the requirements at this school, especially in the initial days of their employment and the management of diversity and strategies to implement inclusive education. The study concluded that although the management and leadership of the school played a meaningful and supportive role in the professional and personal competence of the novice teachers, led by the principal who was encouraging and supportive, there was still room for improvement in the practices of leadership and management in attempting to identify and meet the developmental needs of novice teachers.

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CHAPTER ONE: THE INTRODUCTION

1.1 Background, purpose and rationale for the study

In January 2008, a novice teacher who qualified as an educator at a local university in 2007 was employed at a primary school in KwaZulu-Natal. During the course of the year, she constantly sought my support and guidance as a head of department regarding regular issues related to her personal and professional development at school. She intimated that she was just left alone to find her way; hence she sought support and guidance from whoever was available and whenever they were available. My assumption is that teacher development and mentoring is a norm and is continuous. For example, the framework for the establishment of an Occupation Specific Dispensation (OSD) for educators in public education clearly stipulates that mentoring is a core duty of a senior teacher, master teacher, the teaching and learning specialist and the senior teaching and learning specialist (Education Labour Relations Council, 2008). Furthermore, "Towards Effective School Management" manuals 7 and 9 issued to schools by the Department of Education, discuss in detail the importance of and the need for mentoring of staff at all levels (Department of Education, 2003). In addition review of international and national literature clearly indicates that mentoring is an important dimension in the preparation and ongoing development of teachers. For example, Steyn (2004), states that an awareness of the problems experienced by novice educators and addressing such needs can add to quality teaching in a rapidly changing dispensation and Lumby, Middlewood and Kaabwe (2003) view mentoring as a process of providing support for someone beginning a new job. This study seeks to understand the roles and responsibilities of novice teachers, leaders and managers in the development of novice teachers. Furthermore, within the school context it is often difficult for mentors, mentees and managers to meet because of incompatible schedules and specific time is not allocated for such meetings. Mentoring and personal teacher development most often occurs on an adhoc basis. Therefore, this study also seeks to understand the nature and complexities of the relationship among the managers, mentors/experienced teachers and novice teachers.

Furthermore, in order to keep in touch with current educational trends and to maintain a sense of renewal and inspiration teacher development is an important issue within the changing context of education in South Africa. This is evident in the new policy developments such as the National Policy Framework for Teacher Education in South Africa and Occupation Specific Dispensation (OSD). These two policies are discussed in detail in the literature review in chapter two of this study. The National policy for teacher education and development states that, “The overriding aim of the policy is to properly equip teachers to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance, and to raise the esteem in which they are held by the people of South Africa” (Department of Education, 2006, p. 4). Thus, opportunities for mentoring new teachers are becoming more formalised. The process of mentoring may be regarded as a form of teacher development, hence mentoring and teacher development cannot be regarded as two separate processes, they occur in relation to each other. For example, when a manager or novice teacher is mentored s/he develops skills and knowledge regarding their teaching profession which results in their development and growth as educators. Inevitably mentoring becomes part of teacher development.

The purpose of this research is to explore experiences in identifying and meeting the developmental needs of novice teachers in one primary school in Durban.

Currently as head of department and an educator at a primary school, my observation is that some problems experienced by novice teachers, is their inability to transfer what they know from the theory learnt from pre-service training, and to what ought to be done on a practical basis in the classroom. Furthermore, they enter the profession with certain expectations and often experience a gap between the reality of teaching practice and their ideals. For example a novice teacher may be employed at a school that is multicultural and multiracial with predominantly IsiZulu speaking learners which may be contrary to his/her experiences as a student teacher. This gap needs to be accommodated through effective mentoring and development which ought to enhance the professional growth of the teacher. In addition, novice teachers are often confronted with policies, rules, formal

procedures, informal rules and customs practiced at the school that may lead to feelings of disillusionment. They could be subjected to unclear and confusing expectations of principals, colleagues, parents and learners adding to their confusion and effectiveness. For example, the principal expects all educators to be in school punctually at 7:30 daily, but novice teachers witness many of their colleagues coming to school ten or even fifteen minutes later which go by unnoticed.

In addition, the common problem among leaders and managers is the confrontation with new policies and the changing context of education policies in South Africa, more especially since 1998. For example,

South Africa's democratic government inherited a divided and unequal system of education. Under apartheid, South Africa had nineteen different educational departments separated by race, geography and ideology. The 'Lifelong Learning through a National Curriculum Framework' document (1996) was the major curriculum statement for a democratic South Africa. It emphasized the need for major changes in education and training in order to normalize and transform teaching and learning in South Africa. It also stressed a need for a shift from a traditional aims-and-objectives approach to outcomes-based education (OBE) (Department of Education, 2002, p. 4).

Thus on March 24, 1997 the Minister of education, Professor S. Bengu, announced in Parliament the launch of Curriculum 2005 (C2005). The aims of C2005 were, to align school with the workplace, social and political goals; emphasize experiential and co-operative learning; pursue the value of diversity in the areas of race, gender and culture and to develop citizens who are imaginative and critical problem-solvers (Sehoole, 2003, p. 108). However the lack of a successful implementation plan, led to C2005 being reviewed during 2001/2002. This gave birth to the Revised National Curriculum Statement (RNCS), which was not new, but more a streamlining and strengthening of C2005. The RNCS currently referred to as the National Curriculum Statement (NCS) keeps intact the purpose and values of C2005 and affirms the commitment to OBE. Finally, the need to further improve the implementation of NCS with the intention of

improving the literacy and numeracy levels of achievement of grade R to grade 6 learners in South Africa, gave rise to the development of a more structured policy called the “Foundations for Learning Assessment Framework” (Pandor, 2008).

Thus, the changing context of education in South Africa has given rise to developmental needs among people at all levels in school. This study is necessary to interpret and understand the experiences in identifying and meeting the developmental needs of novice teachers so that a continuous improvement in the culture of learning and teaching may be possible.

1.2 Critical questions

1. How are the developmental needs of novice teachers identified?
2. How are the developmental needs of novice teachers met?
3. What is the role of school leadership and management in identifying and meeting the developmental needs of novice teachers?

1.3 Delimitations of the study

The study was restricted to one school in the Pinetown District. It is also restricted to novice teachers and managers of the school.

1.4 Organisation of the study

The study consists of five chapters organised as follows: Chapter one describes the background, purpose and rationale for the study in identifying and meeting the developmental needs of novice teachers. It also indicates the research questions that this study addresses. Chapter two presents the definitions of key concepts, policy reflection in relation to teacher development and theories that frame the study. Furthermore, chapter two presents a conceptual reflection on some types of leadership theories related to developmental needs of novice teachers and reviews relevant South African and

international literature. Chapter three presents the research design and methodology adopted in the study to answer the research questions listed. Chapter four presents and discusses the data collected. Chapter five concludes the study by presenting a summary of the main findings, conclusions, the recommendations of such findings to schools and the limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter one introduced the study, where I reflected on the two policies that inform teacher development. I stated that whilst teacher development is an important issue in the changing context of education in South Africa, novice teachers still experience a gap between the reality of teaching practice and their ideals. The common problems are confrontation with new policies and the changing context of education policies especially since 1998.

This chapter firstly explores the concepts of mentors, mentoring, leadership and management. Secondly, this chapter reviews literature around policy reflection in relation to teacher development and argues that teachers are to a certain extent responsible for their own development and that this development is continuous and contributes more effectively and directly to the improvement of quality teaching, which supports the long-term interests of our nation. For example, the National Policy Framework for Teacher Education and Development in South Africa states that it is the responsibility of teachers themselves, guided by their own professional body the South African Council for Educators (SACE), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all opportunities made available to them for this purpose (Department of Education, 2006). Thirdly, this chapter reviews the theoretical frameworks within which this study is conducted such as the mentor role theory, the similarity action paradigm and the theories of educational management. Thereafter, this chapter reflects on some types of leadership theories such as, transformational leadership, value-added leadership, feminist leadership and instructional leadership theories which have an impact on how the developmental needs of novice teachers is explored. Finally, this chapter explores some South African and international perspectives that relates closely to mentoring, management, leadership and teacher development.

2.2 Exploring concepts

2.2.1 The difference between induction and mentoring

The following claim by Wong (2004, p. 42) illuminates the concepts of induction and mentoring:

There is much confusion and misuse of the words mentoring and induction. The two terms are not synonymous, yet they are often used incorrectly. Induction is a process: a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning program. Mentoring is an action. It is what mentors do. A mentor is a single person, whose basic function is to help a new teacher. Typically, the help is for survival, not for sustained professional learning that leads to becoming an effective teacher. Mentoring is not induction. A mentor is a component of the induction process.

2.2.2 Mentors and mentoring

A mentor, according to the Department of Education (2003), is a senior and experienced teacher who is responsible for supervising the everyday tasks of the new staff member. Coetzer (2000) in Department of Education (2003, p. 48) states that a good mentor should...

be mature, trustworthy, understanding and helpful, be a good listener and not be judgmental, have good interpersonal skills, be challenging and encouraging, offer guidance and feedback but also give honest feedback, make the educator feel comfortable about inviting the mentor to observe classroom lessons and to give constructive feedback to the educator.

The Department of Education (2003), clearly demonstrates the key definitions of mentoring as follows:

mentoring is a process where there is a transfer of experience and skills from a senior and experienced person to a newly appointed employee, and that a mentor is a person who is capable of influencing personal and professional growth in another person (Department of Education, 2003, p. 47).

There is also a clear illustration of the aims of a formal mentoring programme, two of which are to build a strong relationship between the new staff member and the mentor and it gives the new staff member a knowledge base of essential resources, policies and procedures.

Mentoring may be viewed as a process of providing support for someone beginning a new job (Lumby, Middlewood, & Kaabwe, 2003). In addition, Lumby, Middlewood and Kaabwe (2003) state that someone more experienced provides support and it can be useful at schools at all levels, from beginner teachers to newly appointed principals. They elaborate by stating that, for the beginner teacher in a school, the manager will need to consider a more structured approach. The concepts of mentors and mentoring illustrate clearly the needs of novice teachers. It is evident that novice teachers enter the teaching profession with personal and professional developmental needs, such as support, guidance, reassurance, classroom observation and constructive feedback regarding their career as teachers. I argue that through a process of mentoring, the developmental needs of novice teachers may be identified and met, thus mentoring and development of novice teachers can occur simultaneously. Therefore, this study explores how the needs of novice teachers are identified and the attempts at meeting these development needs.

2.2.3 Leadership

“Leadership may be described as the integrated and dynamic application of the leader’s abilities in an authoritative manner, which will convince, inspire, bind and direct the followers to realize common ideals” (Westhuizen, 1991, p. 187). My understanding is that educational leadership means articulating the vision, mission and goals of an institution, where leaders provide direction and exercise influence by mobilizing and

working with all stakeholders for the vision to materialize. I believe that without a vision the school will not be effective. Therefore this study explores the extent to which the vision, mission and goals of the school have been articulated to the novice teacher as well as the extent to which leaders are able to provide direction and influence the novice teachers to work with all stakeholders, such as learners, parents and the staff to achieve the mission, vision and goals of the school as part of their ongoing personal and professional development.

2.2.4. Management

“Management is a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place” (Westhuizen, 1991, p. 55). Educational management can be defined simply, as a process of striving towards the goal of effective teaching and learning, the central purpose being to support and promote the culture of learning and teaching. “Management is about doing things and working with people to make things happen” (Department of Education, 1996, p. 27).

The aim of educational management is to manage resources effectively in order to facilitate teaching and hence, produce educated individuals. Novice teachers are key stakeholders who can promote the effectiveness of the school if their developmental needs are appropriately identified and met. As beginner teachers early identification and fulfillment of their developmental needs provides an excellent foundation to their teaching career. The definition of management and the aims of educational management add impetus to this study which explores how effectively novice teachers are managed through an exploration of the attempts at identifying and meeting the developmental needs of novice teachers.

2.3 Policy reflection in relation to teacher development

Teacher development is rooted in education policy. An exploration of these policies offers us the foundations for teacher development.

2.3.1 The National Policy Framework for Teacher Education and Development in South Africa

The principles underlying The National Policy Framework for Teacher Education and Development in South Africa (Department of Education, 2006), as expressed in the Norms and Standards for Educators (2000), requires a teacher to be, a specialist in a particular learning area, subject or phase; a specialist in teaching and learning and assessment; a curriculum developer; a leader, administrator and a manager; and a professional who plays a community, citizenship, and a pastoral role. This study seeks to explore to what extent novice teachers cope with these various roles. Furthermore,

The National Policy Framework for Teacher Education and Development in South Africa is underpinned by the belief that teachers are the essential drivers of a good quality education system. The national and provincial education departments are obliged to provide an enabling environment for preparation and development of teachers to take place (Department of Education, 2006).

It is therefore evident that the teachers themselves are the key role players in identifying their needs and to seek opportunities to develop these needs. However, novice teachers who lack experience may become overwhelmed with the variety of school activities as opposed to experienced teachers who are already quite familiar with such activities. Therefore novice teachers may need to be supported and guided to prioritise their developmental needs. Mentors as well as managers ought to be skilled to provide such support and guidance. Currently by virtue of experience serving educators are tasked with mentoring novice teachers without any formal training in this regard. Furthermore, measures have not been designed to assess their skills and expertise as mentors. Therefore, the skills that mentors and managers possess with regards to providing such support and guidance are explored through this study by gaining an understanding of the experiences of novice teachers, mentors and managers at a primary school in Durban.

The National Policy Framework for Teacher Education and Development in South Africa (Department of Education, 2006) illustrates the context of teacher education in South Africa, and not only considers teacher education but it also considers, Continuing Professional Teacher Development (CPTD), by stating in section 45 that “both conceptual and content knowledge and pedagogical knowledge are necessary for effective teaching” (Department of Education, 2006, p. 16). In addition, section 46 of the policy states that teachers need to enhance their skills, not necessarily qualifications, for delivery of the new curriculum (Department of Education, 2006) and such skills I suppose can be enabled through Continuing Professional Teacher Development. These include subject knowledge, pedagogical content knowledge and specialist skills such as HIV and AIDS support, diversity management and classroom management and discipline. The policy sets in place a new CPTD system that will “ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of quality teaching” (Department of Education, 2006, p. 17). Currently developmental workshops related to curriculum and learner welfare issues are provided by the Department of Education, such as learning area workshops and workshops in respect of Orphans and Vulnerable Children (OVC) as well as learners with special educational needs. Furthermore, each education district in KwaZulu-Natal has created a Foundation Phase District Learning Programme Committee (DLPC), the functions of which is to network with various schools and engages in an analysis of the strengths, weaknesses, opportunities and threats regarding curriculum implementation. Hence, planning, organizing, leading and monitoring of ideas and changes occur and are shared with all schools in the district.

2.3.2 Occupation Specific Dispensation (OSD)

The Occupation Specific Dispensation (OSD) clearly state that mentoring is a core duty of a senior teacher, master teacher, the teaching and learning specialist and the senior teaching and learning specialist (Education Labour Relations Council, 2008, pp. 33, 38, 41, 44). Since mentoring is most often the responsibility of experienced teachers one of the issues this research explores is how these experienced teachers/mentors identify and

meet the developmental needs of novice teachers. The OSD also states that monitoring and evaluating the performance of educators is one of the core duties of the head of department. To mentor, coach and provide support for underperforming teachers is a core duty of the deputy-principal. Mentoring, coaching and general support of novice and under-performing teachers is the core duty of the principal (Education Labour Relations Council, 2008, pp. 46, 50, 55). Another issue that this research explores is the experiences of leaders and managers in identifying and meeting the developmental needs of novice teachers.

The National Policy Framework for Teacher Education and Development in South Africa is not an end in itself and it seeks to ultimately impact on the core business of education, which is to improve the learning experience of children at school. Every element of this policy is intended to support this goal, in the long-term interests of our nation (Department of Education, 2006, p. 27).

In relation to the above the National Policy Framework for Teacher Education and Development and the Occupation Specific Dispensation thus inform practice. The expectations, roles and responsibilities of all stakeholders regarding development of teachers are clearly illustrated in these policies. However, the extent to which these expectations, roles and responsibilities are fulfilled is not in sync with these policies. This is evident in the strategies that the government have derived, such as the development of the gazetted Foundations for Learning Assessment Framework, the aim being to “raise the numeracy and literacy levels of achievement of learners from grade R -6” (Pandor, 2008). This research therefore explores experiences in identifying and meeting the development needs of novice teachers by gaining an understanding of the extent to which Continuing Professional Teacher Development occurs at the school, the success of the mentoring process and novice teachers’ experiences in identifying and meeting their own development needs.

