

**FROM THE POT INTO THE FIRE? SCHOOL-MANAGEMENT TEAMS IN  
DEVELOPING NOVICE TEACHERS IN A PRIMARY SCHOOL**

**BY**

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## **SUPERVISOR'S STATEMENT**

**This dissertation has been submitted with/without my approval.**

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## **DEDICATION**

This piece of work is dedicated to:

My husband Mervyn Pillay, who has been my pillar of strength during my two year study. For the encouragement to pursue my studies, painstakingly undertaking all my responsibilities so that my work can come to fruition, I will always be grateful.

My two children, Siresha and Jashlen, whom I wish will always be inspired to pursue their educational options and succeed.

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## **ABSTRACT**

Novice teachers are seen as an asset to the education system. With the precious minds they are entrusted to nurture, South Africa has to ensure that the novice teacher quality is exceptional. The aim of this study is to explore how school management teams develop novice teachers. As the title suggests novice teachers far and wide have encountered a problem on transition into the profession. It is assumed that development from school management teams provide the skills novice teachers require to achieve excellence. This study sought to establish the tools and methods employed by school management teams in the development process, if any. It further explored whether school management team's development endeavours were benefitting the novice teacher and what the effects on the novice teacher were. Though development is outlined clearly in the policies of South Africa, there were factors that enable and constrain development of novice teachers in primary schools.

This qualitative study was located in the interpretative paradigm and employed a case study methodology. Data was generated through discursive orientated interviews and collage to answer the questions proposed. This study was underpinned by the Adult Learning Theory and Professional Learning Theory. Data was presented through creatively constructed stories and analysed through content analysis and verstehen. It was found that as a result of novice teachers being inadequately prepared for the classroom, school management teams had to create developmental methods to assist the novice teacher. The school management team instituted an induction programme that included a discussion, a manual and peer pairing on entrance into the school. Thereafter, a well-structured supervision plan with continuous guidance in the classroom as well as on administrative tasks saw the novice teacher gaining confidence and knowledge to move forward. Continual support from the SMT as well as peers though impacted on time, which was seen as a constraining factor to development. It was also found that the novices needed to be self-motivated to work independently so that they could grow quickly within the profession. The school's ethos cultivated development as their staff development programmes stimulated debate and critical discourse whilst empowering all the teachers at the school. This enabling factor was seen by the school management as a tool to steer the teacher's development and this did have a positive effect on the novice though not through lively conversation.

Though the findings cannot be generalised as this is a single case study, the recommendations suggested may improve on the novice teacher training and future studies may minimise the problems novice teachers encounter.

## LIST OF ABBREVIATIONS

SMT	School Management Team
HOD	Head of Department in schools
SASA	South African Schools Act
DOI	Discursive Orientated Interviews
RSA	Republic of South Africa
CAPS	Curriculum and Assessment Policy Statements

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# **CHAPTER 1**

## **INTRODUCTION AND BACKGROUND TO THE STUDY**

### **1.1 Introduction**

Novice teachers as well as school management teams are bound together to steer teaching and learning within schools. Novice teachers are hailed as the future force behind educating learners around the globe. In South Africa there is a demand for teachers as many exit the system and this includes both young teachers as well as older teachers. The need for novice teachers also accompanies the need for expertise in the field. Novice teachers despite tertiary education, encounter challenges within the school. School managers are in the position to direct novice teachers to excel and the interaction with these managers, I believe should diminish challenges and support the novice in becoming the expert. This study was conducted to explore the capacity of school management teams in developing novice teachers within primary schools. Each chapter in this study connects to provide a conclusive understanding of this phenomena. Chapter one positions the manner in which this study will proceed. This chapter begins with the background to the study and statement of the problem. This is followed by the purpose of the study, research questions and an elucidation of key concepts. I conclude this chapter with an overview of the chapters and conclusion.

### **1.2 Background**

Novice teachers are a crucial addition to a school as they represent the future of that institution in terms of human resources (Gamage & Pang, 2004). Novice teachers are expected to process abstract theoretical knowledge acquired into concrete actions, a task that requires deep understanding of and translation of two types of knowledge: knowing what and knowing how, hence theory into practice (Darling-Hammond, 2009). The novice teacher's success lies in being orientated well as a professional to carry out his or her primary task of ensuring teaching and learning. Regrettably, novices often enter the profession unsure and they often experience many challenges. Supporting the foregoing view, Bezzina (2006, p. 413) argues that "students often feel ill-prepared to deal with the uncertainties, realities and challenges that await them in their new profession." Novice teachers enter the profession with an academic theoretical knowledge (Hollins, 2011) but find difficulty in translating this knowledge into practice (Bezzina, 2006). Encounters with learners provide a different context. Therein lies the novice teachers need for proper guidance and induction to ease the transition and develop them into practitioners. School managers are in the ideal position to aid this transition and to develop



novice teachers. The Personnel Administrative Measures (PAM) document published in Government Gazette No 19767 in 1999, in Section 4 guides school managers in their tasks of supervision and monitoring (Republic of South Africa, [RSA], 1999). This generic description fails to be specific with reference to developing novice teachers. Therefore I am curious as to what school management teams are doing to develop novice teachers and I wish to explore if there are specific activities in place to support novice teachers' development. In the same vein a literary review on teacher education in the 21<sup>st</sup> century, Menter, Hulme, Elliot, Lewin, Baumfield, Britton, Carroll, Livingstone, McCulloch, McQueen, Patrick and Townsend (2010) indicate that the role of school management teams in professionally developing teachers has not been sufficiently researched. This further encourages the need for this study. Thus, the focus of the study.

### **1.3 Rationale**

I have been teaching for the past 23 years and for the past 5 years I have been in close contact with novice teachers as a subject head. I have witnessed the tears and despair that accompanies these novices first few years of teaching. I have complimented many on their sound theoretical knowledge, though I have found that the novice teacher's attempts at translating this into concrete situations faced many stumbling blocks. Despite my feeble attempt to assist, the time as a level 1 educator was limited and the novice's timetable within the day is just as constraining. This observation compelled me to review the Personnel Administrative Measures (PAM) document published in Government Gazette No 19767 in 1999, in Section 4, which clearly states that school managers are given the time to assist the development of teachers (RSA, 1999) but it does not acknowledge different educators and literature on school management teams engaging in development of novice teachers is absent. School managers were therefore in the position to effect change and I was intrigued to explore how SMTs supported novice teachers, if there was development.

Strengthening teachers' positive experiences during their first and vulnerable years, makes them more open-minded and committed, encouraging them to continue in the profession. Researchers (Hoy & Spero, 2005; Ozturk & Yildirim, 2013; Tschannen Moran & Hoy, 2007) support the preceding statement by concluding that positive support from school managers reduces attrition and contributes to the impact of professional growth on the novice teacher. "Effective supervision can also assist beginning teachers to adapt and to become active participants in the school's culture." (Wood, 2005). I am unaware of any national induction programme in South Africa therefore I believe that schools and their managers are left with the

task of inducting these novices. Whitaker (2001, p.14) states that, “we all need to do whatever we can to provide support to our beginning teachers in order to help them become the best teachers they can be”. The school manager’s success in developing the novice teacher may encourage many outcomes, one being retention, another being developing quality professionals and further to this the novice teachers success as a teacher will have a positive effect on improving learner performance (Ingersoll, 2011). This study may serve as a baseline to future research on developing induction programmes for novice teachers in South Africa as we explore how school managers help in developing novice teachers in primary schools and the factors that retard this progress.