2.4 Theoretical frameworks

The theoretical framework of this study is multifaceted, with the first facet being Kram's (1985) "mentor role theory" (Greiman, Torres, Burris, & Kitchel, 2007, p. 25). The second facet is the "similarity attraction paradigm" theory in Byrne (1971) (Greiman et al., 2007, p. 26). The final facet is the theories of educational management that has a great influence in identifying and meeting the development needs of novice teachers.

2.4.1 The mentor role theory

The core elements of the mentor role theory is that it explains the functions that mentors play in a dyad relationship, where mentoring is a type of development relationship in which mentors provide two types of functions. These are career functions which focus on skills development of the protégé and psychosocial functions, which are centered on providing support and encouragement to the protégé. According to Kram (1985) in Greiman et al (2007) mentors have two distinctive functions which, revolves around providing professional assistance and psychosocial assistance to protégés. Professional assistance refers to career responsibilities (Greiman et al., 2007, p. 25), such as upgrading the academic qualifications of teachers or engaging in professional development activities, such as workshops on HIV and AIDS awareness, support and prevention. Whilst, psychosocial assistance is designed to "enhance novice teachers' sense of competence and effectiveness through encouraging interactions" (Greiman et al., 2007, p. 25), such as ensuring open communication, being approachable and providing support and friendship during challenging experiences. The development of novice teachers lies within the ambit of professional and psychosocial assistance; therefore this study seeks to explore the extent to which the development needs of novice teachers are identified and met.

2.4.2 The similarity attraction paradigm

The similarity attraction paradigm, is anchored in "relationship dynamics" (Greiman et al., 2007, p. 26). Relationship dynamics suggests that human beings have a natural

tendency to be attracted to others perceived to be similar in factors such as attitude, behaviour, personality and physical characteristics. The core elements are that mentors and novice teachers must be able to work together, communicate effectively and interact on a social level. Thus a compatible relationship must exist and they must have similar beliefs and attitudes (Greiman et al., 2007, pp. 25-26). In this study the similarity attraction paradigm serves to explain the need for a compatible relation between mentors and novice teachers and the consequences of incompatibility on identifying and meeting the development needs of novice teachers, for example the impact of mentors and novice teachers having different beliefs and attitudes towards the culture of learning and teaching.

2.4.3 Theories of educational management

There is no single all-embracing theory of educational management, and to a certain extent this reflects on the diversity of educational institutions, ranging from small rural primary schools to very large universities and colleges. This also relates to the varied nature of problems encountered in schools which require different approaches and solutions. However, this study seeks to explore how the developmental needs of novice teachers are identified and met by focusing on the collegial, political, subjective, ambiguity and cultural models within the theory of educational management and the extent to which these are applied to manage and support the development needs of novice teachers.

2.4.3.1 Collegial model

The major features of this model when applied promote democracy and thus enhance the manner in which developmental needs of novice teachers are identified and met. These features are as follows: they focus on participation, where power and decision-making are shared, they have a mutual understanding of objectives and authority of expertise, they have a common set of values which are normative and the principal as leader acts as facilitator (Bank, 2003). At times developmental needs maybe met in a collegial manner

with no need for any formalities or administration. A novice teacher can achieve success, and develop as an educator through learning experiences, whilst at the same time may have expertise which can be shared with others and thus contribute to school effectiveness. The collegial theory of educational management is the ideal because it allows for individuals to feel free and comfortable during the mentoring and developmental stages of their career. They do not feel threatened by seniority of individuals or the position of power held by individuals. Collegial models assume that organizations determine policy and make decisions through a process of discussion leading to consensus. To illuminate this point, Bank (2003) emphasizes that the case of consensual decision making rests in part on the ethical dimension of collegiality. It is regarded as wholly appropriate to involve people in the decisions that affect their personal lives. Imposing decisions on staff is considered morally repugnant and inconsistent with the notion of consent. Additional to the effectiveness of collegial model, Bush (1995) advocates that collegiality is an elusive ideal but is likely to become an increasingly significant model within the theory of educational management. Thus, within a framework of collegiality this study seeks to understand how the developmental needs of novice teachers are identified and met.

2.4.3.2 Political model

Political models within the theory of educational management characterise decision-making as a bargaining process. The following definition incorporates the main elements of the political models:

Political models assume that in organisations policy and decisions emerge through a process of negotiation and bargaining. Interest groups develop objectives. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders (Bank, 2003).

Power is an important concept in this model for it tends to determine the behavior of others. Power is the medium through which conflicts of interest are ultimately resolved through a process of bargaining and negotiation. Power influences who gets what, when

and how. Principals possess substantial resources of authority and influence, which is power. However, other leaders and staff also have power, arising principally from their personal qualities and expertise. Considering this model enhances the manner in which strengths and areas for development of novice teachers are assessed, since no school operates without conflict. Within this model of education management this study seeks to explore the groupings that exist within the school and the extent to which the developmental needs of novice teachers are identified and met within these groupings. For example, experienced teachers as a group may tend to operate against the School Management Team (SMT) and may have the power to influence novice teachers or novice teachers as a group may have expertise that could influence decision making at a school.

2.4.3.3 Subjective model

This model focuses on the belief and perceptions of individual members and they treat structure as a product of human interaction. At times consideration of individual needs is required to enhance effective management and leadership in schools. Satisfied/happy individuals make successful teams. This model of management is relevant when implementing IQMS because individual and personal developmental needs among educators differ, therefore consideration of these needs should be prioritised. This applies especially to novice teachers who may have specific needs, for example regular classroom observation. Bank (2003) argues that the essence of the subjective model is the view that the individual participant (the novice teacher in this study) is at the heart of the organization and should not be regarded as simply the cog within the institution. Thus within the framework of the subjective model of education management theory this study seeks to explore the extent to which the individual beliefs and perceptions of novice teachers are considered when their development needs are identified and met.

2.4.3.4 Ambiguity model

According to Bank (2003), these theorists stress uncertainty and unpredictability in the way organizations operate and may thus give rise to unplanned decisions. The emphasis

is on the instability and complexity of institutional life. These theories assume that organizational objectives are problematic and that institutions experience difficulty in ordering their priorities and that decision making occurs within formal and informal settings where participation is fluid. Knowledge of this theory is essential especially within the changing of context of education leadership and management in South African schools. Teachers are constantly being exposed to changes in or amendment to curriculum and assessment policies and developmental needs may arise suddenly, therefore this study seeks to explore how these developmental needs are met when such changes are so unpredictable. Hence, this study, inevitably seeks to test the ambiguity theory of education management within the selected site. Furthermore, managers are at the forefront of accountability regarding implementation of such changes, therefore the extent to which they are able to identify and meet the developmental needs of novice teachers to handle such rapid changes is explored.

2.4.3.5 Cultural model

This model within the theory of educational management emphasizes informal aspects of an organization and focuses on the values, norms and beliefs of individuals and how their perceptions result in shared organizational meanings. Managers and leaders who have a knowledge of this theory will be able to understand, promote, sustain or even change the culture to promote teaching and learning. Understanding the culture of the school is fundamental when identifying the developmental needs of novice teachers and may assist managers and experienced teachers/mentors to provide support and opportunities for development to assure continued growth of novice teachers. The intention of an organisational/school structure is to create and promote a conducive learning and teaching environment. Novice teachers should have some knowledge and understanding of the existing culture of the school and should try sustaining and promoting the culture should it be conducive to teaching and learning. Novice teachers may perhaps enter the school with innovative ideas and expertise which may lead to the improvement in the culture of the learning and teaching environment, which may lead to the school embarking on a process of re-culturing. Thus, “culture is to humans as water is to fish”

(Bank, 2003, p. 138). This holds especially at schools since culture determines and reflects how all the other elements of school life develop. This study seeks to explore the extent to which novice teachers understand and fit into the culture of the school and the extent to which their needs are identified and met regarding their respect and acceptance of the culture of the school.

In relation to the above discussion on management theories I argue that managers must operate from a strategic point since applying one model within the theory of educational cannot address all management issues in a school. An over- arching of the above models within the theory of educational management puts all managers in an advantageous position. At this point I argue that discussing the above models within the theory of educational management, emphasizes that education is involved in shaping a human being. Therefore, understanding novice teachers, their motives and their motivation is crucial to meeting their developmental needs. Hence, this study seeks to explore to what extent an over-arching of the models within the framework of the theory of educational management occurs when identifying and meeting the needs of novice teachers.

2.5 A conceptual reflection on some types of leadership theories related to developmental needs of novice teachers

Effective leadership and management in contemporary South African schools entails having a clear theoretical understanding of the concepts of educational leadership and management, since theory “serves to explain practice and provides managers and leaders with a guide to action” (Bank, 2003, p. 48). Knowledge of and an understanding of theories and concepts provides a framework for managerial decisions.

“The mystique of leadership be it educational, political or whatever, is next to impossible to describe, but wherever it exists, morale flourishes, people pull together towards common goals, spirits soar, order is maintained, not as end to itself, but as a means to move forward together” (Bank, 2004, p. 19). Having knowledge and clear understanding of the various theories of educational leadership should inform the practice of all leaders

and managers and should ensure their effectiveness. However there is no one best way to perform leadership functions, a combination of the different leadership styles promotes the overall effectiveness of a school. The types of leadership that relates closely to development of novice teachers are discussed below.

2.5.1 Transformational leadership

Transformational leadership “is about change, innovation, entrepreneurship and the capacity to move resources for greater productivity. Central to transformational leadership is change and adaptability” (Bank, 2004, p. 25). Transformational leadership is needed to manage uncertainty especially when new policies emerge within the changing context of education in South Africa. For example Curriculum 2005 was reviewed changed to the Revised National curriculum Statement and now referred to as National curriculum Statement. “Transformational leaders persuade others to endure changes and show them how to adapt to these changes. They create a vision of change that a critical mass of employees will accept as desirable for the organisation” (Bank, 2004, p. 25). Leadership characteristics such as these are fundamental in being able to identify developmental needs of novice teachers at school and more especially to provide the support for such developmental needs.

2.5.2 Value added leadership

Value added leadership “emphasizes restoration of spirit and heart and which is a credible means of improving performance and encouraging educators to invest more energy in their activities” (Bank, 2003, p. 94). The characteristics of value -added leadership when applied with other dimensions of leadership, contribute to effective leadership and management in South African schools. These characteristics are: provision of symbols, enabling teachers, a system of accountability, intrinsic motivation and collegiality (Bank, 2006, p. 6). These characteristics are essential for people who are responsible for developmental needs of novice teachers. Bearing this in mind this study

explores the role of leadership in identifying and meeting the developmental needs of novice teachers.

2.5.3 Organisational leadership

Organisational leadership affects the entire organization. According to Senge (1990), the concept of 'learning organization' demands a new view on leadership, such as the leader being the 'designer' of the learning process, being a 'steward' who sees the larger picture, or being a 'steward' of the vision of the organisation and the leader as a 'teacher,' with a sense of continuity and identity regarding an organization (Senge, 1990, pp. 341-345). This view when considered by leaders and managers, gives them the ability to operate their schools within an organisational structure, by involving all stakeholders, and dividing the duties and responsibilities. For example, meeting developmental needs may be strategically planned, by giving priority to expertise within the school, some of which may be within the level of the novice teachers and thereafter seeking outside expertise.

2.5.4 Feminist leadership

Feminist leadership is concerned with issues of race, class, sexuality and differing abilities. The four main characteristics of feminist educational leadership are: they work for improved social justice and equity of staff and students in their schools, challenge and resist injustices, committed to empowering those they work with and work to establish a caring school community (Bank, 2004, p. 83). Leaders who consider these characteristics and apply both female and male perspectives are thus creating a gendered organizational structure, culture and governance within the school thus enhancing effective development of all educators and managers. Hence, this study seeks to explore the evidence of the characteristics of feminist leadership when identifying and meeting the needs of novice teachers, for example, are novice teachers treated the same as serving educators in all aspects of school life and are they empowered to share leadership roles, such as being appointed as chairpersons or coordinators of a particular committee.

2.5.5 Community of leaders

Community of leaders is a power shift from 'my' to 'our'. Leaders within this style of leadership are able to engage in the following activities: articulate goals, empower and trust, involve people in decision making, share responsibility for failure, permits others to enjoy success and are prepared to take risks (Bank, 2006, p. 4). Operating the school as a 'community of leaders' (staff, learners and parents) ought to enable leaders and managers to identify and meet the developmental needs of educators.

2.5.6 Instructional leadership

Instructional leadership is leadership that puts instruction and learning at the center and effective leadership is about establishing atmospheres that are conducive to learning. The principal as leader has a strong participation in classroom learning. The following leadership activities influence instructional program: defining school's mission; managing curriculum and instruction; promoting a positive learning climate; observing teachers and providing feedback and assessing instructional program (Bank, 2006, p. 3). Taking cognisance of this theory may also provide assistance in identifying and meeting the needs of managers, experienced teachers/mentors and novice teachers.

Since many features and characteristics of the leadership theories discussed above tend to overlap, a multi-dimensional theoretical approach to leadership will contribute to the identification and support of the developmental needs of novice teachers in the school.

My intention in discussing the above educational leadership theories is to emphasize and argue that education is involved in shaping a human being. Therefore understanding people, their motives and their motivation is crucial to meeting their developmental needs. This is best achieved by on-the-job experience supported by a strong background of theoretical knowledge.

2.6 South African perspectives on mentoring and development of teachers

According to Steyn (2004) the best way of supporting and developing novice educators is a clear understanding of their problems and constructive induction programmes that train and sustain them by addressing these issues. This research explores the experiences of novice teachers to gain a clear understanding of their developmental needs and how these needs are met. This is similar to Steyn (2004) who further states that an awareness of the problems experienced by novice educators and addressing such needs can add to quality teaching in a rapidly changing dispensation.

Steyn (2004) cites some problems experienced by novice teachers, such as their inability to transfer what they know from the theory from pre-service training to what is done on a practical basis in the classroom. Perhaps this is compounded by the lack of knowledge of the novice teachers' needs, since there is no strategy set in place to evaluate novice teachers before they could commence with teaching and learning. Often there is shortage of teachers as a result of transfers out of the school, early resignations or long leave taken by serving educators and this results in an urgent need for principals to ensure that each class has a teacher at all times. Hence, novice teachers are employed in substantive or temporary posts and are placed in a classroom immediately to fulfill the needs of the learners and since there is no need for these teachers to go through the recruitment process as in the case of vacant posts at schools. Furthermore, beginner teachers enter the profession with certain expectations and "often experience a gap between the reality of teaching practice and their ideals" (Steyn, 2004, p. 86). In addition they are often confronted with policies, rules, formal procedures, informal rules and customs that may lead to feelings of disillusionment as a result of the lack of expertise in implementing these policies and having to follow protocol in terms of rules and procedures. They are subjected to unclear and confusing expectations of principals, colleagues, parents and learners adding to the confusion and a loss of a sense of efficacy (Steyn, 2004). At times certain expectations from colleagues may be contrary to that of the learners, for example learners expect homework to be checked and corrected by the teachers whilst serving

colleagues believe that it is the responsibility of the parent to ensure that learners' homework is done, checked and corrected.

To illuminate, the “Multi-Site Teacher Education Research Project (MUSTER) shows how little thought, time and energy is directed towards managing the transition from training to full-time work as a teacher” (Lewin, 2003, p. 349). Lewin (2003) expands by stating that many training institutions play no role in the support of newly qualified teachers and the school and district office level support varies from substantial to a minimal concern to manage the process of transition from trainee to qualified teacher. This could lead to low morale and the ‘washout’ of training. However, Lewin (2003) advocates that systemic school-focused induction and on-the-job support (development of novice teachers) from trained mentors and/or advisors could make a substantial difference, especially if integrated with school-level INSET and CPD. Lewin (2003) advises that unless both trainees and those who receive trained educators are in active dialogue, the risk is that newly qualified teachers (novice teachers) will not be encouraged and supported and may leave teaching prematurely. Thus, considering the claims of Lewin (2003) this study seeks to explore the extent to which this problem still exists in schools by exploring experiences in identifying and meeting the development need of novice teachers.

Professional and/or geographical isolation is also cited as a problem (Steyn, 2004). In the school environment educators spend much of their day alone with the learners, isolated from contact with other adults. Novice teachers may experience social isolation since many schools have close-knit groups with close friendships. It is also common where novice teachers become victims of existing problems among the staff. When the staff is engaged in conflict or negative attitude towards the principal, the novice teacher is also exposed to negativism and disillusionment. Furthermore, novice teachers change the status of the staff structure and depending on their reputation and talents, professional jealousy and differences may surface. As a result of this, communication with colleagues, managers, mentors and supervisors is a developmental need experienced by many teachers (Steyn, 2004).