#### **1.4 Statement of the Problem**

The Employment of Educators Act, 76 of 1998 mandates the SMT (principals, deputy principals and heads of department) to professionally develop teachers, however, this document does not specify what these SMT members are supposed to do to professionally develop the teachers. What is even more of a concern, is that this document does not acknowledge that there are different types of teachers (novice and seasoned). Concerning this study is the reality that the document does not specify how to develop novice teachers yet they form an important group of the Department of Education’s future. Coupled with this, is the lack of literature on what entails the development of novice teachers by SMTs.

#### **1.5 Purpose of the study**

Based on the statement of the problem the purpose of the study become imperative to identify and examine what school management teams are undertaking to develop novice teachers in primary schools and to explore the benefits that novice teachers gain from this development whilst also identifying the enabling and hindering factors that school management teams encounter in this process of development.

#### **1.5 Research Questions**

Based on the purpose of the study these are the key research questions.

- 1.5.1** How do school management teams develop novice teachers in their schools?
- 1.5.2** To what extent are the novice teachers benefiting from what school management teams do to develop them?
- 1.5.3** What are the enabling and constraining factors that school management teams face in developing novice teachers?

## **1.6 Significance of the Study**

With this study I wish to provide insight into how SMTs develop novice teachers and to identify if the development has an impact on the novice as a professional. I would also like to understand what factors hinder or support development so that policy makers could use them to improve conditions that support novice teachers. I would also like to nudge policy makers to come up with a solution to help novices become better prepared to take on their job. This research should also inform other SMT members of the possible actions that need to be taken to develop novice teachers.

## **1.7 Clarification of Key Concepts**

The study constantly refers to school management teams, novice teachers and professional development throughout the study. I thought that explaining the concepts will indicate how they are used in this study.

### **1.7.1 School management teams (SMT)**

In the South African context school management is made up of the principal, deputy principal and heads of department (South African Schools Act 84 of 1996). In this study they will be referred to as the school management team (SMT). The SMT accomplishes specific roles and responsibilities as set out in the South African Schools Act of 84 (RSA, 1996). This enables them to manage the personnel at the school and to attain their goals.

### **1.7.2 Novice teachers**

Novice teachers are teachers entering the profession and are teaching for less than three years (Blunt, 2013). Iancu-Haddad (2009) and Saiegh-Hadadd (2012) have acknowledged the need for mentoring and induction programmes and the challenges that face the novice teacher in Africa. Arends and Phurutse (2009), South African scholars have indicated in their study that to their knowledge they were unaware of the developmental programmes available to novice teachers from the national department or school managers. Hence the study of novice teacher development within schools.

### **1.7.3 Professional development**

The significant characteristic of professional development is the teacher learning (Avalos, 2010). Professional development denotes expertise and understanding gained for individual as well as vocational development (Ahuja, 2015). This development guides and should improve

the teachers expertise in different aspects of the profession. How professional development of novice teachers is implemented in primary schools in South Africa is an apparent gap in literature. Therefore, this study will help enable understanding of the phenomenon.

## **1.7 Overview of Chapters**

Chapter One guided the study from the background which outlined the importance of novice teachers in the profession and the problem experienced globally of novice teacher being unprepared for the profession they have chosen. The background also identified the SMT as the personnel within the school that guides and supervises novice teacher. The problem statement gave an understanding of how this study emerged. This led to the purpose of this study and the research questions. The key concepts discussed, school management teams, novice teacher and professional development are all central to this study. This being a case study did infer some limitations, which were declared. The final part constituted an overview of chapters and the conclusion.

Chapter Two encompasses a detailed literature review that brings into debate the scholars and their work that are relevant to my study. Besides key issues to the study being discussed, it also explains in detail the theoretical framework, Adult Learning Theory and Professional Learning Theory and how it applies to this study.

Chapter 3 looks at the methodology of this study. An in-depth explanation positioned this study in the interpretative paradigm and I had decided on conducting a qualitative study which generated a rich data base (Cohen et al., 2011). The case study method was chosen to achieve my objectives. The tools I chose to use were the discursive orientated interviews (DOI) and the collage inquiry. My participants were selected purposefully to produce overwhelming data. To present this data I wanted to be creative so I decided on stories for both the interviews as well as collages. To analyze the data content analysis was effected for the DOI and Verstehen for the collage inquiry. The location of the study and the ethical considerations are further explained in detail.

Chapter 4 describes and presents the participants and their stories. A narrative presentation resulted from the DOI's and the collage inquiry. Representations of the collage accompanied the stories.

Chapter 5 is a culmination of the data generated and how it was analysed using content analysis and Verstehen. The data was analysed under three emerging themes that were aligned to the research question, (1) contribution by SMT to development, novice teacher development and factors that hinder and benefit development. The data analysis is presented under these themes and are critically discussed in terms of literature and the theoretical framework.

Chapter 6 concludes this study by providing a summary of the findings, discusses the contributions made by the study, the limitations, recommendations for further research and ends with a final comment on the study.

## **1.8 Conclusion**

This chapter clearly charted the course that this study would follow. It provided insight into the birth of this study and has clearly stated the research questions. It has also given an understanding of what significance this study holds to the teaching fraternity and policy makers and finally a brief overview of the chapters concluded chapter 1. Chapter two of this study will offer international as well as national scholarship related to the topic. It furnishes a lively critical debate to ground the study.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

The previous chapter outlined a distinct direction that this study would follow. To guide this study forward, I will critically review, in this chapter, the literature to form a firm foundation for my study, concurrently assisting me to probe into the matter of my critical questions. In the first part of the chapter the focus will be on school management teams and their place in teacher development, novice teachers and their need for development and the importance of professional development in the novice teacher's growth. The next part will focus on support of novice teachers' development. The final part will bring into perspective the theoretical framework of Adult Learning Theory and the Professional Learning Theory, their link to this study and their appearance in literature.

#### 2.2 The place of SMT in teacher development

The concept of school-based management has its grounding within the South African Schools Act (RSA, No 76 of 1998). "School Management Teams" (SMT) is that part within the human resources of a school that is responsible for the management and administration of the school (RSA, 2005, p. 7). In the South African context, a school management team is made up of the principal, deputy principal and heads of department. International terminology for these positions vary from head teacher, administrator and middle level managers (Brown, Rutterford & Boyle, 2010; Hallinger, 2011; Heng & Marsh, 2009; Macbeath, 2012).