Classroom management and discipline are cited as serious problems for novice educators (Steyn, 2004). Steyn (2004) cites a study done by Hertzog (2002) in California, who reports that educators revealed the highest number of problems with classroom management, behaviour management and curriculum planning. Many educators feel ill equipped to handle classroom realities, routine tasks and making decisions. These problems, also common in South African schools include working with learners with poor language skills, relationship with learners, working with learners with different abilities and motivating learners (Steyn, 2004).

Lack of resources such as learning materials and textbooks is another problem experienced by some teachers. Furthermore, in some schools, teacher shortage has led to large class sizes and teachers are not as effective as they ought to be.

Novice teachers feel overwhelmed by the complexity and workload of teaching. Instead of balancing the responsibilities of these teachers, they are given more responsibilities and extra-curricular activities that experienced teachers at times do not want to accept. Considering this, it is understandable that novice teachers experience a variety of positive and negative emotions. They often experience fear, anxiety, stress and feelings of inadequacy (Steyn, 2004), whilst simultaneously experiencing feelings of excitement such as, being employed and receiving a salary.

Steyn (2004), states that to reduce these problems experienced by novice teachers certain aspects of induction may enable novice teachers to become effective and it may be possible through induction to address more than one problem simultaneously. Steyn (2004), states that educator induction is an ongoing process, which includes formal and informal elements of socialisation and professional development. He adds that induction can be defined as the school's effort to enable and assist new staff members to adjust effectively to their new work environment with the minimum of disruption and as quickly as possible, so that the school can function effectively (Steyn, 2004). The question still remains, as to how these developmental needs and concerns are identified, because this is

important in ascertaining if these needs and concerns are effectively identified and that ineffectiveness and lack of expertise does not go unnoticed since ignoring these needs may have a negative impact on learner performance. Also effective and timeous identification of these needs may lead to strategising ways to meet these needs and address concerns. Furthermore, this informs practice because knowledge of these needs will ensure proactive leadership and management in considering the needs of future novice teachers who will be employed.

Makanya (2004), in a study of the role of induction and mentoring programmes in achieving school effectiveness, aimed at investigating the nature of induction and mentoring programmes used in schools and how those programmes influenced relationships within the school. The findings indicate that the two schools studied did not have structured induction and mentoring programmes. Acquainting educators to the new environment occurred through staff meetings and interaction with the phase HoD. Some new appointees sought help from outside when they did not feel welcomed to the school, whilst some educators found it easy to adapt because they were well informed via staff meetings and the HOD (Makanya, 2004, pp. 44-46). Therefore, this research seeks to explore the status quo, that is, whether the concern for the development needs of novice teachers gained impetus.

Human resource development, has now gained priority in all education sectors and teacher development seems to be a buzzword. The changing context of education in South Africa has led to the need for development of all stakeholders in education, such as novice teachers, experienced teachers/mentors, managers, leaders and school governors.

Davidoff and Lazarus (2002) discuss in detail the need for human resource development and training, and state that “changing syllabi, changing approaches to teaching, changing approaches to school management and governance, changing laws about forms of discipline – all these changes mean that teachers have to adjust to new circumstances” (Davidoff & Lazarus, 2002, p. 147). In order to keep in touch with current educational trends and maintain a sense of renewal and inspiration, which is an important part of

meaningful education; teachers need to be exposed to ongoing programmes and processes that support staff development. Teacher or staff development programmes must be developed around particular needs of individual staff and the school situation and should be linked to the vision of the school (Davidoff & Lazarus, 2002).

In addition, Davidoff and Lazarus (2002) state that, it is important to acknowledge the link between the personal and professional realities of teachers. Teachers' personal situations shape the way they interact with colleagues and learners and how they deal with conflict and stress. "Ongoing personal development is therefore closely bound up with ongoing professional development, and should not be seen as separate or redundant in a school setting" (Davidoff & Lazarus, 2002, p. 148). Davidoff & Lazarus (2002) go on to emphasize the importance of evaluation/appraisal of teachers as follows:

Appraisal is a way of ensuring that staff are supported appropriately in their work and that the quality of work and the cohesion of the overall focus and vision of the school is kept alive in and out of the classroom (Davidoff & Lazarus, 2002, p. 149).

Within the current dispensation since 1999 the Developmental Appraisal System (DAS) for educators was the instrument used by the Department of Education to evaluate teachers. This instrument was designed within broad democratic principles to address the injustices of the previous system of evaluation, which was top-down and hierarchical (Davidoff & Lazarus, 2002).

However, since August 2003 the current instrument for evaluation of educators is the Integrated Quality Management System (IQMS).

An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The existing programmes were the DAS that came into being on 28 July 1998 (Resolution 4 of 2003), the Performance Management System (PMS) that was agreed to on 10 April 2003 (Resolution 1 of 2003) and Whole School Evaluation (WSE). The IQMS is informed by Schedule 1 of the Employment of Educators Act No. 76 of

1998 where the minister is required to determine performance for educators in terms of which their performance is to be evaluated (Council, 2004).

The IQMS consists of three programmes (mentioned above) which are aimed at enhancing and monitoring performance of the education system. The purpose of DAS is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development. The purpose of PMS is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and incentives. The purpose of WSE is to evaluate the overall effectiveness of a school as well as the quality of learning and teaching. These three programmes are implemented in an integrated way in order to ensure optimal effectiveness and co-ordination of the various programmes (Education Labour Relations Council, 2004).

The philosophy underpinning the IQMS is based upon the fundamental belief that the purposes of IQMS are fivefold: to determine competence; to assess strengths and areas for development; to provide support and opportunities for development to assure continued growth; to promote accountability; and to monitor an institution's overall effectiveness (Education, 2003, pp. 8-9).

Taking into consideration the objectives of IQMS this study, will also explore how effectively the developmental needs of novice teachers are identified and met through this evaluation system and what the role of leadership and management might be.

This study seeks to clarify the role of management in the process of mentoring because novice teachers' experiences may reveal the role of managers in attempting to identify and meet the development needs of novice teachers. Lumby et al (2003), also advocates that mentoring relationships are about mentees learning from mentor's experience and the mentors' role is to encourage and nurture his or her protégé, pass on insight through experience and pick up new ideas and attitudes. Lumby et al (2003), conclude by stating that while mentoring relationships may seem to be a powerful tool for enhancing personal and professional development it cannot hope to solve every problem that is brought to it.

No single process such as mentoring or induction can provide all the answers. Each can offer something as part of the effective management of people at school.

Bush and Middlewood (2005) indicate that mentoring is a significant part of the socialisation process for educators learning a new role that takes two forms, which are professional and organizational. Professional, entails preparing to take on an occupational role and organizational focuses on the specific context where the role is being performed. Furthermore, it is emphasized that socialisation includes “skills to perform the job, adjustments to the specific work environment and internalization of values” (Bush & Middlewood, 2005, p. 157). In addition, Day (1995), as cited in Bush and Middlewood (2005), states that “critical friendship” is another example of socialization and goes on to define it as “practical partnerships entered into voluntarily and based on a relationship of equals” (p157). However Daresh and Playko (1992, p. 3) cited in Bush and Middlewood (2005, p. 158) state that “unlike many views on mentoring we do not necessarily believe that a mentor must be an older person who is ready and willing and able to provide all the answers to those who are newcomers”. This statement contradicts the definitions of mentoring illustrated by Lumby, Middlewood and Kaabwe (2003) and Department of Education (2003) which emphasize that mentoring is a process where there is a transfer of experience and skills from a senior and experienced person to a newly appointed employee. Therefore, it is my intention to explore how the developmental needs of novice teachers are identified and met through the interpretation and understanding of their experiences, which also serves to clarify the issue of a mentor being a senior more experienced teacher or otherwise.

2.7 International perspectives on mentoring and development of teachers

What keeps a good teacher are structured, sustained, intensive professional development programs that allow new teachers to observe others, to be observed by others, and to be part of networks or study groups where all teachers share

together, grow together, and learn to respect each other's work (Wong, 2004, p. 41).

I argue that the above claim is an ideal requirement that should be part of the vision of a school.

The success of a mentoring programme is the responsibility of the principal and “in the best school under the leadership of the best principals mentoring never ends” (Fiore & Whitaker, 2005, p. 142). Fiore and Whitaker (2005) also state that principals need to stop seeing mentoring as a programme and should start seeing it as part of their school's culture. In addition Fiore and Whitaker (2005), state that principals must focus on the personal and professional growth of teachers. They must be on the lookout for conferences, workshops and other development opportunities that might benefit teachers, and no matter how small the budget, funds must be allocated for the development opportunities. My view is that the principal is accountable for the mentoring and development of novice teachers at schools. However, the actual implementation and monitoring of the process should be delegated to lower management, due to the various other major duties the principal is tasked with and may not have the time to practically mentor and develop novice teachers. The knowledge gleaned from Fiore and Whitaker (2005) informed me on the selection of questions for the interview schedule, for example the questions on my interview schedule related itself to recent developmental programmes that were offered to respondents and the extent to which principals and managers promote the effectiveness of mentoring and teacher development. Fiore and Whitaker (2005, p. 140) also emphasize the need to mentor mentors by stating that, “we cannot simply assume that a teacher who performs well with children will be adept at teaching adults, therefore we need to start mentoring our mentors”. In addition, Fiore and Whitaker (2005) believe that it is the principal's responsibility to ensure that mentors are developed to be effective and it is suggested that principals advise mentor teachers about what research most often describes the important qualities of mentor teachers. In a study of mentors and new teachers a list of qualities mentors ought to possess are experience, being open to learning from colleagues, empathetic, approachable, good listener, optimistic, supportive/encouraging, honest and reliable (Fiore & Whitaker, 2005).

In addition principals play a significant role in ensuring the development of novice teachers which is illustrated as follows:

First, principals need to understand the issues that novice teachers encounter as they assimilate into the work at school. Second, principals need to understand the expectations novice teachers have of principals and colleagues. Third, principals need to develop strategies to meet the needs of novice teachers and, in doing so, ensure their success (Roberson & Roberson, 2009, p. 114).

Fiore and Whitaker (2005) and Roberson (2009) emphasize the fundamental role that the principal or the leadership of a school plays in understanding the needs of novice teachers and ensuring that their needs are met. In this study it is my intention to explore to what extent the role of leadership and management is consistent with what literature claims.

Greiman et al (2007, pp. 23-24) state that:

Teacher mentoring programmes have become the dominant form of teacher induction during the past two decades. Approximately two thirds of beginner teachers said they worked closely with a mentor and that a mentor assists beginning teachers during their transition into the teaching profession. Mentoring contributes to the increased retention of beginning teachers and that an effective mentoring relationship helps reduce the stress levels of beginning teachers, improves their efficacy and finally it assists the professional growth of novice teachers.

In this study Greiman et al (2007) applaud the benefits of a teacher mentoring programme which appears to be an ideal way for novice teachers to perform at their maximum in all aspects of their career. However, it is argued that many current experienced teachers did not have the privilege of being exposed to such an ideal programme, and against this odd they have still developed into remarkably competent teachers with great expertise. In exploring the experiences of novice teachers and the management and leadership I will be

informed on the extent to which novice teachers have developed in their competency as teachers. In this regard, I will also be informed of how their needs are identified and met.

The key issue in the study by Flynn and Nolan (2008) is the importance of effective leadership and management in achieving a successful mentorship programme. In this article the authors clearly illustrate that:

The best practices of leadership and management of a successful mentorship programme were selecting mentors, training and support, co-ordination, recognition and celebration of the programme and evaluation. This also included leadership shown by the district superintendent and the collaborate relationship developed by the administration of the teachers unions (Flynn & Nolan, 2008)

Flynn and Nolan (2008) further emphasize that no programme, no matter how successful, is self-perpetuating. Leadership is the key to the establishment and continuance of any programme and that leadership must be knowledgeable, persuasive, and willing to champion the establishment of the programme. In addition it is stated that “we need leaders who are educated about current research, teacher contracts that provide new teachers with the support they need” (Flynn & Nolan, 2008, p. 7). There is no evidence of such a contract at schools in South Africa, if implemented may improve and promote the development of teachers, hence promoting effective leadership and management of schools. This can be closely linked to my discussion earlier in the literature review regarding the importance of a multi-dimensional theoretical approach to leadership and management which contributes to the identification and support of the developmental needs of managers, experienced teachers/mentors and novice teachers in the school. The study by Flynn and Nolan (2008) assisted me in identifying the structure, management and leadership of the mentoring programme in existence at the school as well as the success it has achieved. It also assisted me in exploring how the relationships between novice teachers and mentors are monitored.

Martin (2008) states that it can take up to two years of full-time mentoring to develop and retain effective teachers. Martin (2008), states that, ‘the influx of new teachers and teacher

attrition creates challenges for the already overstretched principals who have the responsibility of bringing new teachers up the experience curve as efficiently as possible” (Martin, 2008, p. 1). This challenge exists in many schools annually, when new teachers are appointed on a regular basis due to transfers and promotions. Martin (2008), states that teachers who have been successfully trained as mentors, bring a wealth of guidance, experience, and support to novice teachers. This article can be linked to the “partnership programme: mentoring in schools” offered to educators in KwaZulu-Natal who wish to qualify as mentors by receiving formal training (Wyk, M., University of KwaZulu-Natal, personal communication, February 17, 2009). When teachers are trained as mentors, they are equipped with skills and are thus confident in mentoring new teachers effectively. The knowledge gleaned from this article allows me to explore the skills that mentors are equipped with to achieve success in mentoring.

Hayes & Noonan (2008) argue that ‘Best Practice’ may never be achieved, but ‘better Practice’ may be achieved. They state that:

We encourage teachers to achieve better practice, forever moving forward, relishing in the challenges that face them everyday. We know that teachers strive for not only achieving better practice, but also gaining support so that they can continue to learn to think about improving student outcomes.

I argue that this is to a certain extent a reality at most schools today, where schools constantly seek ways to improve the quality of performance of the educators and the improvement in learners’ achievement.

Hayes and Noonan (2008) also illustrate a need for a revitalized professional development strategy which improves learners’ outcome, and also integrates support mechanisms that enable teachers to improve. They state that such a strategy has four cornerstones, namely: “ a focus on time, a focus on support, a focus on leadership and a focus on students” (Hayes & Noonan, 2008). Their argument can be aligned to the expectations, roles and responsibilities of all stakeholders regarding development of teachers which are clearly illustrated in the National Policy Framework for teacher

education and development and the framework for the establishment of an Occupation Specific Dispensation (OSD) for educators in public education in South Africa as discussed in Chapter Two in this study. However, such a revitalized professional development strategy is no where near the standards that exist at current schools even though the expectations, roles and responsibilities of all stakeholders are clearly illustrated in policies available to all schools. For example, the normal school timetable does not allocate time for mentoring and developing teachers and co-ordination and evaluation of mentoring and developmental programmes have not been formally structured by the department which schools can implement. Therefore, this study seeks to explore issues of time allocation for teacher development and mentoring, how needs are identified, how support is provided and the role of leadership and management in identifying and meeting the developmental needs of teachers.

2.8 Summary

The literature review clearly indicates the significance of continually identifying and meeting the developmental needs of educators at all levels within a school. It is evident that not only novice teachers and mentors have developmental needs but also managers and leaders at all levels within an education system. Mentoring is the key to meeting the developmental needs of educators. Managers and leaders play a significant role in ensuring the continuous development of educators who at the same time need to be continually developed themselves to ensure that they remain within the pace of innovation. Furthermore, the benefits of implementing a formal mentoring programme and training teachers to become mentors was also emphasized. It is also evident that the school leadership and management need to overarch the leadership styles and management models when managing and leading human resources in order to continually promote school effectiveness and school improvement. In addition, development needs of all educators, leaders and managers are informed by policies. However, the gap that exists is that the time allocation for development needs to be met is still a challenge at all schools, thus it is no wonder that novice teachers seek support whenever and from whoever is available and willing to assist. Furthermore, the success of IQMS in

identifying and meeting developmental needs still has to be measured and critically analysed. Therefore, this study explores the experiences in identifying and meeting the developmental needs of novice teachers and the role of leadership and management in this regard.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter describes the research design and methodology of the study that has been employed in order to generate data for his study. The chapter explains the qualitative case study research design that this study adopts. This is followed by a description of the participants. Thereafter it describes the participants, the data collection instruments, the process of data analysis and trustworthiness of the research. Finally, the chapter concludes with the ethical considerations of this research.

3.2. Research design

The study is located broadly within a qualitative research approach. The research methods and processes have greater flexibility with an emergent design and are in contrast to a pre-established design, which is applied in quantitative research (Smit, 2006). In addition, Maree, (2007) states qualitative research approach focuses on people, how and why they interact with each other, and their motives and relationships. Thus, the ontology (nature of reality) of a qualitative researcher is based on the assumptions that the world is made up of multiple realities, these realities can be constructed, and that reality is subjective and ever changing. Qualitative researchers reflect on their own values and biases and in this regard my perspective was that a formal induction, mentoring and teacher development programme for novice teachers must be implemented and monitored at all schools. In addition, qualitative research is about the “deeper meanings of social actions; how these are interpreted, understood and appreciated by individuals” (Maree, 2007, p. 54). Qualitative researchers believe that the way of knowing reality (epistemology) is by exploring the experiences of others regarding a specific phenomenon. It is an attempt to see how others have constructed reality by asking about

it (Maree, 2007). In this study the qualitative approach allowed me to explore how the developmental needs of novice teachers were identified and met at the school. My role as the researcher in this qualitative research was of vital importance since I was the research instrument and I became immersed in this research project, whilst a quantitative research approach would have kept me detached as a person (Smit, 2006). Perhaps the findings would inform good practice with the hope of improvement where there are shortfalls regarding the mentoring and development of novice teachers at schools. Although the findings could not be generalized, greater clarity on how novice teachers, managers and leaders made meaning of mentoring and teacher development at schools was gained. Making meaning of this phenomenon also applied to me as the researcher due to the deep interaction with participants in their natural setting.

I adopted a case study research design to explore the experiences in a school in identifying and meeting the developmental needs of novice teachers and the role of leadership and management in this regard. Sturman (1994) cited in Bassey (1999, p. 26) claims that a case study is a generic term for the investigation of an individual, group or phenomenon. In addition, case study researchers believe that “to understand a case, to explain why things happen as they do, and to generalise and predict from a single example requires an in-depth investigation of the interdependencies of parts and the patterns that emerge” (Bassey, 1999, p. 26). From an interpretive perspective; the typical characteristic of case studies is that they strive towards a holistic understanding of how participants relate and interact with each other in a specific situation and how they make meaning of the phenomenon under study (Maree, 2007). According to Maree (2007, p. 75) case studies “opens the possibility of giving a voice to the powerless and voiceless”, which in this study were novice teachers, leaders and managers voicing their experiences regarding the development of novice teachers.

In addition this study was an instance in action; the single instance is of a bounded system and it provided a unique example of real people in real situations (Cohen, Manion, & Morrison, 2005). The single case in this study, were the experiences in identifying and meeting the developmental needs of novice teachers in a school. Maree

(2007) characterized the single instance as a concentration of the global in the local since a case study is incapable of providing a generalizing conclusion. A metaphor often used in the social sciences that aptly illustrates a case study is: “a well-selected case constitutes a dewdrop in which the world is reflected” (Maree, 2007, p. 76). Therefore, a qualitative case study was fit for the purpose of this study, where information through a rich, thick description served the intention of analysing and interpreting the phenomenon under study (Smit, 2006). Furthermore, this was an appropriate research design for this study because it satisfied my intention which was to explore how the developmental needs of novice teachers are identified and met at the school. Using the case study design allowed me to produce ordered reports of the experiences in identifying and meeting the developmental needs of novice teachers at a school, discuss the issues that emerged from the findings, draw conclusions from the findings and make recommendations to overcome some of the developmental needs of novice teachers at a school. The case study design also enabled me to test the mentor role theory, the similarity action paradigm and the models of educational management theory illustrated in Chapter two of this study. In addition, it allowed me to explore the extent to which the relevant policies were being implemented at the school.

3.3 Methodology

3.3.1 Participants

Purposive sampling strategy was used where “researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality; the sample has been chosen for a specific purpose” (Cohen et al., 2005, p. 103). The sample for this research were three novice teachers, one manager (head of department) and one leader (deputy-principal) from Muppet Primary School¹ in the Pinetown District. Whilst this sample may have satisfied my intentions which were to explore the experiences in identifying and meeting the development needs of novice teachers at one school in Durban, “it does not pretend to represent the wider population; it was deliberately and unashamedly selective and biased” (Cohen et al., 2005, p. 104).

¹ Not the actual name of the school.

3.3.2 Data collection instruments

A mixed method approach was adopted to collect data namely semi-structured interviews and document analysis.

Semi-structured interviews took the form of open-ended questions, which allowed the participants to interpret their role in attempting to identify and meet novice teachers' developmental needs. Interviews also allowed participants to discuss their experiences and interpretations of mentoring and teacher developmental at schools and to express how they regarded situations from their own point of view. A semi-structured interview gave me a detailed picture to measure the knowledge of novice teachers, leaders and managers, their values and preferences and their attitudes and beliefs. Semi-structured interviews allowed for flexibility to probe interesting areas that arose and the interview followed the respondent's interests or concerns thus producing rich data (Cohen et al., 2005). "Elaboration probes" were used which allowed the participants to tell the researcher more about some answers that were given and "clarification probes" were used to check if my understanding of what had been said was accurate by giving participants the gist of what the researcher heard (Maree, 2007, p. 89). "The social interactions that constitutes the interview can progress only if the researcher has managed the logistics of the venture well" (Henning, Rensburg, & Smit, 2004, p. 74). Henning (2004) also argues that a participant needs to feel comfortable with whatever mode of recording that is being used. Therefore in this study my intention to tape-record the interview was negotiated and this ensured easy transcription and analysis of the data. Furthermore, notes were also taken in order to "harness some of the contextual factors that are not in the talk, such as gestures, facial expression, tone of speech and general body language" (Henning et al., 2004, p. 72)

Henning et al. (2004) argues that documents are a valuable source of information and if available should be included in the research design and that any document whether old or

new in a printed, handwritten or electronic format and which relates to the research question may be of value. In this study the official documents that were analyzed were the (IQMS) evaluation instrument for novice educators, novice educators' personal growth plan (PGP), minutes of the staff development team (SDT) meetings and the schools' improvement plan (SIP). These documents were used to explore evidence of the developmental needs of the novice teachers and the actions taken by the school to meet these developmental needs. This data was converged with the data collected from the interviews. The documents were treated with utmost care and with full ethical implications in mind.

3.3.3 Data analysis

I established how participants make meaning of a specific phenomenon, which in this proposed study were their experiences of mentoring and induction and the attempts at identifying and meeting the development needs of novice teachers, by analyzing their perceptions, attitudes, understanding, knowledge, values and feelings in order to understand how their nature of reality (ontology) is constructed (Maree, 2007). A process of inductive analyses of the frequent, dominant or significant themes that emerged from the tape-recorded interviews/raw data were done which allowed research findings to emerge (Maree, 2007) which is synonymous with qualitative research. My aim was to interpret and make sense of what was in the data. Data was organized according to each critical question. Data from each interview was transcribed and coded according to themes, and represented on a table using Microsoft word.

The following documents were analysed: the schools' Vision and Mission Statement, the Schools' Development Policy, Minutes of the Meetings of the Staff Development Team, educators' Personal Growth Plan (PGP), the Schools' Improvement Plan (SIP) and the time management plan of the developmental support group (DSG). Data from these documents were extrapolated according to focus areas and verified and was also merged with some of the data gathered from the interviews. Data collected after and during the research will be locked in a cabinet and will be later destroyed.

3.3.4 Trustworthiness

Transcripts were given back to the participants to read to verify that whatever had been written was accurate. Additions and amendments were made at this stage through consensus between the researcher and the participants. Rival explanations (Vithal & Jansen, 1997, p. 33) were considered since respondents in each category were answering the same questions.

3.3.5 Ethical issues

Ethical issues of the data collection were borne in mind, by ensuring, informed consent, guarantees of confidentiality, anonymity, voluntary participation, freedom to withdraw and the consequences of the research were made clear to the participants. Pseudonyms were used to identify participants and their institutions.

3.3.6 Summary

The research design and methodology was fit for the purpose of the research because my intentions were satisfied and the data collated addressed the three critical questions of this study. I was able to gain knowledge and understanding of the experiences of novice teachers, managers and leaders regarding how the developmental needs of novice teacher are identified and met. Trustworthiness and ethical issues were considered.

The chapter that follows presents and discusses the data collated and the emerging issues.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the profiles of the participants and presents and discusses the data collected from three novice teachers, the deputy principal and the head of department (HOD) at the primary school studied. The data are presented and discussed according to five themes. The first theme relates to the key development needs of novice teachers, namely: induction and mentoring, social development, personal development and the teaching and curriculum development. The second theme focuses on how novice teachers' developmental needs are identified. The third theme relates to how novice teachers' developmental needs are met. The fourth theme relates to the role of leadership and management in attempting to identify and meet the developmental needs of novice teachers. Finally data collected from the documents studied is merged with the data collected from the interviews, thus data collected from the interviews and documents is converged where possible to address each theme.

4.2 Profiles of participants

The novice teachers are newly appointed female teachers, who qualified at a University in KwaZulu-Natal. They are between the ages of twenty three and twenty four years. The pseudonyms for the novice teachers are as follows: Kestrel, Robin and Kiwi. Kestrel and Robin were appointed at the school in February this year, whilst Kiwi was appointed in 2008. The leader is currently the deputy-principal of Muppet Primary School and has a teaching experience of more than twenty years. He has held the portfolio of deputy principal at Muppet Primary School for nine years. The manager also has a teaching experience of more than twenty years and has held the portfolio as the head of

department (HOD) of the senior phase department at Muppet Primary School for nine years. The managers are both male.

4.3 Key developmental areas of novice teachers

This section presents the key development areas regarding novice teachers and has been sourced from all participants so as to identify the commonalities that exist at the school. Collection of this data has a key bearing on how the interviewees respond to the first critical question.

4.3.1 Induction and mentoring needs

With regards to their induction and mentoring experiences, all three respondents reported that they did not experience formal induction and mentoring. In this regard Kestrel had the following to say:

Like I said I have not had a formal process of induction or mentoring. I have had it on an informal basis like when people have come into my classroom, like my HOD or people that teach in my grade.

In this regard Robin had this to say:

My first developmental need, I would say is discipline. I have huge problems. Every day I'm kept on my toes. First year teachers should be sat down and told about things like ground duty and committees ...this was very overwhelming for me ...then lesson prep.... I just did not get it the first time... ok, it was a challenge. In the first couple of days teachers in the grade should meet with me and tell me how to do things it should not be left to the last minute.

Kiwi's response was similar to Robin and this is what she had to say:

Eh... I was literally thrown in the deep end and I didn't really know what was going on. I was just faced with a class of forty five sixth graders. It was very scary and I think it would have been a bit better if my HOD sat down with me and told

me what his expectations were of me and explained perhaps the challenges I would face and what to expect from my class.

Regarding mentoring and induction needs, the HOD had this to say:

There was a lot of anxiety, novice teachers were anxious and felt that they were thrown in the deep end. They were overwhelmed and maintaining discipline was a challenge. They also felt a bit intimidated by the racial mix of learners and they were concerned since the LOLT (language of learning and teaching) is English and the learners were IsiZulu speaking.

Regarding time being allocated for mentoring and induction Kiwi had the following to say:

...I don't think so, since time has not been allocated where you can sit down with your HOD or even your peers where you can voice exactly what you feel or the area you need to develop in.

Her response indicates that novice teachers needed time and space with the HOD.

In this regard Kestrel stated "there is no time that is set aside, there's no teacher development time allocated for new teachers" and Robin stated that "Every time I get a few minutes I run to my peer". The HOD alluded to this by stating that "development of novice teachers occurs on an adhoc basis". A developmental need that stems from these responses is that novice teachers require time allocated specifically for mentoring and induction so that they could be made aware of the various rules, regulations and daily requirements in each school day, such as ground duty and their role functions as members of particular committees within the school.

Furthermore, not all the novice teachers have the same mentoring and induction needs for example, one respondent did not prefer a formal mentoring process which she stated will intimidate her, whilst the other two respondents preferred a formal process especially in the first couple of days at school. The HOD and the deputy-principal also supported the

need for a formal mentoring and induction process. In this regard the deputy principal had this to say “induction and mentoring must take place in a formal way” and the HOD stated that “senior management need to have a programme in place, maybe to have a booklet prepared for novice teachers outlining the rules of the school and the background of the community”.

With regards to the relationship that novice teachers share with their managers, two novice teachers indicated that the HOD was not approachable and Robin had the following to say “With my HOD being so strict all the time, I feel that he is not very approachable when I go to him for support”. The deputy principal also reported that there was room for improvement regarding the relationship between the novice teachers and the HOD and he had this to say: “...but that relationship can be improved”. A need that stems from these responses is that novice teachers want to feel more comfortable in their relationship with their managers by intimating that the HOD should be more approachable. However, in contrast, Kiwi is quite comfortable with her relationship with her HOD and had the following to say: “I am comfortable with my HOD”. Kestrel and Robin shared a comfortable relationship with their mentor and preferred support from their grade peers rather than from the HOD and in this regard Robin had this to say: “she is like a mother to me and we are very close”. However, in contrast Kiwi shared an uncomfortable relationship with experienced teachers and stated that:

My HOD is currently my mentor... the fellow teachers would look at me blankly and snicker at me in the corners and then try and tell me what was wrong.

A need that stems from Kiwi’s response is a yearning to feel accepted by fellow teachers and to be supported by them when things went wrong.

4.3.2 Social developmental needs

Social development needs within the context of this study can be best described through the illustration of the “similarity action paradigm” theory described in chapter two of this study. The core elements of this theory are that mentors and novice teachers must be able

to work together, communicate effectively and interact on a social level. Thus, a compatible relationship must exist and they must have similar beliefs and attitudes (Greiman et al., 2007, pp. 25-26).

Regarding their social interactions with the staff all respondents reported that the staff meets at the end of every term and on special occasions. Two respondents reported that they were well accepted by the staff and had the following to say: Kestrel's response was, "I think I have been accepted on a good basis, it has gone quite well but in all honesty I think you never really know" and Robin's response was, "I haven't had any truly bad experiences, I'm on fairly good terms with the staff, when I came all members of the staff are friendly". The HOD shared the same view and had the following to say, "They seem to fit in quite well and are less nervous and more relaxed in their relationships". However, Kiwi had a slightly different response and stated,

It was quite problematic at our school and there was not much socializing outside of school. I felt really left out at the beginning... Eh... my personal relationship with the staff affects my performance in the classroom because I feel I that if you have the support of others, and talk and give each other advice and share with each other ...eh it helps you to be a better teacher because you can adopt methods that are working for the other teachers in the classroom. Now our social activities at school are more often and vibrant and our staff is much more united as one body. Because of the cordial relationship I now have with the staff I am quite comfortable talking to them about issues I have in the classroom and I don't feel like I am going to be put down as a teacher. In fact we bandy around ideas and methods that are working and we adopt these from the other teachers.

Kiwi's response supports the 'similarity action paradigm' theory, which reveals another need of novice teachers which is to work together, communicate effectively and interact with staff on a social level comfortably, which has a positive impact on the culture of learning and teaching.

As HOD at the school the researcher is of the opinion that when this novice teacher was employed at this school some experienced teachers who may have caused problems regarding socialising of staff have since been transferred and

have hence been replaced by more novice teachers. This has resulted in the remaining serving staff creating a more acceptable and friendly social environment for all novice teachers.

However the deputy-principal's response was in contrast to the responses of the HOD and the first two novice teachers and he had the following to say,

Considering the number of novice teachers we have and through my observation and from formal and informal feedback from the novice teachers, I found that a lot more can be done to welcome them into the bigger staff. I found that even some senior experienced staff members do not go out of their way to accept these novice teachers to the plant, to help them on their way. We need to accept that there are deficiencies in their conduct and knowledge... and we need to be tolerant and understanding and nurture them and encourage them to take on new mantels. We must not view them as a threat, which some staff members are doing by insulting them publicly, making it known to them that they are still young and these novice teachers have intimated to me that they are not comfortable with certain teachers.

Thus, social development needs of the novice teachers consulted are: a need to be accepted by the serving staff members, to be able to comfortably interact with serving staff members on a social level, to accept that they may have deficiencies and to be tolerant and understanding towards them and to nurture them to successfully develop and grow as teachers.

4.3.3 Personal development needs

Personal development needs of novice teachers within the context of this study is best described as opportunities afforded to novice teachers to share their values and beliefs regarding teaching and learning, the opportunity to share their expertise, and to be praised and encouraged for their achievements which increases their morale as teachers. The data that unfolds regarding the personal development needs of novice teachers are few but varied. The morale of novice teachers ranges from low to high. The HOD did indicate

that initially their morale regarding teaching was low and he had the following to say: “Initially their morale may have been low but now it can be described as satisfactory”, whilst the deputy principal stated that “...Morale is high if you constantly reassure and motivate them...”

Kestrel had the following to say regarding her morale as a teacher: “I really enjoy what I do, but for the future I don’t see this as a very promising profession”. In this regard Kiwi had this to say:

Last year my morale was very low, not only because of the difficulties I was having with my class but also because of the support I was not getting from the other teachers, I felt very alone and ostracized.