Section 16 of South African Schools Act No 84 of 1996, (RSA, 1996) outlines that a school management team needs to be responsible for the daily professional management of a school and they need to ensure that all policies are implemented. The South African Schools Act No 84 of 1996, 16 (3) and Employment of Educators Act, 76 of 1998, 4 (2) (RSA 1996, 1998), places the principal in a professional leadership position for creating conditions to accomplish enriched and operational school management. Many scholars (Huber, 2010b; Huber & Muijs, 2010; Moos & Huber, 2007) have supported the fundamental role of the school leader as a key component in effective schools. The principal can be viewed as that individual who can hinder or promote change by creating or not creating an empowering organisational culture and structure (Bush 2010; Rhodes & Brundrett 2010). The ability to create an empowering culture and structure to improve outcomes within a school, rests in the improvement of school

leadership (Eacott & Asuga, 2014; Naicker, 2011). The principal as head of the SMT steers and guides the team to play a critical part in expediting organisational progress and growth through policy implementation, as well as provide clarity, guidance and support (RSA, 1998). These are the expectations of the SMT within schools and what is of concern to me and my study is, how the SMT is developing novice teachers in primary schools.

According to the Personnel Administrative Measures, one of the key personnel tasks of the principal is to develop staff training programmes, school-based as well as external directed programmes to assist teachers, in particular novice or new teachers, to meet the educational objectives and goals. (RSA, 1999). Another is to participate in an appraisal process to assist teachers to review their practice at school to improve teaching and learning. Despite these expectations, scholars have found that if continuous reflective practice is not implemented, school improvement strategies will be absent and learner performance will not improve (Clarke, 2011; Duke, Carr & Sterrett, 2013; Van Der Voort, 2013). Reflective practice identifies areas that can be improved and failure to identify these areas will result in educators continuing without development and this impacts on the learner performance.

In a qualitative study conducted by Robertson (2009), he argues that the principal who is in a key leadership position needs to understand the plight of the novice teacher in order to initiate programmes for novice teacher and further suggests that school management teams need to be knowledgeable, persuasive and willing to work tirelessly to implement formation of these programmes. Knight and Moore (2012) and Menon (2012) stress the significance of support in transforming a novice into a skilled professional. Several scholars (Bush, Kiggundu & Moorosi, 2011, p. 31; Leithwood, Day, Sammons, Harris and Hopkins, 2006, p. 14; McKinsey & Compton, 2010; Morris 2010) declare that performance improvement lies with the leadership within a school. This infers that the SMTs of schools are given the task to provide visionary leadership in steering novice teachers through professional development into skilled professionals.

Although researchers (Darling-Hammond, 2010; Dishena, 2010; Hamburg & Marian, 2012; Young & Cates, 2010;) seem to have identified mentoring, induction and professional learning communities as possible solutions to assisting novice teachers, the Pinetown district only brought to the fore the topic Staff Development Programmes as late as May 2016 at a Principals Meeting where the topic was presented. I believe that SMTs need to acknowledge and enforce

their roles and responsibilities as current literature still identifies novice teachers encountering problems like workplace stress, workload, time management, content and curriculum knowledge, teaching, subject matter, students and instructional errors during their initial teaching years. (Ozturk & Yildirim, 2013; Ridley, 2015; Rogers, 2014). SMTs as role models, should steer novices in the direction of development by ensuring information is accurate, timeous and empowering. This statement encapsulates the mystery within the primary schools and novice teachers, that I wish to uncover. The next sub-heading brings into focus the need for novice teacher development.

### **2.3 Novice teachers and their need for development**

Novice teachers are early career teachers who are in the profession for less than three years (Blunt, 2013). In America, England and Australia novice teacher are referred to as beginner teacher, probationer, neophytes, new teacher and newly qualified teacher. Scholars (Dishena, 2014; Darling-Hammond, 2009; Ibrahim, 2012; Ingersoll, 2011; Jones, 2002) have indicated for many years that the transition from student to novice teacher can be problematic. To reduce attrition and to ensure teaching effectiveness, guidance and support is essential to the novice teacher (Ingersoll & Strong, 2011; Strong, 2009). The type of support and guidance they get will determine their longevity and passion to continue in the profession.

Teachers have the responsibility to teach and know students, manage classrooms and student behaviours, know different teaching strategies, and possess values of expertise (Goh & Wong, 2014). The inexperience of the novice teacher makes identifying student needs a difficult process. Herein lies the need for managers to identify the specific needs that the novice teachers lack and to provide the guidance and the opportunity for development to take place. The novice teacher through intrinsic motivation (Knowles, Holton & Swanson, 2011) and extrinsic help (Ingersoll & Strong, 2011) can slowly develop skills that will help them conduct their jobs effectively.

Professional development for novice teachers is critical for building on previous knowledge, sharing in dynamic educational experiences, and nurturing a climate of admiration with contemporaries (Boutte, 2012; Ingersoll & Strong, 2011; Sass, Seal & Martin, 2011). Both personal and professional needs could be achieved through activities such as induction, workshops, and mentoring, informal contact with colleagues and continuous professional development. Professional development offered by the school management team in terms of the novice teachers needs will guide the transition from novice teacher to skilled professional (Knight & Moore, 2012).



In a review of literature by Clandinin, Long, Mckenzie-Robblee, Schaefer, Steeves, Wnuk and Pinnegar (2012) found that the school culture and context repeatedly had an effect on the novice teacher. It is my belief that a supportive collaborative atmosphere will nurture novice teachers well in developing them into confident motivated teachers. I am of the opinion that SMTs have the ability to lead novice teachers into becoming confident, motivated teachers who will quickly identify their own leadership potential. By understanding the effects of professional development on the novice teacher, we can fully appreciate the relationship that needs to exist between novice teacher and SMT. Unless we identify what occurs within the school and how this affects novice teacher development, we will not be able to improve our practice. This review has pinpointed the need for novice teacher guidance and induction, workshops, mentoring, informal contact with colleagues and continuous professional development. These are but a few guiding areas that can benefit novice teachers but it is unclear if primary schools in Pinetown District have been implementing these strategies to improve novice teacher development. This following sub heading will bring into focus the value of professional development.

#### **2.4 Value of professional development for novice teachers**

The term professional development has a broad understanding and many scholars have suggested a way of explaining the term. Petrie and McGee (2012) view professional development as a means to improve teaching and this in turn will support learner achievement. Doherty (2010) and Ono and Ferriera (2010) see professional development as a process of informal and formal learning that constitutes growth in knowledge, skills and personal development to transform teaching practice. Mizelle (2010) expresses that professional development is a common term used to define the method by which teachers obtain the knowledge and skills needed for teaching efficiently at each phase of a teacher's career. Nieto (2009) adds that an important condition of professional development "is a climate of openness, shared decision making, and collaboration in the school," all of which are fostered in an environment where teachers are empowered to develop, implement and reflect upon topics that interest them and relate directly to their instructional and intellectual needs (p. 11). On the contrary, professional development is seen by Ian and Wagga (2009) as a dual process of employer and employee to facilitate a specific programme. They do not take into consideration the individual's personal need to develop, to meet the needs of the institute. However, it is a consistent belief that professional development of teachers whether it is initiated by the

employer or self is essential for the growth and improvement of teachers to execute their jobs efficiently.

With that understanding of how in-depth the term professional development is, professional development has immense value to my study as it will help ascertain how SMTs conduct professional development within the school to develop novice teachers. The direction and programme that the SMT should conduct is further informed by The Policy on the Minimum Requirements for Teacher Education Qualifications in South Africa (RSA, 2011). My experience as a mentor has made me realise that the novice teacher's competency does not match the expectations of The Policy on the Minimum Requirements for Teacher Education Qualifications in South Africa (RSA, 2011). I have summarised the policy under the headings, pedagogical competencies, professional knowledge and personal and professional growth as I believe that these are the fundamental aspects that guide the teaching profession forward.

#### **2.4.1 The Policy on the Minimum Requirements for Teacher Education Qualifications in South Africa**

This Policy on the Minimum Requirements for Teacher Education Qualifications in South Africa (RSA, 2011) outlines the 11 competencies of a novice teacher that indicate the preparedness of the novice teacher on entering the profession. I have summarised the policy as previously stated as this will further support my argument for the need for this study. These competencies mark the novice teacher's minimum professional knowledge on entering the teaching profession.

##### **2.4.1.1 Pedagogical competencies**

The following paragraph is my summary of aspects that fall under the sub heading. Novice teachers must have a good knowledge of the content of a learning area and they should have the skills to translate the content of the subject to their learners. They should be able to outline the pace to meet learner needs and be able to select the content in sequence to build on a theme. Novice teachers must build a repertoire with their learners to understand their needs and the levels at which they should perform. It is necessary for the novice teacher to be able to identify individual methods to suit each learner. Novice teachers must be able to communicate efficiently about their subject area as well as in general in order to facilitate learning. The novice must be knowledgeable about the school curriculum and the subject content in order to plan, design and execute lessons. They should be able to use resources creatively to enhance

the lessons and be able to manage diverse contexts within the classroom to promote a conducive learning environment. Novice teachers should be able to assess learners in a reliable way, employing various methods to elicit learning as these results should be used to further improve teaching and learning (RSA, 2011).

Taylor and Taylor (2012) and Rusznyak (2010) concur that content knowledge is essential to improve learner performance. I am of the opinion that a novice teacher armed with this ammunition will provide a stimulating and enriching environment for learners. Although the policy outlines these competencies, statistics yielded by Che (2010) posits that only 40% of 15 Bed programmes and 32% of 22 PGCE programmes were deemed worthy of full accreditation after being reviewed by the HEQC in 2007 in South Africa, subsequently putting in question the quality of knowledge acquired by students in higher learning institutions. I fear that this may be a reason for the ill-prepared novice teachers that I have encountered. Thus the need for development by SMTs to improve novice teacher readiness within schools.

#### **2.4.1.2 Professional knowledge**

A further summary of the competencies state that teachers need to understand the diverse population they come into contact with and should understand the social problems that they may encounter with their learners. They should be able to effectively communicate with relevant professional service providers and build partnerships that would assist the well-being of their learners. Novice teachers must have highly developed language, mathematics and information technology (IT) skills. Novice teachers should be able to reflect critically on practice and be able to contribute to the professional community to enrich the profession, to improve it and to adjust to constant changes. Novice teachers should display a positive work ethic as well as display excellent morals and values to disseminate to the learners and uphold the dignity and status of the profession. (RSA, 2011).

MacBeath (2012) concurs that the above professional knowledge promotes the professionalism of the teaching profession. Scholars (Dishena, 2014; Darling-Hammond, 2009; Ibrahim, 2012; Ingersoll, 2011) have stressed the need to ease the transition from theoretical knowledge to the practice of teaching. I am of the opinion that the competencies mentioned under professional knowledge can only be developed through professional development within the school. Once the novice teacher starts engaging with people and resources, there will be an understanding of the development needed to become skilled. American researcher Ingersoll (2011) in his critical analysis of 15 studies on novice teachers (beginning teacher) concluded

that support and assistance to the beginning teacher resulted in 3 outcomes which are, teacher commitment and retention, improved teacher classroom instructional practices and improved student achievement. South African researchers Ramsaroop and Gravett, (2015) concur that closing the gap between theory and practice supports the preceding three results. This view is further supported by Msila, (2012).

Professional development for all novice teachers is especially critical for adding to previous experience, sharing in productive learning practices, and nurturing a professional relationship of respect with colleagues (Boutte, 2012; Ingersoll & Strong, 2011). The networking that professional development offers, provides novices with numerous experiences and solutions and a massive bank of knowledge from which to draw on and to create innovative lesson plans for learners.

Professional novice teacher development is anticipated to improve existing performance and improve prevailing weaknesses. Professional development for novice teachers is critical for building on expanding experience, sharing in active learning experiences, and nurturing respect for colleagues (Boutte, 2012; Ingersoll & Strong, 2011; Sass et al., 2011), as well as enrich a teacher's knowledge bank and improve instructional knowledge (Boutte, 2012; Ingersoll & Strong, 2011; Sass et al., 2011). In this way, it is essential in order to support their daily teaching and learning performance.

#### **2.4.2 Personal and Professional Growth**

To summarise the next set of competencies I have included the sub-heading personal and professional growth. Professional development should satisfy a personal need for novice teachers to develop a sense of satisfaction and positive work ethic. By engaging in professional development, it will motivate the novice to explore new areas of expertise and need. There must be a hunger for learning to take place. A negative attitude will result in professional development being a wasted exercise for both the novice teacher as well as the SMT. By joining in a range of professional actions within the school setting, teachers inspire both their own professional development and the development of the school and thus make a major input to refining educational practice. They then own the acquisition of new knowledge and skills. (RSA, 2011).

Mizelle (2010) submits that in a shifting and evolving society, teacher's knowledge cannot be limited, it must be ever evolving to encompass the changes occurring around. A key part of professional development is that the individual should view it as a lifelong learning process (Krull, Leijen, Lepik, Mikk, Talt & Oun., 2013). According to the South African Schools Act (RSA, 1996), creating opportunities for professional development to occur is the responsibility of the SMT, who are the first line managers of novice teachers. I am passionate about my profession as a teacher so I believe that the more varying opportunities presented, whether school based, departmental based or individual initiatives, can capacitate the novice teacher to uphold the profession as well as make a meaningful contribution to self-improvement and learner achievement. The value of professional developmental cannot be undermined in support of novice teachers and identifying the types of support available is a crucial starting point.

## **2.5 TYPES OF SUPPORT**

Novice teachers can be supported by various activities that SMTs can initiate. Induction, mentoring and communities of practice will be reviewed as a means for understanding development of novice teachers as in my experience as an educator, these were the most common activities within schools as per discussions with my peers.

### **2.5.1 Induction**

Induction is a process of introducing the novice teacher to the new role in the school, schooling the novice on the policies and communicating new information the novice may need to sustain and support the teacher (Dishena, 2014). Induction programs are seen as a bridge between knowledge and experience. Induction programmes range from a short welcome by management through to in-depth orientation programmes, well-structured mentoring activities to comprehensive developmental programmes (Jensen et al., 2012). Dishena (2014) concludes that a novice teacher should be inducted into the profession efficiently as it allows the novice teacher to adapt quickly to the school culture. Novice teachers employ self-reflective skills during their induction that can improve their practice (Samuels, 2010). This serves as an initial understanding of what the novice needs to develop.