There was also a mixed response regarding the sharing of expertise of the novice teachers and how it was received by the serving educators. Robin reported that whilst her expertise was appreciated, she felt that she was exploited. In this regard she had the following to say: “Some have taken advantage of me they have exhausted me to type their papers”. Kiwi reported that “One teacher accepted it and the other did not”. In this regard the deputy principal reported that “these educators are so excited and grateful to the novice teachers for this assistance, but yet again there are some senior teachers here who question the motive”. The HOD was of the opinion that novice teachers do not need much guidance and had this to say, “They don’t need much guidance and can work on their own. Using their expertise is improving the standards at our school”.

Regarding novice teachers sharing their personal beliefs and values about teaching Kestrel had the following to say, “I don’t think I have been given that opportunity...”, whilst Kiwi had this to say:

I was given quite a bit of freedom, I was able to work at my own pace and use my expertise and I was given a lot of flexibility to work in my way.

However, Robin’s response in this regard was different and she indicated that she could share her beliefs and values with most of her peers only, and in this regard she had the

following to say, “I can share my personal beliefs and values with most of my peers”. The deputy-principal supported the responses of Kestrel and Kiwi when he stated that novice teachers are allowed to share their beliefs and values continuously. In this regard he had the following to say: “Continuously, it’s astounding they do have a lot to share and are given the opportunity to do so”.

Considering the above responses, the personal development needs of novice teachers within the context of this study can be described as follows: firstly the need to be given an opportunity to share their values and beliefs regarding teaching and learning. Secondly to be given the opportunity to share their expertise whilst at the same time this expertise should not be exploited and finally they need to be constantly praised for accomplishments and motivated in to order to increase their morale as teachers.

4.3.4 Curriculum and teaching developmental needs

Curriculum and teaching developmental needs may be described as follows: Firstly, to have the knowledge and skills required to develop learning area work schedules and lesson plans to suit the level of learners within the context of their school. Secondly, the ability to administer, record, analyse and report effectively on the assessment of learners. Thirdly, teachers must be experts on classroom management and organization, effective delivery of lessons, the effective management of learner discipline and the ability to manage diversity. Finally, teachers must be experts on involving learners in their holistic learning which includes actively involving learners in extra and co-curricular activities such as sport and games, environmental awareness, etc.

Kestrel was able to grasp things quickly and move on successfully regarding lesson planning, scheduling of learning areas and assessment and reporting. In this regard Kestrel had the following to say: “I basically took instructions from the HOD and that’s exactly the way I did it. I did not have any methods of my own”. In this regard Robin had the following to say: “Like I said at the beginning I did not know what to do... now my HOD is approachable”. Regarding actual teaching and delivery of lessons she stated the

following: “It’s (teaching and delivery of lessons) fairly good...initially it was a bit overwhelming ...I have made a few mistakes but I’m ok”. However, Kiwi reported that with regards to lesson planning, scheduling of learning areas and assessment and reporting she needed more guidance and support and she responded as follows:

Seeing that I am a new teacher I would like some one to constantly guide and direct me and steer me concerning lesson planning, scheduling of learning areas and assessment and reporting.

She further stated that, “A lot of support and guidance is required”. Kiwi’s response indicated that she expected people to go to her and inform her of her mistakes and she seemed either nervous or reluctant to seek help and this is what she had to say:

Lesson planning, nobody really told me anything, and I would have really loved if someone gave me an example of their lesson plan. Instead it was half way through the term when a teacher informed me that I was wrong. I felt very stupid, like I was not doing my work, yet nobody showed me the correct way to do it.

However, the manager and leader were of the opinion that the novice teachers are coping well regarding lesson planning, scheduling of learning areas, assessment and reporting although initially they required a lot of support and guidance. The HOD had this to say:

With regards to lesson planning they do not follow what they learnt at university but rather they implement the format at our school... Initially they required a lot of guidance and support but now they are coping quite well.

In this regard the deputy-principal had this to say: “They received four years of training, yes they do need support and guidance but not to a large extent”.

The responses above illustrated that knowledge and skills required to develop learning area work schedules and lesson plans to suit the level of all learners within the context of their school is a need that novice teachers require development in, especially in the initial days of their employment.

With regards to classroom management and learner discipline two novice teachers needed development and support and Robin had this to say: My first developmental need, I would say is discipline. I have huge problems. Every day I'm kept on my toes.

In this regard Kiwi had the following to say:

Eh...eh... I felt quite alone ... eh when I first took my learners to the HoD I was made like a fool and like I was worrying and badgering the management, instead of their support I actually got annoyance from them.

The HOD reported that the management of learner discipline was an area that needed development and this is what he had to say, "Their management of discipline was an area of concern at the beginning and I did discuss some ideas with them". Kestrel reported that she is coping quite well and this is what she had to say, "In terms of learner discipline I don't think I have any major problems that are unusual to other educators".

The above responses suggested that the management of learner discipline is a key area that novice teachers consulted require development in.

However, Kestrel at the same time also indicated that she needed to develop in terms of being able to accommodate learners of all academic levels of achievement in her class and this is what she had to say:

I still need to develop... I think I still need to find ways in which I could accommodate all learners in my class cos' their levels in terms of academic and intellectual vary considerably especially in our school, so trying to accommodate everyone is difficult especially with forty two of them.

Kestrel's response indicated that novice teachers needed development in the managing of diversity, such as coping with the different levels of achievement of learners in their class. Thus, the novice teachers consulted needed development in the strategies to implement inclusive education.

Furthermore, Kestrel very clearly reported that she needed development as follows:

What I need most to develop in is the extra curricular activities of the school...The common things like the sporting life of the school...anything that happens outside of curriculum time.

Kestrel's response indicated that coaching in extra and co-curricular activities is another developmental need of novice teachers. It cannot be assumed that novice teachers have been trained to cope with executing delivery of extra and co-curricular activities effectively.

The responses from the participants indicated that the curriculum and teaching development needs of novice teachers are as follows: they need to develop knowledge and skills required to construct learning area work schedules and lesson plans especially in the initial days of their employment; management of diversity and strategies to implement inclusive education; management of discipline and finally coaching in extra and co-curricular activities

4.4. Attempts at identifying the development needs of novice teachers

The interviews based on this section address one of the critical questions of this study namely: How are the developmental needs of novice teachers identified?

One of my intentions was to explore the extent to which the models of management within the theory of educational management was practiced as well as to the extent that these models were overarched by leadership and management of the school. All three novice teachers reported that they were not given the opportunity to communicate their developmental needs. The fact that they report that they are not given the opportunity to communicate their developmental needs indicates to the researcher that they do identify their developmental needs. Two respondents stated that if they experienced a problem they would approach the HOD for assistance and in this regard Kestrel had this to say:

“Mm ... not really...eh...only when it’s very major I approach my HOD”. Robin stated the following “I don’t have much of an opportunity to communicate my developmental needs”. She further emphasized the following:

No, there’s no forum as such where novice teachers can go and meet, to talk, discuss, vent or get information from those more experienced, there’s no such forum.

Regarding the opportunities given to novice teachers to communicate their development needs, the responses from the novice teachers were different from the responses of the manager and leader. In this regard the HOD’s response was as follows:

...being given the opportunity to communicate their development needs is done on an adhoc basis, as when the need arises, they inform me and even during my rounds when I notice that they need assistance, I act immediately or may sometimes set up a meeting, depending on the type of problem or the area that they need development and support in.

The deputy-principal’s response was similar to the response of the HOD and in this regard this is what he had to say:

Well we have a communication system on the plant which is the organogram that operates and that’s the opportunity they are afforded. Also at phase meetings they engage in a dialogue to express their developmental needs.

The responses of the HOD and the deputy-principal supported the data collated through document analysis. With regards to identifying the development needs of teachers the staff development policy of the school illustrated one of the criteria as follows:

Criteria for identifying developmental needs of teachers to be determined by the HODs and SMT on an ongoing basis and this will be sourced from the educators’ personal growth plan (PGP) as well as through continuous general observation and supervision of educators.

Perhaps the novice teachers regarded ‘opportunities to communicate their developmental needs’ as a specific time allocated to report their developmental needs and since this was not afforded they reported that they were not given the opportunity to communicate their developmental needs. This is specifically evident in the following that was reported by Kestrel:

...I don’t think so, since time has not been allocated where you can sit down with your HOD or even your peers where you can voice exactly what you feel or the area you need to develop in and with everything else that goes on at school so your own special development needs are not met with.

This is in contrast to the HOD’s and the deputy principal’s responses which clearly indicated that novice teachers were afforded the opportunity to communicate their developmental needs as indicated earlier.

Regarding being informed of their shortcomings the novice teachers reported that they were very clearly informed of their shortcomings by their HOD and in this regard Kestrel had the following to say: “I think if it is something blatant, like something that was done incorrectly like filling a form incorrectly my HOD has brought it to my attention”. In this regard Robin had this to say “My HOD tells me ...eh first thing...” and Kiwi stated the following “Eh...mm...it will probably come from the HOD who will explain what I did wrong or what needs to be improved upon”. However, Kiwi when probed about the manner in which she was approached had the following to say:

Well, eh... Mr. ... used to be very scary, I used to be very nervous around my previous HOD because he would come frantically and pressurize me to rectify the problem immediately and make me feel like I was doing something so drastically wrong. It was very intimidating.

The HOD’s response regarding how the novice teachers are informed of their shortcomings clarified the response from the novice teachers and this is what he had to say, “Formally it’s done via supervision requirements in place at the school and informally it’s on an ongoing basis”. However, the HOD’s approach in identifying Kiwi’s

development needs was in contrast to what was reported by her as quoted above and in this regard the HOD had the following to say:

...but its done very openly, transparently and very sensitively so that they don't loose their enthusiasm and so on.....very tactfully.....very carefullybecause at the end of the day you still have to encourage them.

The deputy-principal's response seemed to partly clarify the response of the novice teachers, however the approach he describes is also in contrast to Kiwi's response, and this is what he had to say:

We go up to them personally and informally tell them nicely where they have gone wrong and provide the necessary support. When it is an extreme case then we may have a formal meeting with them.

The responses from the participants thus far suggested that attempts were being made to identify the developmental needs of novice teachers because they were either given an opportunity to communicate their needs on an ongoing basis and they were informed of their shortcomings as and when the need arose. However, the responses of the novice teachers suggest that the level of collegiality of managers need to increase when their needs are brought to their attention.

In exploring the attempts at identifying how the development needs of novice teachers were identified I inquired on how their performance as a teacher was evaluated and monitored. All three novice teachers reported that the formal process of evaluation was the Integrated Quality Management Systems (IQMS). However their experiences regarding evaluation and monitoring of their performance as teachers were not the same. In this regard Kestrel had this to say: "IQMS! Yes, I think that's the only formal evaluation process I have been through". However she also intimated that monitoring and evaluation of her performance as a teacher occurred at the beginning of her employment. In this regard she had the following to say:

I can say maybe at the beginning when you are being observed by people who are keeping track of your development but as the year progressed I don't think my

development has been kept track of but in all honesty I seek help if needed and I guess my HOD assumes that if I need help I will come to him and if I don't ...*laughs!!*..., he feels that I am developing quite well.

In this regard Robin stated the following, “Informally its not evaluated, formally IQMS!”, whilst Kiwi reported her experience as follows:

...IQMS... we have IQMS even then my HOD was not available and nobody came to check on me. Once the principal came and helped me for half an hour with discipline and even the JP (junior primary) HOD came to help me with discipline in my class.

The HOD's and the deputy-principal's response were the same and this is what they stated that, “formally it's done via supervision requirements in place at the school which is IQMS and informally it's on an ongoing basis”.

The responses regarding how the development needs of novice teachers were monitored and evaluated suggested that attempts were made to identify the development needs of novice teachers either ongoing formally through IQMS or informally through observations. This is supported by the data collated from the document analysis and in this regard one of the criteria to identify the developmental needs of novice teachers in the school's staff developmental policy was illustrated as follows: “Steps taken to meet those developmental needs must be ongoing”. Furthermore, the compilation of the novice teachers' personal growth plan (PGP) which was sourced through document analysis clearly illustrated another attempt at identifying the developmental needs of novice teachers. For example, the PGPs of all three novice teachers indicated a great need for development and support regarding improved assessment techniques and recording of assessment tasks for learners (School, 2009a). The reskilling needs of teachers are evident in the area of sport and implementing inclusive education.

I then proceeded to inquire about the consideration given to novice teachers as a group when attempting to identify their developmental needs. In this regard my intention was to

explore the extent to which the political model of management within the theory of educational management was practiced by the leadership and management of this school. All three novice teachers reported that they were not given the opportunity to communicate their development needs as a group. In this regard Kestrel had the following to say: “No! We haven’t!” In this regard Robin had the following to say: “We are not given that opportunity as a group...but my friend and I talk about it and complain to each other”. In this regard Kiwi had this to say, “No! We are called in individually, depending on the grade we teach and whom we are answering to”. In this regard the responses from the HOD and the deputy principal supported the responses from the novice teachers and this is what the HOD had to say:

Most of the time its done individually because each one may have a particular need, but when the need arises and we do find a development need that is common to more than one, then we can have a common meeting to discuss the needs and find a way forward.

This is also supported by the response from the deputy-principal and this is what he had to say;

Maybe there’s room for improvement in how we do things at this school, you see we have not done that. We have done it individually and on a phase basis.

The responses from all participants suggested that the political model of management within the theory of educational management is not implemented when attempting to identify the developmental needs of novice teachers since they are not considered or given any power as a group of novice teachers as illustrated in chapter two of this study.

4.5 Attempts at meeting the development needs of novice teachers

The interviews based on this section addressed one of the critical questions of this study, namely: How are the developmental needs of novice teachers met?

In exploring the extent to which the collegial model of management within the theory educational management is applied at this school I inquired about how comfortable the novice teachers were in their relationship with those who attempted to meet their developmental needs. Robin reported that she is comfortable in her relationship with her peer and she had this to say: “Usually my peer is helping me, it’s not top- down... I’m very comfortable”. Kestrel also had a similar response where her peer helped her to meet her developmental needs and this is what she had to say:

I think that also depends on who it is coming from ...I think it is of very high level if it is coming from someone at your own level you could relate more easily.

In addition, she reported that collegiality was at a lower level when relating to someone in a higher position and she had this to say:

If it is someone on a higher level it is difficult to say you need help because they will think that you are lacking.

However, in this regard Kiwi had a different experience and she intimated that the extent to which collegiality was implemented is low and this is what she had to say:

...with the two teachers who would help I did not have that relationship where I could go to them and tell them ...hey ...I’m really struggling ...please help cos I’d feel they’d think I’m stupid because they’d talk about other teachers who couldn’t do things and laugh at them in the staff room eh... it was mostly uncomfortable.

Kestrel’s and Robin’s responses indicated that they are provided with support and guidance from their peers in a very collegial manner when their developmental needs are met. However, this is in contrast to the approach of the HOD and some other serving teachers. They are less collegial in their approach when providing support and guidance to novice teachers in their attempts to meet the developmental need of novice teachers.

The above responses contradicted the responses from the manager and leader as illustrated in their responses below. In this regard the deputy principal reported that collegiality was being implemented and in he had the following to say:

We always regard them as colleagues and that's how we are able to win their trust, open up to us and enables us to have an interactive relationship with them, we treat them with respect and dignity.

In this regard the HOD merely stated that "the approach is important so when support is offered we work together". The responses from the novice teachers regarding how the developmental needs of novice teachers are met suggested that the collegial model of educational management within the theory of educational management is considered to a certain extent only.

In exploring the extent to which the political model of management was applied at this school I inquired about the extent to which novice teachers were entrusted as a group with responsibilities. In this regard Kiwi reported positively and she had the following to say:

We had a social event at the end of the second term and they allowed us to coordinate it so...yes they have empowered us and let us shine.

However, Kestrel and Robin reported that they were not entrusted with responsibilities as a group and this is what Kestrel had to say: "But with regards to the five of us being entrusted as a group with a responsibility... mm... Nothing of that sort has happened". In this regard Robin stated, "Nothing I can think of. We are not seen as group, we are seen individually". In this regard the deputy principal quoted the example of the computer classes as a way in which responsibilities were assigned to novice teachers as a group and this is what he had to say, "Ok... ok let's look at the computer classes we delegate and they run with it".

Regarding novice teachers being empowered with responsibilities the responses varied. Whilst, Kiwi stated they were given responsibilities as a group of novice teachers the others stated that they were only empowered with responsibilities as individuals.

Regarding the extent to which novice teachers have been empowered to make decisions as a group, all three of them reported negatively and this is what Kestrel had to say, “Eh...well I haven’t experienced that ...”. In this regard Robin stated, “Nothing I can think of. We are not seen as group we are seen individually” and Kiwi had this to say, “No...eh...no”. These responses suggest that when attempting to meet the developmental needs of novice teachers, they are not regarded as interest groups as illustrated in the literature reviewed, who can develop objectives where through a process of negotiation and bargaining decisions may emerge from them as a group which could contribute to their holistic growth and development as teachers or perhaps even improve the culture of learning and teaching at this school.

The HOD had a slightly different view and in this regard this is what he had to say:

Mm..., I would say not to a very large extent. It depends from what level; do you mean decisions taken to the principal? Ok well in my department I do allow them, I want them to grow.

However, the deputy-principal had a positive response and clearly stated, “Yes, for example, the idea of the computer classes came from them”. However, in this regard power did not accrue to the novice teachers as a group but was rather the preserve of the formal leaders and managers as espoused by the political model of educational management because the idea of the computer classes came from the novice teachers whilst the decision to commence with the classes rested with the management and leadership of the school. The expertise of the novice teachers were used to successfully embark on the computer classes. This practice is not consistent with the political model of educational management within the theory of educational management.

In order to explore the extent to which the subjective model of education management theory was being applied at the school I inquired about the extent to which novice teachers are empowered and entrusted with responsibilities as individuals. In this regard there was a positive response from all the novice teachers. Kestrel reported that that she was treated the same as all teachers on the staff and she had this to say: “There hasn’t

been any differentiation or lack of responsibilities because I am a new teacher; it is the same as other teachers". Kiwi had this to say:

Yes! I am the chairperson of the sports committee and the secretary of the safety and security committee and I am the secretary for staff meetings.

However, Robin was quite specific in exactly who empowered and entrusted her with responsibilities and this is what she had to say:

From my HOD no! he does not see me as an individual ... he just sees me as a grade teacher but if something needs to be done maybe...maybe...he will approach me. Eh...eh...but my deputy (strong tone) he has a lot of faith in us ...he pushes us to do things and empowers us all the time.

In this regard the HOD had the following to say:

That is ongoing from the time they've been here they are given many responsibilities and they are running with it.

The deputy-principal also responded positively and he chose to sight a practical example as follows:

Eh...eh...lets look at a critical matter at school...staff socialisation... we do not have a formal policy at school but one of the novice teachers has taken a lead role in this, and comes to us and offers ideas and we task this novice teacher with the entire organization of a function and this novice teacher worked well with all of us via consultation.

The responses above clearly suggest that the leadership and management of this school practice the subjective model of management within the theory of educational management to a great extent when attempting to meet the developmental needs of novice teachers.

In order to explore the extent to which the cultural model of management was practiced at this school when attempting to meet the developmental needs of novice teachers I

inquired about the extent to which the individual beliefs and perceptions of novice teachers have been considered when decisions are taken at this school. In this regard Kestrel reported negatively and had the following to say:

This is very discouraging; especially if it is beneficial to the learners, like stuff relating to the curriculum...many times my suggestions have fell on deaf ears. I think things will run smoother if I just accept things as they are to maintain a harmonious relationship.

In this regard Robin merely stated “Yes!” and did not elaborate further, whilst Kiwi seemed quite neutral and this is what she had to say:

The floor is always open when decisions need to be made and when there are cross roads regarding issues but nobody really points us out or takes us aside as novice teachers and questions us. Mm ... we are usually very quiet.

However, the HOD was quite clear in his response and this is what he had to say,

Unfortunately, the fact that they are new especially at staff meetings they may not be heard, but this is just a perception... we need to actually change our mindset.

The deputy principal voiced his own opinion in this regard and he had the following to say:

That’s the irony of democracy...democracy allows us to air our views and we encourage novice teachers to do that through the correct channels for example at phase meetings but you must remember that a school is not run on individual beliefs and perceptions we go by consensus.

The responses regarding the consideration of novice teachers’ individual beliefs and perceptions when decisions are taken at this school was generally negative which suggests the cultural model of education management within the theory of educational management is not extensively practiced. The responses of the novice teachers indicated that their perceptions, values and beliefs regarding teaching and learning should be considered when attempting to meet their developmental needs.

In exploring the extent to which a bureaucratic model of education management theory was practiced at this school when attempting to meet the developmental needs of novice teachers I inquired about the extent to which decisions were taken from top/senior management and passed down to subordinates. In this regard Kestrel had the following to say:

Yes, I think there are a lot of decisions taken at top management level especially with regards to the curriculum and my opinions or other teachers' opinions in my grade have not been considered.

Kiwi's response was similar and she reported as follows:

Usually information comes to HODs from SMT meetings regarding anything new and they would cascade this to us at phase meetings.

The HOD's response was similar and in this regard this is what he had to say:

No, I think it stops at the level of the HOD who then explains these decisions to the novice teachers.

In this regard the deputy-principal intimated that bureaucracy is implemented when problems are detected and it is a corrective measure and he had the following to say:

Senior management is actively involved but they are not the sole decision makers, if we discuss novice teachers it's because we have already done our work on the ground and we detect a problem, we then do take a decision about them depending on the situation; if it is corrective.

The above responses suggest that the bureaucratic model of education management is practiced to a large extent at this school.

Furthermore, data sourced through document analysis such as the minutes of the Staff Development Team (SDT) clearly illustrates decisions taken with regards to measures set in place to attempt to meet developmental needs. Evidence of needs of educators that have been identified is minuted and proposed staff development activities and dates

thereof are indicated, such as “use of internal expertise was the workshop on ‘How to develop your own professional development portfolio’ was to be done by the foundation phase HOD and ‘the ways of improving assessment techniques for learners was to be done by the senior phase HOD as well as the computer training course to be provided by novice teachers. External expertise, such as a workshop regarding the OSD was to be provided by NAPTOSA and a CV writing workshop to be provided by SADTU (School, 2009b).

4.6 The role of management and leadership in identifying and meeting the development needs of novice teachers

The interviews based on this section address one of the critical questions of this study namely: What is the role of school leadership and management in identifying and meeting the developmental needs of novice teachers?

In order to explore the extent to which transformational leadership theory is practiced in attempting to identify and meet the development needs of novice teachers at this school I inquired as to what extent the goals, vision and mission statement have been articulated to the novice teachers. All the novice teachers and the HOD reported that the vision, goals and mission statement of the school were not articulated to them by the leadership and management of the school. In this regard Kestrel had this to say:

I have to be honest, at this stage I don’t know the vision or mission of the school and it hasn’t been brought to my knowledge either.

When probed about the vision and mission statement she had this to say:

Yes! I know that a vision and mission statement does exist, but haven’t really bothered to find out about it and only at a recent PDP workshop I was reminded of this ... giggles...

In this regard Robin had the following to say:

Its actually the thing ...eh...we see it in the principal's office eh...I thought it would be top priority but nobody bothered to stress the importance of it, which I think is extremely significant...I thought we would be given a copy of it.

In this regard Kiwi had this to say:

To be quite honest I'm not aware of our vision or mission statement, I know it is there, it's pasted on the principal's wall in the office, but she never really told us about it personally or explained it to us eh...eh...giggles...not at all.

The HOD's response supported that of the novice teachers and he had the following to say:

Actually when they came in, it was such a busy time and there were so many novice teachers coming in at the same time because people had just resigned and novice teachers came in to fill their spaces we did not really have time to do that.

Data sourced through document analysis illustrated attempts to identify and meet the development needs of teachers which, is evident in the school's vision and mission statement and the following information was been extracted:

The school strives for excellence in all spheres of school life by creating an atmosphere that is conducive to teaching and learning which encourages and supports learners and staff to achieve their full potential and to become useful and constructive members of society. The aims and objectives of the school are to treat each other and all visitors to school as well as the environment with respect, care and consideration" (School, 2009c).

However, the deputy-principal's response was different from that of the novice teachers and the HOD. In this regard he had the following to say:

It's done on committee levels; we don't have to call them one on one. For example I have four novice teachers sitting on my maintenance committee and I constantly refer to the vision and mission statement of the school. Rather than calling them and sharing it for the sake of it, it is done continuously.

The deputy-principal's response indicates that there is no need to articulate the vision and mission statement of the school specifically to the novice teachers but should be brought to their attention as when the need arises which is contrary to the theory of transformational leadership.

Regarding their professional competence and personal development all the novice teachers reported that they were motivated by the leadership and management. In this regard Kestrel had this to say:

Ok eh... I have received sufficient support from all managers on a regular basis, not only my HOD, but other members of management in terms of both professional and personal competence. I belong to a staff where lots of teachers are in the process of continuing their professional development and that in itself is motivation for me.

However, regarding their personal development specifically Kiwi had the following to say:

I must say that the principal was very encouraging and uplifting when I was very discouraged and down and she always ...always... told me that because I'm a new teacher children will take advantage of me and I must not leave... many times I told her I'm quitting and she made me stay...I commend her for that.

The HOD and the deputy principal supported the responses of the novice teachers and this is what the deputy principal had to say: "We have motivated and mentored them to take on tasks".

Teachers are constantly being exposed to changes in or amendment to curriculum and assessment policies thus unpredictable developmental needs may arise. The responses from the participants illustrated the practice of the ambiguity model of educational management at this school because the leadership and management are promoting the

professional and personal developmental of novice teachers which thus enables them to handle unpredictable changes in the curriculum.

Regarding the culture of the school two novice teachers intimated that they discovered the culture of the school on their own and in this regard Kestrel had this to say:

Eh...m.... I think it was just self discovery.....some things you just find out by experiencing yourself and by spending time at this school I have found out for my self. I can't recall someone telling me about the culture of this school.

In this regard Robin stated the following:

Yes! Culture here is very assimilated ...eh all the racial groups... everyone is so together... its hard to differentiate... it's so united".

In this regard the Kiwi reported the following:

The first thing the teachers told me was that there was a huge learner discipline problem to overcome and it was challenge in every grade and its just one of those things that I have to be prepared for. Also that these learners came from poor homes and dysfunctional backgrounds and there will be a lot of psychological problems that I will be facing.

The HOD reported that that the culture was articulated to novice teachers and this is what he had to say:

That again is done on an adhoc basis as time permits, generally when the situation arises especially with discipline, and then we bring in the culture, the kind of community we work with. I remember at the beginning when they came in I did tell them about our community and the background of these learners.

The deputy-principal's response was consistent with that of the HoD and he had the following to say; "Yes via the HODs, and via the SGB... I was sitting on the SGB when they came in and they were informed about the type of community our learners come from".

In exploring the extent to which the feminist theory of leadership was applied at this school I inquired about the extent to which novice teachers were allowed to share their expertise with all stakeholders at the school. Two novice teachers reported that they were not given the opportunity to share their expertise with all stakeholders. In this regard Kestrel had the following to say:

I haven't and I think it is my fault because I focus all my attention on what goes on in my classroom just so that when I firmly find my feet and am secure, then I can start exposing my talent and skills to other people.

In this regard Robin stated the following: "No, not all, only with a few people". Kiwi's experience in this regard was different and this is what she had to say:

Eh... I was allowed to be part of the parent meeting and was given a slot to talk about time management and homework ...so yes they do allow me ...also in my area of expertise I'm a technology teacher...I was allowed to go to the workshop and cascade the information to the teachers ...

The HOD's response supported Kiwi's response and in this regard he had the following to say:

I did mention them sharing their computer skills with the staff; they have been afforded the opportunity to share their expertise. They have even taken on roles like learning area coordinators, assisting in preparing assessment tasks and these are major roles considering that they are first year teachers.

However the response of the deputy principal leaned towards that of the first two novice teachers and he had the following to say:

No! there isn't one single attribute we have identified to unleash them to the whole staff, but on an informal capacity I do observe them talking to all stakeholders, but perhaps their computer skills can be shared with parents as well as other stakeholders and this is in the pipeline.

Regarding the manner in which novice teachers are treated in comparison to serving educators all participants responded positively although the experiences they referred to differed. In this regard Kestrel had this to say:

Eh...well there will be aspects where treatment will differ... but not in a negative way But generally we are treated the same as other educators. I can't remember being treated differently.

In this regard Robin did not want to elaborate and she had the following to say: "To a fair extent", whilst Kiwi reported on how she was treated by her colleagues as follows:

We always have a very equal relationship in the staff amongst the ladies or even the more experienced ladies... they've never really looked down on us or treated me badly this year.

In this regard the HOD and the deputy-principal supported the novice teachers' responses and the HOD reported as follows:

To a large extent we treat them same as the others on a social and professional level. They are treated equally and they even serve as chairpersons on committees.....eh ...eh we encourage them to take on leadership roles to highlight their potential.

In this regard the deputy-principal had this to say: "Eh...eh I don't class them as novice teachers I treat them the same...equality reigns". The HOD and the deputy-principal made concluding remarks regarding identifying, supporting and meeting the developmental needs of novice teachers. In this regard the HOD had the following to say:

Firstly, senior management needs to have a programme in place, maybe to have a booklet prepared for novice teachers outlining all the rules of the school, the background of the community and each novice teacher must be given this booklet. The HOD must be given at least two weeks to sit with novice teacher as a group if there is a group and thereafter individually as novice teachers, look at their problems and fears and address each one individually. The booklet is paramount so even when the HOD is not around they have something to refer to.

In this regard the deputy-principal's response supported that of the HOD and this is what he had to say:

Maybe in our practices...there is room to improve, hopefully a formal meeting with the entire group of novice teachers; we haven't done that, which may have its advantages in developing them.

4.7 Emerging issues

4.7.1 Key development needs of novice teachers

Emerging from the findings based on the key development areas of novice teachers it was evident that the novice teachers consulted did have induction and mentoring needs and similarities did exist with regard to their experiences through which the researcher was able to describe as needs as follows: Firstly they needed to be informed of the various issues within the school situation so that they would feel confident as teachers, for example the need to be informed about the strategies in planning a lesson. Secondly, the challenges they experienced with the management of learner discipline indicate a need for development on the strategies specific to this school to effectively manage learner discipline before they are placed in a classroom. The findings regarding the problems that the novice teachers consulted experienced with learner discipline are consistent with the literature reviewed in chapter two. To illustrate this, Steyn (2004) states that classroom management and discipline are cited as serious problems for novice educators. The implications for the development of novice teachers in this regard are that they would need ongoing support and guidance and their performance should be constantly monitored. These findings are consistent with the mentor role theory discussed in Chapter Two. However, whilst the role of the mentor is played out according to what the mentor role theory claims, monitoring and evaluating the success of the relationship between the mentor and mentee and the impact that it has had on the competency level of novice teachers should be added to the mentor role theory.

Regarding mentoring and induction needs, another issue that emerged was that the HoD, the deputy principal and two of the novice teachers consulted indicated that a formal

induction and mentoring process must take place initially to enable novice teachers to fit into school life. Furthermore, from the novice teachers consulted it emerged that they required time to be allocated specifically for mentoring and induction so that they could be made aware of the various rules, regulations and daily requirements in each school day, such as ground duty and their role functions as members of particular committees within the school. This would be the ideal situation at schools so that there is certainty that novice teachers do get the support and guidance needed especially in the first few weeks of their career.

Emerging from the findings regarding social development needs was that the novice teachers consulted do have social developmental needs at varying levels within the school. These were a need to be accepted by the serving staff, and for the HOD to be more approachable or collegial when their shortcomings are brought to their attention. This is clearly evident in the thick and rich response from the leader which supports what Lumby et al. (2003) advocate as reported in Chapter Two of this study, that mentoring relationships are about mentees learning from mentor's experience and the mentors' role is to encourage and nurture his or her protégé, pass on insight through experience and pick up new ideas and attitudes. In this regard the deputy principal reported that a lot more can be done to welcome novice teachers into the bigger staff and to accept them, help them, acknowledge that they have deficiencies in their knowledge and conduct, not to view them as a threat and not to insult them publicly. He further reported that the novice teachers did intimate to him that they were not comfortable with certain teachers on the staff. These emerging issues are consistent with the core elements of the 'similarity action paradigm theory' within which this study is situated. This theory espouses that mentors and novice teachers must be able to work together, communicate effectively and interact on a social level. This is specifically illuminated by Kiwi's response which revealed that she had a yearning to feel accepted by fellow teachers and to be supported by them when things went wrong.

The findings emerging from the personal development needs of novice teachers were that they would like a sense of being recognized and appreciated by being afforded the

opportunity to share their values and beliefs as well as their expertise and for their accomplishments to be noticed.