Ozturk and Yildirim (2012) have identified 6 major challenges experienced by novice teachers in schools and they conclude that an effective induction program and detailed orientation will assist the novice teacher's growth. Induction programs have resulted in

teacher effectiveness, personal satisfaction, more commitment, improved classroom instruction and student achievement, and retention of novice teachers (Glazerman, Dolfin, Bleeker, Johnson, Isenberg, Julieta et al., 2008; Guarino, Santibanez, & Daley, 2006; Ingersoll & Strong, 2011; Odell & Ferraro, 1992; Richardson, Glessner, & Tolson, 2010). But Barrett, Solomon, Singer, Portelli, and Mujuwamariya (2009) argue that there are inconsistencies and problems associated with induction programs too and that much thought needs to go into developing induction programs in order for them to be successful.

Currently in South Africa, “education districts and circuit offices are expected to handle the selection, appointment, induction and management of all school personnel, including new teachers” (Department of Basic Education, 2011b, p. 161) but Arends and Phurutse (2009) state that many “were not aware of any support specifically meant for beginner teachers, neither from education district offices nor from schools or their governing bodies.” (p. 32). Schools need to induct novice teachers so that they are aware of the expectations in terms of professional delivery, the school’s culture, and internal policies. The lack of proper induction increases the episodes of disappointment and low sureness levels as a new teacher (Ingersoll & Strong, 2011; Menon, 2012). My experience of 25 years in the teaching profession has only encountered two sessions of induction initiated by the Pinetown District, one being in 2015 and the other in 2016. Novice educators were called to a meeting to acquaint them with the Personnel Administrators Measures (PAM) (RSA, 1999). The discussion appeared to provide little knowledge to prepare the novice teacher to be a practitioner in the class but informed them of their job description and labour issues. An induction program should prepare a novice for what is expected in the classroom. The task then fell onto my school SMT to provide the necessary guidance to prepare the novice teacher. The basic orientation then set the stage for the goals and outcomes of the school,

This initial induction is a two-way information dissemination process. The manager then is aware of how to develop a program to assist the novice teacher. The process from novice to expert teacher has no set period of time but is ongoing from novice to retirement (Krull, Leijen, Lepik, Mikk et al., 2013). They clarify this by adding that the reason for this is that each teacher may develop at their own pace and may encounter challenges at different times (Krull, Leijen, Lepik, Mikk et al., 2013). There is a broad spectrum of literature surrounding induction and, Wood and Stanulis (2009) have focused on criteria that make a quality program, whilst Ingersoll and Smith (2003) have focused on how implementing those criteria might support

beginning teachers. Some have sought to show how evaluation and assessment may help to create quality teachers (West, Rich, Shepherd, Recessor, & Hannafin, 2009; Yusko & Feiman-Nemser, 2008). Other researchers focused on how induction programs may help keep beginning teachers in the profession (Vierstraete, 2005). This may guide SMTs to selecting and concluding on the best approach that will suit their context and goals. But what is of concern to me is how important SMT members in South African primary schools view inducting novice teachers and the processes they implement in conducting programmes to develop novice teachers overcome their problems . Hence my study's focus.

### **2.5.2 Mentoring**

Mentoring has been identified as one of the best ways of professionally developing teachers within the school (Allen & Eby, 2007; Fletcher, 2012; Hamburg, 2013a). It can guide knowledge gaps and absent skills (Hamburg & Marian, 2012). Studies show support to the encouraging effect that it has on novice teacher's adaptation to the school system, ethos and learner achievement (Villani, 2002; Young & Cates, 2010). This provides the novice teacher with support during the initial years (Edelkraut & Graf, 2011). In a study by Msila (2012) he concludes that mentor choice is vital to the mentor-mentee relationship. Though these studies have favoured mentoring, Rikard and Banville (2010) noted in their study that novice teachers felt that their mentor's support efforts were insufficient and their participants sought help from others. Piggot-Irvine, Aitken, Ritchie, Ferguson, and McGrath (2009) having studied reputable induction programmes also encountered negative aspects of mentoring and concluded that there was a lack of training of mentors and the mentors made requests for support and development. The revised PAM document (RSA, 2015), clearly tasks senior and master educators to be mentors within their schools. Mafora and Phorabatho, (2013) support this move by adding that the process of mentoring creates the platform to collaborate and employ reflective practice, observe best practice and learn strategies to conduct work expediently. Despite this obligation of senior and master teachers within South Africa, I am unsure if mentoring is done in primary schools.

Mentors do not replace the tasks of SMTs, they assist the SMT to provide development (Msila, 2012). The mentoring process supplements the managers' tasks. The mentors are responsible for giving the SMT a regular report back on the progress and to request for additional assistance if need be (Msila, 2015). Mentoring is a complex process that can be formal and informal.

### **2.5.2.1 Formal mentoring**

Formal mentoring is a well-planned and structured activity that is supported by the institution and tools are provided to guide and assist the process (Hamburg, 2013a). Mentoring programs begin with working amenable relationships between mentor and mentee (Hallam, Rogers, Creech & Varvarigou., 2012) that includes understanding the mentees anxieties, patience and tolerance from the mentor, and shared consideration from both (Shim, 2008). Mentors and mentees are matched for compatibility (Msila, 2012). Mentors need to meet regularly with their mentee to develop an atmosphere of trust, then only can the mentee progress confidently by sharing challenges, and participating in developmental workshops (Darling-Hammond, 2010; Hallam et al., 2012). Goals are identified and assessed which is aimed at not only expressing outputs but also at promoting novice teacher growth (Feiman-Nemser, 2010).

Further, literature states that formal mentoring is the support given to novice teachers to build self-confidence and self-esteem (Fletcher, 2012). Rikard and Banville, (2010) postulate that the goal of formal mentoring is to offer professional and personal guidance from an experienced teacher to a novice teacher. Msila and Mtshali (2011) add that formal mentoring is an extremely specific professional developmental activity that benefits both parties. Successful formal mentoring programs require mentors that are experienced and capable who volunteer as mentors, usually senior teachers with a love for helping people (Crawford, 2010).

Although formal mentoring has been hailed as a worthy developmental tool, in a study by Hobson (2010) on English beginning teachers and formal mentoring, it was found that if developmental support was extended to the point that it eliminated emotional support, it did not reduce attrition of beginner teachers. Further studies, proved that formal mentoring without full mentor commitment decreased the positive experience between mentor and mentee (Kardos and Johnson, 2010). This is further supported by Murray (2001) who cautions that not all mentoring partnerships are effective. In some cases the mentee does not respect the mentor/mentee relationship, and the expectations of the mentee are unreasonable or mentors are known to take credit for the mentees work. This leads to a dysfunctional relationship and will not be successful (Klinge, 2015). The experience of mentorship can have a negative impact on novice teacher experiences and unfortunately little is known of how mentors are trained and the extent of their skills and knowledge (Bullough, 2012). I agree that for formal mentoring to be successful, it is essential for training of mentors to occur and a commitment to exist between



both parties. I further believe that the act of mentoring needs to be given careful thought and consideration within the planning process of the SMT.

Despite the positive and negative views on formal mentoring, I am unsure if this type of mentoring is given any credibility in primary schools in the Pinetown district and if it is in operation, what is the success rate and what procedures are implemented.

### **2.5.2.2 Informal mentoring**

Informal mentoring is the voluntary suggestions of a colleague who has not been formally assigned as a mentor by the SMT (Mullen, 2012). Informal mentoring is created through friendships, relationships of respect or other special interests (Mullen, 2012). The mentee approaches a mentor for assistance and guidance. Goals are not established and assessed and the relationship is spontaneous and offers emotional support (Hochberg, Desimone, Porter, Polikoff, Schwartz & Johnson, 2015) and can go on for a long period of time. Informal relationships provide support to novice teachers and can facilitate the effects of their insights of their work and work environment (Penuel et al., 2010). These social interactions produce perceptions of the working environment and guide the novice in performing and producing results within the institution. The results obtained through informal mentoring is instantaneous (Desimone et al., 2015). Informal mentors are more accessible and offer emotional support (Desimone et al., 2015). In a study by Sosik, Lee, and Bouquillon (2005) they concluded that informal mentoring extended for a longer period but they did not discount the value of formal mentoring even for a shorter time frame. In my experience in a primary school informal mentoring is a continuous activity that the novice engages in and often latches on to that individual that is easy to approach socially for guidance and support. I have also identified that despite positive feedback from informal mentoring, teachers that are displeased with the context in which they work, may sometimes offer support to novice teachers that clash with the organisational culture and ethos of the school.

It is considered that formal and informal mentoring may offer different types of help to the novice teacher and each is essentially important in developing the novice teacher to meet the needs of the institution (Hockberg et al., 2015).

### **2.5.3 Communities of practice**

Communities are groups of people that come together because of something that they have in common (Ford, 2009). Communities of practice refer to people coming together to interact on meaningful activities that will improve the practice of teaching and encourage the teacher to aspire to be productive through gaining of knowledge and skills (Wenger, 2008). In a review of literature conducted by Darling-Hammond (2010) it was deduced that in countries like Korea, Singapore, and Finland collaboration of teaching professionals managed to support novice teachers through various challenges in teaching. Positive international evidence supports teachers working together on problems and improving student needs. (Borko, 2004; Darling-Hammond, 2010; Stoll, Bolam, McMahon, Wallace & Thomas, 2006; Vesico, Ross & Adams, 2008). Literature has also identified lack of support for communities of practice as Van Lare and Brazer (2013) argue that there a little research conducted to ground itself in a recognised learning theory and that communities of learning are studied in isolation and little mention is made of the context within which they exist. Goh (2010) concurs with the statement as he has found in his study that context is important to the success of collaborative interaction. This is further supported by Eacott and Asuga (2014).

Although it is clear that there are pros and cons for the support of communities of practice, I am of the belief that novice teachers, together with SMT members, as well as other teachers will certainly gain positive skills and knowledge through regular collaboration on teaching and learning issues. The novice teacher will be able to explore different ideas and develop creative strategies to develop into a confident teacher. It will further afford the novice the opportunity to reflect on problems encountered and to offer new ideas that the novice has acquired, through tertiary instruction. Despite my optimist view on communities of practice, one has to heed the advice of Wenger (1998) when he states that communities of practice is a complex process. Therefore, I think that a strategic SMT can steer the novice teacher to gain much guidance from this supportive structure.

### **2.6 Leadership and management practice**

Leadership within schools in the South African context are primarily tasked with managing the schooling system. Leadership can generally be defined as the “process of directing the behaviour of others towards the accomplishment of goals” (Marishane & Botha, 2011, p. 7). Grant (2010) adds that leadership is the capacity to direct change, with the focus on the future. Leadership is a journey to direct a school through challenges to obtain the vision that has been

created through shared values and providing support in achieving that end (Grant, 2010). The school principal plays a vital role in guiding his team, communicating a mutual goal, constructing a school climate of collaboration, and modelling leadership skills and practices (Chamberland, 2009). Management is the process of planning, organising, leading and controlling (Bateman & Snell, 2009). Thorpe (2015) further adds that it is a scientific process that can be measured, trained for and studied. Management involves planning, controlling, organising and leading, whilst leadership provide direction and vision for an institution through motivating and inspiring those under them. The SMT leaders need to have both leadership and management skills (Naicker, 2015). I'm of the opinion that a supportive school management team plays a meaningful, progressive key role in directing a novice teachers' school professional development.

The novice teacher needs to develop all competencies as outlined by the Department of Education (2000, p. 13-14). "A competent teacher in South Africa is envisaged as: Learning Mediator, an interpreter and designer of learning material, leader, administrator and manager, researcher, scholar and life-long learner, community, citizenship and pastoral role, assessor and specialist in a subject, discipline and phase." The school management team has to design programmes that offer development and professional growth to achieve competencies that are deficient. Leadership has been known to have direct, facilitated or mutual effect on the success and accomplishment of organisations (Bush, 2010; Huber & Muijs, 2010). An encouraging relationship between good leadership and the culture of the organisation; leadership and teacher commitment; and leadership and instructional organisation, has an impact on school improvement (Huber & Muijs, 2010). The SMT's management roles of planning, organising, leading and controlling within an organisation are looked at specifically in terms of novice teacher development.

### **2.6.1 Planning**

Planning in my experience at a primary school begins six months prior to the year in question and Lourens (2012) seems to support my SMT's method, as he contends that planning is a management task that requires forward thinking to strategize and consider what the institution requires and make future decisions to realise this. The SMT must first outline goals and then plan towards achieving them. (Thorpe, 2015). In this way the needs of novice teachers can be assessed and through forward planning, programmes and activities can be developed to guide the novice. The school management team can forecast in advance to ensure that these measures

are completed (Smit, Cronje, Brevis & Vrba., 2011, p. 9). The SMT also has the opportunity of implementing new ideas that may benefit novice teachers if their transition and professional development activities are well thought out. Planning allows the school management team to effectively achieve goals that have been set out, from the broadest goal to the narrowest goal (Smit et al., 2011).

### **2.6.2 Organising**

A successful schooling institution requires organisation and a well organised school will endeavour to ensure that novice teachers are given professional development to meet the needs of the organisation (Lourens, 2012). In this study the term organising refers to all those tasks organised to guide and steer the novice teacher through the initial years. This may include delegation of tasks to others to assist the developmental process or ensure that the roles assigned to the management team, are done timeously and effectively (Norms and Standards for Educators, 2000). This will include the need for mentoring and coaching and organising schedules to conclude this task. In order for the mentoring system to be successful, it has to be well organised and a mentor has to be assigned to each mentee (Sallah & Tan, 2013). Mentoring is a support structure that requires excellent organisation to be effective. To supplement assistance to the novice teachers, processes are in place to support the novice teacher, like a supervision roster, professional development workshops, and regular meetings with colleagues, observation rosters, and reflective practice sessions. These should be well organised within the school's calendar so that the novice teacher can attend and benefit thereof. This formal organisation makes people responsible for tasks that need to be carried out.