The curriculum and teaching development needs that emerged from the findings were as follows: the novice teachers consulted needed to develop knowledge and skills required to construct learning area work schedules and lesson plans especially in the initial days of their employment; management of diversity such as being able to accommodate multicultural learners and learners with different ability levels in the class and strategies to implement inclusive education. These findings are consistent with what Steyn (2004) claims as illustrated in Chapter Two of this study which is that many educators feel ill equipped to handle classroom realities, routine tasks and making decisions. These problems, also common in South African schools include working with learners with poor language skills, relationship with learners, working with learners with different abilities and motivating learners.

Thus, emerging from the findings is that the process of mentoring and induction is not easy and the needs vary among the novice teachers consulted. These findings also indicated that novice teachers need to be heard. This is so because whilst Kestrel seemed to be coping with issues like learner discipline and curriculum needs Kiwi and Robin experienced difficulties initially. Furthermore, two novice teachers felt that their individual values and beliefs were not considered especially regarding the curriculum implementation. Thus, there is no one formula to mentor and induct novice teachers. Each person or school is different; hence induction and mentoring needs may differ from school to school. Furthermore, schools cannot succumb to all the grouses of novice teachers.

4.7.2 Attempts at identifying the developmental needs

Regarding attempts at identifying the developmental needs of novice teachers, the responses suggest that attempts were being made to identify the developmental needs of novice teachers by giving them an opportunity to do so by responding to their needs, such

as motivating them when things go wrong, engaging in dialogue at phase meetings and the HOD observing them and providing support on an adhoc basis such as assisting them with learner discipline and by bringing their shortcomings to their attention. Attempting to identify their developmental needs also occurred through a process of evaluation and monitoring, formally through the Integrated Quality Management Systems (IQMS) which is the current system of evaluation of educators being implemented at all public schools, as indicated in the literature reviewed in chapter two of this study.

Emerging from the findings was that the novice teachers consulted were not afforded the opportunity to communicate their development needs. However, in this regard it seemed as if they misinterpreted the question and regarded this inquiry as ‘specific time allocated to air their development needs’. In this regard the deputy-principal and HOD reported that communicating their development needs occurred on an adhoc basis as well as via the organogram of the school, and novice teachers also reported that that they would approach their peer or HOD when they required support.

In addition, emerging from these findings is that people were not working together, and this is not consistent with the notion of collegiality as espoused in the collegial model of management within the theory of educational management, which allows for individuals to feel free and comfortable and decisions are made through a process of discussion leading to consensus. Furthermore, this model of education management theory argues that people should not feel threatened by seniority of individuals or the position of power held by individuals. In this regard, the fact that Kiwi felt intimidated, pressurized and scared suggested a lack of evidence of collegiality when the developmental needs of novice teachers were identified. The collegial approach to teacher development is useful because it brings about a sense of confidence, belonging and worth in individuals, particularly when one learns from the other. Furthermore, emerging from the findings was that the interests of the novice teachers as a group was not considered because power did accrue to them as a group as espoused in the political model of the theory of educational management. However, the subjective model of management within the theory of educational management is evident because novice teachers are considered as

individuals when their developmental needs are identified as opposed to them being considered as a group.

In addition, emerging from the data collected from the document analysis (School's Development Policy) was that there is evidence of stipulated criteria for attempting to identify the developmental needs of teachers at this school. For example, the developmental needs of teachers will be sourced from the teachers' personal growth plans (PGP) as well as through continuous general observation and supervision of teachers.

4.7.3 Attempts at meeting the development needs of novice teachers

Another issue that emerged from the findings was that attempts were made to meet the developmental needs of novice teachers. Some novice teachers indicated that they were mostly empowered with responsibilities as individuals which indicated their interests as a group were largely not catered for. They were provided with support and guidance from their peers or the HOD as and when the need arose. Through ongoing observation, supervision and evaluation by the HOD certain developmental needs were also met such as managing learner discipline. Emerging from these findings is that the individual needs of people are fundamental at this school and this is consistent with the subjective model of management theory which espouses that the individual participant is at the heart of the organization and should not be regarded as simply the cog within the institution.

In addition the level of collegiality was high when novice teachers were assisted by their peers whilst this was not the case when assisted by people higher in authority, such as the HOD. However, in this regard another novice teacher indicated that her peers were not collegial in their approach and she felt intimidated and uncomfortable when support was provided by them. Thus an issue emerging here is that the way in which the developmental needs of novice teachers are met is not the same at all times. Whilst some peers are collegial the others were not. Furthermore, the response of the novice teachers indicated that they do feel detached when making contributions to issues such as the curriculum and that they merely followed the instructions of the HOD. In this regard, it is

argued that novice teachers should be regarded as colleagues and their suggestions and ideas should be considered if there is a possibility that it may promote the culture of learning and teaching. However, the responses of the leadership and management were that collegiality was practiced when attempting to meet the developmental needs of novice teachers consulted. Thus, the findings indicated that the collegial model of education management is practiced only to a certain extent at this school because of the inconsistencies in the responses of the participants.

Emanating from the findings was that the cultural model of education management within the theory of educational management is not extensively practiced because the responses regarding the consideration of novice teachers' individual beliefs and perceptions when decisions are taken at this school was generally negative because the novice teachers consulted indicated that their perceptions, values and beliefs regarding teaching and learning should be considered when attempting to meet their developmental needs. This was not the case at this school.

Furthermore, the findings indicated that the practice of the bureaucratic model of education management theory when attempting to meet the developmental needs of novice teachers is practiced to a large extent at this school. This is so because the responses of the participants indicated that hierarchy is followed regarding decision making where top/senior management take decisions which are cascaded to the HODs and then to the novice teachers.

The document analysis of the minutes of the staff development team (SDT) clearly illustrated the measures that were set in place to meet the development needs of novice teachers, using both internal and expertise. In addition, the School's Improvement Plan (SIP) clearly illustrated the plan of action in attempting to meet the development needs.

It can be argued that the data that unfolded regarding the attempts made to meet the developmental needs of novice teachers supported one of the intentions of this study which was it 'seeks to explore to what extent an over-arching of the models of

management within the framework of the theory of educational management occurs when identifying and meeting the needs of novice teachers'. The responses in this regard suggested that more than one model of management within the theory of educational management is practiced when meeting the developmental needs of novice teachers at this school, the dominant two being the subjective model and the bureaucratic model of management.

4.7.4 The role of leadership and management in identifying and meeting the development needs of novice teachers

The findings indicated the school's vision and mission statement is merely displayed on the wall of the principal's office and had not been articulated to the novice teachers. This is contrary to what appears in the document on Integrated Quality Management System (IQMS) for educators. Clearly evident in the pre-evaluation profile checklist to be used by level two, three and four educators (managers and leaders) is the following: "How do you go about communicating the school's vision, goals and priorities to appropriate constituencies?" (Education Labour Relations Council, 2003). Since this question forms part of the profile of the managers and leaders of the school, articulation of the vision, goals and mission of the school to novice teachers is the core duty of the leadership and management of the school. However, in this study it is clearly evident from the responses of the participants that this core duty was not fulfilled. Furthermore, according to the literature reviewed in this study transformational leadership emphasizes communicating a vision and providing shared goals as well as building commitment from the staff through motivation, increased morals, values and beliefs. Clearly this practice is not evident according to the response from the novice teachers and the HOD consulted.

Regarding the professional competence and personal development of the novice teachers consulted the findings indicated that the management and leadership of the school played a meaningful and supportive role, led by the principal who was encouraging and supportive to Kiwi when she actually wanted to quit teaching due to the challenges she experienced with managing learner discipline. Furthermore, the deputy principal

indicated that the novice teachers were constantly motivated and mentored to take on new tasks. The emerging issue here is the support of the "mentor role theory" illustrated in Chapter Two of the study and in this instance novice teachers are receiving psychosocial assistance which is designed to enhance novice teachers' sense of competence and effectiveness through encouraging interactions as well as professional assistance such as engaging in professional development activities and upgrading academic qualifications.

Regarding how the culture of the school was articulated, two novice teachers indicated that they had to discover the culture on their own, whilst the third novice teacher indicated that the serving educators articulated the culture of the school to her. In this regard I argue that this should be the core duty of the leadership and management of the school. However, at the same time novice teachers should be developed to accept the culture of the school and to develop skills and strategies to promote the culture of the school in order to improve teaching and learning. Such support and guidance can be provided by the mentors, peers as well as by the leadership and management whenever possible.

Furthermore, the findings indicated that the leadership and management of the school practice the ambiguity model of management within the theory of educational management. Such practice by the leadership and management of this school supports what theorists say according to Bank (2003), where these theorists stress uncertainty and unpredictability in the way organizations operate and may thus give rise to unplanned decisions. As HOD at this school, I am aware of how the management and leadership had to make unplanned decisions regarding the curriculum. For example, the learners' results of the Annual National Assessment written in November 2009 had to form part of the continuous assessment of learners in the fourth term and would thus influence the progression of learners to the next grade. This was a mandate from the National Department of Education and was brought to the attention of schools in November 2009. This led to unplanned decisions such as how to integrate the recording of the Annual National Assessment into the existing assessment plan and how to change the assessment templates to accommodate the results of the Annual National Assessment.

Emerging from the findings was that the feminist leadership theory was practiced to some extent when attempting to identify and meet the developmental needs of novice teachers because justice prevails in the how novice teachers are treated and the leadership and management are committed to empowering the novice teachers to share their expertise with all stakeholders to some extent.

The concluding remarks of the HOD and the deputy principal regarding identifying and meeting the developmental needs of novice teachers was that a formal programme for development of novice teachers must be set in place, the HOD must be allocated time to induct and mentor novice teachers or provide them with a booklet to orientate them to the school. The deputy principal's parting comment was that there was room for improvement in the practices of the leadership and management such as meeting the novice teachers formally as a group which could be advantageous in promoting their developmental and growth as teachers.

The data collected and presented in Chapter Four informs the next chapter which focuses on the summary, conclusions, recommendations and limitations of this study.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS

5.1 Introduction

This chapter addresses four issues. Firstly, it summarises the study. Secondly, it draws conclusions from the findings. Thirdly, it suggests recommendations in response to the conclusions and finally, it addresses the limitations of the study.

5.2 Summary

Chapter one outlined the background and purpose of the study. In this respect I reported that my assumption was that mentoring and teacher development was a norm at schools. Towards Effective School Management manuals 7 and 9 issued to schools by the Department of Education, discuss in detail the importance of and the need for mentoring of staff at all levels. Furthermore, in order to keep in touch with current educational trends and to maintain a sense of renewal and inspiration I reported that teacher development is an important issue within the changing context of education in South Africa. This was evident in the new policy developments such as the National Policy Framework for Teacher Education in South Africa and Occupation Specific Dispensation (OSD). In addition, I reported that the process of mentoring may be regarded as a form of teacher development, hence mentoring and teacher development cannot be regarded as two separate processes, they occur in relation to each other. Furthermore, I reported that novice teachers enter the profession with certain expectations and often experience a gap between the reality of teaching practice and their ideals. I also reported that the common problem among, leaders and managers are confrontation with new policies and the changing context of education policies in South Africa especially since 1998. In the context of this background I became interested in exploring the experiences in identifying and meeting the developmental needs of novice teachers at a primary school in Durban.

Chapter Two reviewed literature and to achieve this, the following issues were discussed. Firstly, this chapter explored the concepts of mentors, mentoring, leadership and

management. Secondly, the chapter reviewed the theoretical frameworks within which this study was conducted such as the mentor role theory, the similarity action paradigm and the theories of educational management. Thereafter, this chapter reflected on some types of leadership theories such as, transformational leadership, value-added leadership, feminist leadership and instructional leadership theories which have an impact on how the developmental needs of novice teachers are identified and met. In addition, this chapter illuminated policy reflection in relation to teacher development and argued that teachers are to a certain extent responsible for their own development and that this development should be continuous and contributes more effectively and directly to the improvement of quality teaching, which supports the long-term interests of our nation. For example, the National Policy Framework for Teacher Education and Development in South Africa states that it is the responsibility of teachers themselves, guided by their own professional body the South African Council for Educators (SACE), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all opportunities made available to them for this purpose. Finally, this chapter explored some South African and international perspectives that relates closely to mentoring and teacher development and I reported that it is quite clear that novice teachers need mentoring and development on a continuous basis.

Chapter Three described the research design and methodology of the study. The study adopted a qualitative case study design involving two data collection instruments namely: semi-structured interviews and document analysis. Semi-structured interviews were conducted with five selected participants who comprised of three novice teachers, one leader and one manager. In this regard the leader and manager were directly involved in the mentoring, development and supervision of the selected novice teachers. I reported that greater clarity on how novice teachers, managers and leaders make meaning of mentoring and teacher development at schools was needed. Furthermore, I reported that to ensure trustworthiness transcripts of the interviews were given back to the participants to read and to verify that whatever had been written was accurate and that the ethical dimensions of the data collection were borne in mind.

Chapter Four presented and discussed the research findings. Firstly, the profiles of the participants were presented. Thereafter the data collected was presented and discussed through four themes. The first theme related to the key development needs of novice teachers, namely: induction and mentoring, social development, personal development and the teaching and curriculum development. Although novice teachers have developmental needs and the professional development of teachers is an important aspect of leadership and management, schools cannot respond to all these needs. The second theme focused on how novice teachers' developmental needs are identified. In this regard I reported that although there is an overarching of the models of educational management to a certain extent and there is dominance in the practice of the subjective model of educational management by the leadership and management of the school. The third theme related to how novice teachers' developmental needs are met. In this regard I reported that more than one model of management within the theory of educational management is practiced when meeting the developmental needs of novice teachers at this school and the dominant two were the subjective model and the bureaucratic model of management. The fourth theme addressed the role of leadership and management in attempting to identify and meet the developmental needs of novice teachers. In this regard I reported that emerging from the findings was that there was room for improvement in the practices of the leadership and management, such as meeting them formally as a group which could be advantageous in promoting their developmental and growth as teachers. Finally I reported that the data collected from the documents studied was to be merged with the data collected from the interviews.

5.3 Conclusions

The aim of this study was to explore why some novice teachers still sought expertise, support and guidance from managers or educators regarding their personal and professional development from outside their own school. In this instance I explored the experiences in identifying and meeting the developmental needs of novice teachers at one primary school in Durban. Firstly, I focused on the key developmental needs of novice teachers taking into cognisance that that these needs may be multifaceted. The first

research question was an attempt to explore how the developmental needs of the novice teachers consulted were identified bearing in mind the models of management within the theory of educational management. The second research question was an attempt to explore how the developmental needs of novice teachers consulted were met at the school, also bearing in mind the models of management within the theory of educational management. The final question aimed at exploring the role of leadership and management in attempting to identify and meet the developmental needs of the novice teachers consulted bearing in mind the some of the leadership theories. The conclusions presented below are evident that the aims of this study have been achieved.

Key developmental areas of novice teachers

It is argued that in order to address the three critical questions, the key developmental areas of novice teachers had to be explored first and the conclusions in this regard are as follows:

1. A formal induction and mentoring process must take place initially to enable novice teachers to fit into school life. Novice teachers consulted needed to be heard regarding their individual experiences and developmental needs.
2. The social developmental needs of novice teachers are that they have a yearning to feel accepted by fellow teachers and to be supported by them when things went wrong.
3. The personal developmental needs of novice teachers is that they would like to be heard, recognized and appreciated by being afforded the opportunity to share their values beliefs and expertise and for their accomplishments to be noticed.
4. The curriculum and teaching development needs of novice teachers were that they needed development in how to construct learning area work schedules, lesson plans and assessment tasks to suit the requirements at this school, especially in the initial days of there employment. They also needed development in the management of diversity and strategies to implement inclusive education.

How the developmental needs of novice teachers are identified?

1. Novice teachers are informed of their shortcomings by their manager or leader.
2. Developmental needs are identified through evaluation and monitoring, formally through the Integrated Quality Management System (IQMS) and informally through ongoing observation.
3. Opportunities are given to the novice teachers consulted to communicate their development needs.
4. Developmental needs of teachers are sourced from the teachers' personal growth plans (PGP) as well as through continuous general observation and supervision of teachers.
5. The individual needs of novice teachers are given greater consideration.

How the developmental needs of novice teachers are met?

1. The subjective model of educational management within the theory of educational management is practiced because their individual needs are identified and then development and support is provided on an adhoc basis by peers or the HOD.
2. The bureaucratic model of management is practiced to a large extent at this school. Hierarchy is followed regarding decision making where top/senior management take decisions which are cascaded to the HODs and then to the novice teachers
3. Minutes of the staff development team (SDT) meetings clearly illustrated the measures that were set in place to meet the development needs of novice teachers, using both internal and expertise.
4. The School's Improvement Plan (SIP) illustrated the plan of action to meet the developmental needs of novice all educators.
5. In the absence of a formal induction and mentoring programme there is evidence of mentoring and teacher development at this school.

What is the role of management and leadership in identifying and meeting the development needs of novice teachers?