### **2.6.3 Leading**

Being able to lead people and motivate them to buy into the success of a school requires specialised qualities. The school management team should be developed and trained to acquire these qualities (Hismanoglu & Hismanoglu, 2010). Professional tasks requires a team to steer the goals of the school forward (Grant, Gardener, Kajee, Moodley & Samaroo., 2010). The school management teams need to motivate and inspire the novice teacher to want to develop skills needed and to also participate freely in professional development. Good leaders encompass personality traits like “confidence”, “considerate”, “open-mindedness”, “empathy”, “ethical”; cognitive skills such as “personal mastery”, “self-reflexivity”; motivational skills such as “inspiring”, “trustworthy”; and social skills such as “willing to trust”, “a good listener”, and “able to build and maintain mutual trust” (Lim, 1994; Morriss,

Low & Coleman., 1999; Tang, 2001; Yu, 2009; Zhang, Lin & Foo., 2012). The school management team should inculcate the need to improve work ethic and stimulate the novice teacher to excellence. . The collaboration between colleagues should be open and friendly to ensure that any professional guidance needed can be attained. The need for continuous learning through research and to improve best practice must be inculcated, with the managers as the role models (Day, 2009; Lourens, 2012; Prinsloo, 2008).

#### **2.6.4 Controlling**

Control is a management function that that helps monitor an activity or responsibility (Smit et al., 2011). Control of an activity should always accompany reflective practice. By reflecting on the progress of the activity, the SMT can assess the merits or demerits of the activity and make adjustments accordingly. Measures need to be put into place and set against school standards and corrective measures should be included as well. Control needs the cooperation of all members involved for the process of development to be successful (Bolden, 2011, p 265). Controlling is that management task that allows the manager to measure if the goal is being reached. The school management team, through activities assigned to novice teachers, can guide and adjust professional development activities to better suit novice teachers. Control allows the SMT to utilise resources efficiently to achieve all goals and outcomes.

Leadership and management roles steer the novice teacher onto a guided path that promotes the professional development of the educator and provides a guiding arm in grooming the educator to suit the culture of the organisation.

### **2.7 Challenges faced by school management teams promoting professional development**

Scholars (Davids, 2009; Wei, Darling-Hammond & Adamson, 2010) have identified operational barriers that occur to impede the progress of professional development. It is evident that there will always be areas that challenge the smooth running of the institution. The key legislation introducing a unified system in South Africa was the South African Schools Act of 1996 (SASA). SASA gave considerable attention to school leadership and management, recognising their importance in developing a fully functional system, which would improve school and learners' outcomes. To promote these school and learner outcomes, ongoing professional development had to be implemented, but these guiding principles were still fraught with challenges. Some of the prominent challenges that hindered professional development was time for professional development, teacher attitude to professional development and lack of training of SMTs.

### **2.7.1 Time for professional development**

Although the SMT is given 80 hours a year as dictated by the Employment of Educators Act, 76 of 1998 of 1998 to conduct professional development activities (RSA, 1998), a study by Lynch and Ferguson (2010) declared that time allocated for professional development was not used. Instruction time within a South African primary school varies from twenty three to twenty seven and a half hours. A teacher is prescribed to teach between ninety percent and ninety-five percent of this time. My understanding of the teacher pupil ratio in KwaZulu-Natal cannot be implemented within a school due to financial constraints and in most schools the principal is included in the post provisioning norm, making class sizes very large. I believe that these problems contribute to the reduction of time for professional development opportunities. Time needs to be created for novice teachers to engage with managers and colleagues to ascertain development. Through engagement, the novice teachers can obtain a rich data bank of information to improve practice and nurture ideas. The teachers on site need the SMT to create time needed for these activities. Wei, Darling-Hammond and Adamson, (2010) argue that if time for development is not considered, then time for reflection and collaboration is lost and improved learner achievement is sacrificed. The SMT has to take charge and implement time given by the policy to usher in development. The attitude of the school management teams to the professional development of the novice is essential to creating an organisational culture that promotes the professional learning and development. The quality and knowledge of the developing novice teachers is essential to learner achievement and the quality of the schooling institution may have to be sacrificed until a plan can be made to prioritise.

### **2.7.2 Teacher attitude to development by SMT**

Adopting a positive attitude to work will help sustain good working relationships that encourage development and organisational success through goal attainment (Steyn, 2010). Lynch and Ferguson, (2010) identify resistance to development as a barrier to professional development. Change is often difficult to accept and a novice teacher entering a work environment that is fast paced and compounded with demands, may feel overwhelmed. The fear that the novice feels may restrict progress of development but an understanding SMT can defuse a lethal situation from perpetuating itself and destroying the possibility of development occurring. Mokhele and Jita (2010) conclude that novice teachers should be partners in the planning of professional development programmes for it to be more meaningful. I concur with Mokhele and Jita (2010) as I believe that the collaboration between SMT and novice teacher will promote good relationships and professional respect. This environment must ensure that

the novice is easily encouraged to learn and does not feel threatened to communicate problems encountered. The teacher attitude needs to present, an encouraging outlook to accept assistance and guidance.

### **2.7.3 Lack of training of school management teams**

Strong, well trained management teams will steer powerful schooling institutions, which my vision for the future of education in South Africa. However, Msila and Mtshali (2011) convey that SMTs have not been sufficiently trained to cope with the tasks aligned to professional development and may lack the expertise to offer the appropriate support needed to empower others. Mafora and Pharabatho (2013) agree that SMTs have not been sufficiently trained. For the novice teacher to develop into an expert teacher, the support offered by the school management team will expedite the process of development. In March 2015 Heads of Department were called to a workshop by Jika iMfundo facilitators in the Pinetown District to groom Heads of Department in the skills needed for managing the personnel under their guidance and supervision. In this workshop I was encouraged by the voices of approval for this workshop. The support that this workshop offered to heads of department confirmed my assumption that many managers were self-taught. The failure to offer skills training and expertise to the school management teams prior to this could have been the result of few engaging in professional development exercises.

Though the challenges may seem daunting, SMTs in The Pinetown district have become motivated to improve the skills of the teachers under them by providing expert support and guidance. This study will establish the effectiveness of the previous statement.

## **2.8 SMT Empowerment**

The most important enabling factor that promotes novice teacher development is that the principal as a key member of the SMT, is in the position to plan activities to assist the novice teacher. By virtue of their job description, as discussed earlier, they have the power to provide development for the novice teacher and offer programs of support and guidance. The SMTs efficiency is their managerial tasks will determine their success of overcoming challenges. The SMT is responsible for all planning that will determine the improvement of the development of the novice teacher. In order for the SMT to be successful, they have to be empowered to meet the demands and fulfil policy. An empowered SMT will steer a progressive school to

success and I present two factors that support SMT empowerment, namely capacitating workshops and lifelong learning.

### **2.8.1 Workshops capacitating SMT members**

SMTs are offered the opportunity to attend various workshops held to capacitate themselves in the ability to improve their leadership skills. One such programme is the pilot programme currently being run in KwaZulu-Natal, the Jika iMfundo programme that holds regular managerial workshops to capacitate managers to overcome challenges that they may face within the school, managing the human resource element. Resources are also provided to aid the way forward. The managers communicate valuable information in a professional manner to their teachers. The novice teacher will have a clear idea of the expectations and is well guided by the time frames. These training workshops are invaluable to managers. Schleicher (2012) concludes in his report on data collected from countries around the world that attending professional workshops by school managers is essential in promoting change and improving standards of practice within a school. The SMT is a change agent in steering best practice forward.