1. Articulation of the vision, goals and mission of the school to novice teachers is the core duty of the leadership and management of the school. This is not being fulfilled at this school.
2. The management and leadership of the school played a very meaningful and supportive role in the professional and personal competence of the novice teachers, led by the principal who was encouraging and supportive.
3. Novice teachers were constantly motivated and mentored by the leadership and management to take on new tasks.
4. The culture of the school was not articulated specifically by the leadership and management of the school. For some of the novice teachers the culture was self-discovery and to others it was communicated through serving educators.
5. Leadership and management of the school practice the ambiguity model of management within the theory of educational management.
6. There is the practice of the feminist leadership theory to some extent because justice prevails in the how novice teachers are treated and the leadership and management are committed to empowering the novice teachers to share their expertise with all stakeholders to some extent.
7. Mentoring, induction and teacher development takes place when a need arises.
8. There is room for improvement in the practices of the leadership and management at this school in attempting to identify and meet the developmental needs of novice teachers.

5.4 Recommendations

Informed by the conclusions above, the following recommendations are suggested:

1. Novice teachers should be heard regarding their individual experiences and developmental needs. Time should be specifically allocated for the mentoring and

induction of novice teachers especially in the initial days of their employment regarding effective curriculum delivery, their core duties as members of committees and the requirements regarding the co-curricular and extra-curricular activities of the school. It is incumbent upon the leadership and management of the school to ensure that this time is factored into the broader timetable of the school.

2. Furthermore, novice teachers could be considered as a group regarding certain common areas of development which could save time.
3. Novice teachers must be empowered with coping strategies to manage the challenges of learner discipline such as being afforded the opportunity to observe experienced teachers in session.
4. There is a need for continuous professional development of all experienced educators. This should be the core duty of the leadership of the school.
5. Collegiality is a useful approach at schools which allows teachers to remain constantly motivated and persevere even when at times things may go wrong.
6. The expertise of all teachers must be observed continuously to afford them the opportunity to put it to use.

5.5 Limitations of the study

1. The study was undertaken at only one primary school thus one cannot generalize the findings to all other schools in the Pinetown District in KwaZulu-Natal. More information could have been collated especially regarding the role of leadership and management in attempting to identify and meet the developmental needs of novice teachers, if more than one school was used for this study.
2. I conducted the study at the school where I am currently employed and this increased the level of subjectivity. To overcome this I constantly reassured participants that the interviews were strictly confidential, pseudonyms were used and transcripts were given back to the participants to verify the accuracy of what was written.

3. The HOD consulted refused permission to tape record the first issue of the interview stating that he felt nervous, hence the time allocated for the interview was not sufficient and had to be carried forward to another day. The HoD then gave permission to be tape recorded since he felt more comfortable with the researcher after the previous meeting.
4. Three of the five interviews were conducted on the site and there were disturbances from learners who were sent on errands to my office. This was accommodated by putting the tape recorder on pause during the interruptions, thereafter repeating the same question so that the participants could recall their responses and continue confidently.

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APPENDIX ONE

APPENDIX TWO
Informed consent

20 Naran Place, Harinagar
Shallcross
4093
10 JUNE 2009

The director
Department of Education and Culture Services

Re: Request for permission to conduct research atSchool in the Pinetown District.

I, Mrs. S. Moodley (student no. 208524982), currently a Head of Department in the Foundation Phase request permission to conduct research at the above schools. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to do a dissertation.

My research will focus on how schools attempt to identify and meet teachers' developmental needs. In order to understand this I will be exploring the roles of novice teachers and mentors/experienced teachers in attempting to identify and develop their needs. My intention is to also interpret and understand the role of school leadership and management in attempting to identify and meet novice teachers' developmental needs.

My study entails interviewing novice teachers, mentors/experienced teachers, managers and leaders at the schools. Interviews will be audio-recorded. Furthermore, this research also entails analysing some of the schools' documents that relates closely to my study.

Before conducting my research written consent would be obtained from the principal and all the other participants at the schools. The schools and the participants would be ensured of confidentiality, privacy and anonymity during all stages of the research. Participants will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes.

I hope that you will consider my request favourably and grant me written consent to conduct my study at these schools.

Thank you in advance for your time and consideration.

Yours faithfully

S. Moodley (Mrs.)

Tel. no. 031-4093140
Fax: 031-7062353
Cell no. 083 5187 184

Supervisors details:

Dr. Vitallis Chikoko
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Edgewood Tel. No. 031-2602639/ 0763767836

APPENDIX THREE

APPENDIX FOUR
UNIVERSITY OF KWAZULU-NATAL
Edgewood Campus

20 Naran Place, Harinagar
Shallcross
4093

10 JUNE 2009

Dear principal:_____

Re: Request for permission to conduct research

I, _____, currently a Head of Department in the Foundation Phase request permission to conduct research at your school. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal. In order to complete my studies successfully, I am required to do a dissertation.

My research will focus on how schools attempt to identify and meet teachers' developmental needs. In order to understand this I will be exploring the roles of novice teachers and mentors/experienced teachers in attempting to identify and develop their needs. My intention is to also interpret and understand the role of school leadership and management in attempting to identify and meet novice teachers' developmental needs. My study entails interviewing novice teachers, mentors/experienced teachers and managers at your school. I also humbly request for permission to interview you as the leader of the school. Interviews will be audio-recorded. Furthermore, this research also entails analysing some of the schools' documents, such as your staff development policy, minutes of the staff development team, educators' personal growth plan and any other document that relates to my study.

Before conducting my research written consent would be obtained from Department of Education and Culture. The school and the participants would be ensured of confidentiality, privacy and anonymity during all stages of the research. Participants will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes. I am also of the view that the information received from this study will contribute to school effectiveness and school improvement.

I hope that you will consider my request favourably and grant me written consent to conduct my study at your school.

Thank you in advance for your time and consideration.

Yours faithfully

S. Moodley (Mrs.)

Tel. no. 031-4093140
Fax: 031-7062353
Cell no. 083 5187 184

Mrs. S. Moodley -Student no. 208524982

Supervisors details:

Dr. Vitallis Chikoko
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Edgewood Campus
Tel. No. 031-2602639/ 0763767836

Consent

I hereby confirm that I understand the contents of this document and the nature of the research project. I consent to participate and I consent to the educators at the school participating in the above research project. I understand that my participation is voluntary and that I am at liberty to withdraw from the project at any time should I desire. I consent to the interviews being audio-recorded.

Principal: (Print name): _____

Signature: _____

Date: _____

Researcher: Mrs. Sarasvathy Moodley

Signature: _____

Date: _____

Address: 20 Naran Place Harinagar
Shallcross
4093

Telephone: Cell: 0835187184 (H) 031-4093140 (W) 031-7062353

Supervisor (Print name): Doctor Vitallis Chikoko

Signature: _____

Date: _____

Faculty of Education, Edgewood Campus
Private Bag X03
Ashwood
3605

Telephone: (W) 031-2603438 (FAX) 031-2603423

Mrs. S. Moodley

Student no. 20852498

APPENDIX FIVE

Dear educator/ mentor/ manager: _____

I _____ am currently a Head of Department in the Foundation Phase. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of KwaZulu-Natal. In order to complete my studies successfully I am required to do a mini dissertation.

My research will focus on how schools attempt to identify and meet teachers' developmental needs. In order to understand this I will be exploring the roles of novice teachers and mentors/experienced teachers in attempting to identify and develop their needs. My intention is to also interpret and understand the role of school leadership and management in attempting to identify and meet novice teachers' developmental needs. My study entails interviewing novice teachers, mentors/experienced teachers, managers and leaders at the schools. Interviews will be audio-recorded. Furthermore, this research also entails analysing some of the schools' documents such as your personal growth plan, the school's staff development policy, minutes of the staff development team and any other documents that relate closely to my study. This information will be used purely for the purpose of this study.

Before conducting my research written consent would be obtained from the Department of Education and Culture. As one of my selected respondents you and the school would be ensured of confidentiality, privacy and anonymity during all stages of the research. You will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes. I am also of the view that the information received from this study will contribute to school effectiveness and school improvement.

I hope that you will consider my request favourably and grant me permission to harness your participation for various aspects of the study.

I look forward to your kind reply and thank you for your time and consideration.

Yours faithfully

S. Moodley (Mrs.)

Tel. no. 031-4093140

Fax: 031-7062353

Cell no. 083 5187 184

Student no. 208524982

Supervisors details:

Dr. Vitallis Chikoko

Faculty of Education

School of Education and Development

University of KwaZulu-Natal

Edgewood Campus

Tel. No. 031-2602639/ 0763767836

Consent

I(full name) hereby consent to participate in the above research. I understand that my participation is voluntary and I may change my mind and refuse to participate at any stage without penalty. I may refuse to answer any question or I may stop the interview. I understand that some of the things I say may be directly quoted in the text of the final dissertation, and subsequent publications. I consent to the interview being audio-recorded.

Signature: _____

Date: _____

Researcher: Mrs. Sarasvathy Moodley

Signature: _____

Date: _____

Address: 20 Naran Place Harinagar
Shallcross
4093

Telephone: Cell: 0835187184 (H) 031-4093140 (W) 031-7062353

Supervisor (Print name): Doctor Vitallis Chikoko

Signature: _____

Date: _____

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Mrs. S. Moodley
20852498

Student no.

APPENDIX SIX

SEMI-STRUCTURED INTERVIEW- PRINCIPAL/MANAGER

Title: Novice teachers' developmental needs

The purpose of this interview is to generate information of how schools are attempting to identify and meet developmental needs of novice teachers at a primary school in KwaZulu –Natal.

1. KEY DEVELOPMENT AREAS

INDUCATION AND MENTORING

- a) What were the experiences of novice teachers on induction and mentoring?
- b) How would you have preferred the induction and mentoring process to unfold?
- c) What was included that was not really necessary?
- d) How often and where do novice teachers meet/interact with their mentor?
- e) To what extent are the novice teachers comfortable in their relationship with their mentors?
- f) How has time been allocated (managed) for novice teachers' development to flourish at this school?

PERSONAL DEVELOPMENTAL NEEDS

- a) To what extent are novice teachers given the opportunity to share their values and beliefs regarding teaching?
- b) How would you describe the morale of the novice teachers regarding their career as a teacher?
- c) Can you describe a special skill or expertise that novice teachers are equipped with when they were appointed at this school?
- d) How has this been accepted by the serving educators?

CURRICULUM AND TEACHING DEVELOPMENT NEEDS

- a) To what extent do novice teachers require support and guidance with regards to
 - scheduling of learning areas

- lesson planning
- actual teaching/delivery of lessons
- classroom management and discipline
- assessment: administering, recording and analysis
- reporting on learners' progress

2. IDENTIFYING THE DEVELOPMENTAL NEEDS

- a) To what extent are novice teachers given an opportunity to communicate their development needs?
- b) How are they informed of their shortcomings as a teacher at this school?
- c) How is their performance as a teacher evaluated and monitored?
- d) To what extent is collegiality implemented when needs of novice teachers are identified?
- e) To what extent are novice teachers considered as a group when their development needs are identified and brought to their attention?
- f) How the individual beliefs and perceptions of novice teachers considered when development needs are identified?
- g) To what extent is a top-down (hierarchical) approach implemented in order to identify the development needs of novice teachers?

3. MEETING THE DEVELOPMENTAL NEEDS

- a) To what extent is collegiality implemented in order to meet the development needs of novice teachers?
- b) As a group of novice teachers to what extent have they been empowered and entrusted with responsibilities?
- c) As a group of novice teachers to what extent are they empowered to make decisions which may have a positive influence on teaching and learning at this school?
- d) As individuals to what extent are novice teachers empowered and entrusted with responsibilities?
- e) To what extent are the individual beliefs and perceptions of novice teachers considered when decisions are taken at this school?

- f) To what extent are decisions taken from the top/senior management and passed down to subordinates (novice teachers)?

3. THE ROLE OF LEADERSHIP AND MANAGEMENT

- a) How did the leadership and management articulate the vision, goals and mission statement of this school to novice teachers?
- b) How has the leadership and management motivated novice teachers regarding their professional competence and personal development?
- c) How has the culture of the school been articulated to novice teachers?
- d) Have novice teachers been given the opportunity to share their expertise with all stakeholders?
- e) To what extent have you been treated the same as serving educators in all aspects of school life?

SEMI-STRUCTURED INTERVIEW- NOVICE TEACHER

Title: Novice teachers' developmental needs

The purpose of this interview is to generate information of how schools are attempting to identify and meet developmental needs of novice teachers at a primary school in KwaZulu –Natal.

1. KEY DEVELOPMENT AREAS

INDUCION AND MENTORING

- a) What were your experiences on induction and mentoring?
- b) How would you have preferred the induction and mentoring process to unfold?
- c) What was included that was not really necessary?
- d) How often and where do you meet/interact with your mentor?
- e) Are you comfortable in your relationship with your mentor?
- f) How has time been allocated (managed) for teacher development to flourish at this school?

SOCIAL NEEDS

- a) To what extent have you been socially accepted by the staff in general?
- b) How often does the staff meet on a social/informal level?
- c) How does your social/personal relationship with colleagues and leadership and management impact on your professional relationship?
- d) How do your personal situations/ problems affect your professional competence as a teacher?

PERSONAL NEEDS

- a) To what extent were you given the opportunity to share your values and beliefs regarding teaching?
- b) How would you describe your morale regarding your career as a teacher?
- c) Can you describe a special skill or expertise that you were equipped with when

you were appointed at this school?

- d) How has this been accepted by the serving educators?

CURRICULUM AND TEACHING DEVELOPMENT NEEDS

- a) To what extent do you require support and guidance with regards to:

- scheduling of learning areas
- lesson planning
- actual teaching/delivery of lessons
- classroom management and discipline
- assessment: administering, recording and analysis
- reporting on learners' progress

2. IDENTIFYING THE DEVELOPMENTAL NEEDS OF NOVICE TEACHERS

- a) Do you have an opportunity to communicate your development needs?
- b) How are you informed of your shortcomings as a teacher at this school?
- c) How is your performance as a teacher evaluated and monitored?
- d) To what extent are novice teachers given an opportunity to communicate their development needs?
- e) How are they informed of their shortcomings as a teacher at this school?
- f) How is their performance as a teacher evaluated and monitored?
- g) To what extent is collegiality implemented when your development needs are identified?
- h) To what extent are you considered as a group when your development needs are identified and brought to their attention?
- i) How your individual beliefs and perceptions of considered when your development needs are identified?
- j) To what extent is a top-down (hierarchical) approach implemented in order to identify your development needs?

2. MEETING THE DEVELOPMENTAL NEEDS OF NOVICE TEACHERS

- a) To what extent is collegiality implemented in order to meet the development needs of novice teachers?
- b) As a group of novice teachers to what extent have you been empowered and entrusted with responsibilities?
- c) As a group of novice teachers to what extent are you empowered to make decisions which may have a positive influence on teaching and learning at this school?
- d) As individuals to what extent are you empowered and entrusted with responsibilities?
- e) To what extent are your individual beliefs and perceptions considered when decisions are taken at this school?
- f) To what extent are decisions taken from the top/senior management and passed down to you (subordinates) ?

3. THE ROLE OF LEADERSHIP AND MANAGEMENT

- a) What is the vision and mission statement of this school and how did the leadership and management of this school reveal this to you?
- b) How has the leadership and management motivated you regarding your professional competence and personal development?
- c) How has the culture of the school been articulated to you? Describe the existing culture of this school?
- d) Have you been given the opportunity to share your expertise with all stakeholders?
- e) To what extent have you been treated the same as serving educators in all aspects of school life?
- f) To what extent have the goals of the school been articulated to you?

DOCUMENT ANALYSIS SCHEDULE

NO.	DOCUMENTS	FOCUS AREAS
1	The school's vision and mission statement.	1) Is attempting to identify and meet developmental needs part of the school's vision and mission statement.
2	Staff development policy	1) Criteria for identifying developmental needs of teachers. 2) Steps taken to meet those needs 3) Prioritising of developmental needs. 4) Opportunities for innovation. 5) Use of internal and external expertise
3	Minutes of staff development team	1) Evidence of needs of educators that have been identified. 2) Decisions taken with regards to measures set in place to attempt to meet developmental needs.
4	Educators' personal growth plan	1) Developmental areas that need improvement 2) Areas for which the educator can exercise self-improvement. 3) Areas for which the peer, mentor or manager can provide guidance 4) Those areas for which the DoE must provide support 5) Reskilling needs of teachers
5	The school's improvement plan	1) Prioritising of goals and developmental needs of educators. 2) People who need support and who is responsible for providing such support. 3) Target dates for completion 4) Monitoring
6	3) Time management plan of Developmental Support Groups (DSG).	1) Reasonability of target dates