### **2.8.2 SMT members being lifelong members**

As part of a wider strategy to improve the education system, the South African Department of Basic Education (DBE) introduced an Advanced Certificate in Education (School Leadership) from 2007. The DBE has also introduced an enhanced qualification for principals, an Advanced Diploma in Education in School Leadership and Management (Naicker, 2011). This initiative was an excellent opportunity to capacitate leaders in improving their ability as leaders and managers. But my statement has diminished in value as Taylor and Taylor (2012) point out that majority of teachers do not have the drive to study their subject matter to improve teaching ability and it is further diminished by the call by African scholars to look at African models of leadership rather than Anglo-saxon models (Eacott and Asuga, 2014; Mohamedbhai, 2013; Mbeje, 2010; Poovan, Du Toit & Engelbrecht., 2006). This wonderful initiative by DBE has to heed what our scholars say to improve the quality of teachers and excelling in management. Programmes need sound theoretical backup and reorganising the content may be the success that the South African schooling system is looking for. Novice teachers need to be guided and assisted by professionals who know how to lead people to excellence in the context that is relevant.



## **2.9 THEORETICAL FRAMEWORK**

This study is underpinned by two theories that is the Adult Learning Theory and the Professional Learning theory. Through engagement with theories that support novice teacher development like Social Cognitive Theory and Identity theory, I decided to choose Professional Learning Theory and Adult learning Theory because it supported both the novice teacher as well as the manager. The theories are discussed in detail below and their links to this study are also emphasised.

### **2.9.1 Adult learner learning theory**

Knowles, Holton and Swanson (2011) explains that adult learners are receptive to development and knowledge when there are outside stimuli present. In this instance, the novice teachers need for enriched competences in performing their responsibilities within the teaching practice. The adult learning model or andragogical model is advantageous when exploring the novice teacher's development as the andragogical model is based on six assumptions, which are all applicable to this study.

The first assumption states that, "Adult learners have a need to know why they need to learn something before undertaking to learn it" (Knowles, Holton, & Swanson, 2011, p. 63). Novice teachers will identify for themselves where they are as a novice teacher, and where they wish to be as an effective teacher in the classroom (Knowles et al., 2011). This idea of where the novice teacher wishes to aspire to will motivate the novice teacher to undertake developmental changes to progress.

"Adult learners have a self-concept of being responsible for their own decisions, for their own lives" (Knowles et al., 2011, p. 63). Novice educators will realise their need on induction or through engagement with their job and they can take responsibility to make the necessary improvements to enhance their capabilities. These decisions need to be intrinsic to improve their lives.

Adult learners enter an activity with different quantities and qualities of experiences; this experience develops each learner's self-identity (Knowles et al., 2011), is the third assumption. The novice teacher's engagement with school management teams, colleagues, activities presented to them and the personal experiences they have been exposed to will help develop their identity into the teacher they wish to become.

Adult learners have a readiness to learn when such learning will provide practical strategies for surviving authentic situations they may encounter (Knowles et al., 2011). The novice teacher's development rate into an effective teacher will rely on their attitude to the professional growth and their response to the people offering the support and guidance (Achinstein, Ogawa, Sexton & Freitas., 2010; Bickmore & Bickmore, 2010; Freedman & Applebaum, 2009; Quartz, Thomas, Anderson, Masyn, Lyons, & Olsen. 2008).

“Adults are motivated to learn to the extent that they perceive learning will help them perform tasks or deal with problems they confront in their everyday life situations” (Knowles et al., 2011, p. 66). Novice teachers encountering challenges are sure to be self-motivated to learn to overcome these difficulties, thus making their professional path easier to navigate. The need to learn further benefits the learner who will benefit from the novice's passionate nature to improve. The novice teacher on witnessing an improvement of student achievement will be further motivated to continue.

Adult learners are motivated to keep growing and developing (Knowles et al., 2011). Programs and activities coordinated by school management teams like, mentoring, observations, reflections, collaboration with others and administration, and professional development will positively benefit the novice teacher and perpetuate an intrinsic need to further develop. (Boutte, 2012; Hammerness & Matsko., 2013; Halversen & Collins., 2009; Ingersoll & Strong, 2011; Menon, 2012; Sass et al., 2011).

A novice teacher's own abilities affects the energy that will be invested in the improvement of deficient areas. Adult learners have previous knowledge, and adult learning is problem- centred (Bass, 2012). Novice teachers are asked to detect what problem(s) they wish to correct for reflection, thus guaranteeing willingness to learn. Adults are motivated to improve their work situations to ensure that the work is easier to manage and more enjoyable. The novice teacher must be prepared to learn to make the process of development successful. A poor work ethic may result in frustration of the managers as well as the novice and could impact badly on the learner. Adult learning is self-directed (Merriam, 2013) and is related to the context. The SMT needs to act as facilitators and collaborators of knowledge to guide and create the environment that stimulates the atmosphere of self- directed learning (Merriam, 2013).

## 2.9.2 Professional Learning Theory

The guiding principles of Professional Learning theory according to Rogers, (2014) is seen in the jigsaw pieces below. The jigsaw pieces below outline the vital parts that constitute Professional learning theory.



FIGURE 1. PROFESSIONAL LEARNING THEORY (Rogers, 2014)

There has been a need to distinguish between professional development and professional learning for teachers (Groundwater-Smith & Mockler., 2009; Hardy, 2010), but at the core of the concept professional development is a concern for the learning about instruction and the arrangement of teaching aims and learning outcomes as a key to growth. Avalos (2011, p. 10) adds that “at the core of such endeavors is the understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of students’ growth”. This supports my view that professional development must be an activity with the novice teacher and not for the teacher. Learning occurs through active participation in a process (Timperley, 2011). Mizell (2010) states that society and knowledge is constantly changing and schooling institutions and teachers need to change to keep track of current views and trends. Teachers are expected to enhance their skills by continuously learning. Professional learning can be through formal training and education or through informal incidental interactions in the work place (Li, Brake, Champion, Fuller, Gabel & Hatcher-Busch., 2009). The learning that takes place is found in everyday activities and practices, and is repeatedly contributing to the organisational knowledge and supporting teachers to cope with shifting loads (Fenwick 2008; Ferguson, Burford et al., 2013). Teacher

professional knowledge is ever-changing. Learning through experience extenuates the theoretical knowledge and the gap between experience and theoretical knowledge narrows. Learning through interaction with mentors or managers or colleagues allows for introspection and reflection as well as provides solutions to challenges novices may encounter. Learning through accessing journals, research papers, and online courses instigates professional growth and teaching excellence. The active engagement propels the novice teacher to further the process of learning. The power of knowledge can never be underestimated and creates the answer to all unanswered questions.

### **2.9.2.1 Collaboration**

Effective collaboration with learners and colleagues instigate a redress of knowledge that has been formally constructed, or that is innate, personal, practical knowledge. Opfer and Pedder (2011) argue that teacher learning is recursive, it is ‘affected by prior knowledge’ and beliefs, emerges through the interaction of teachers with other people, places and events, and ‘influences future learning’, and therefore learning is ‘the ongoing transformations, simultaneously, of both the knower and knowledge’ (p. 388). This aspect complements Knowles Adult Learning theory which stresses the adult is motivated to learn to improve his or her knowledge, the need to make his life experience happier and easier and through collaboration the novice teacher can identify needs and feel motivated to improve developmentally.

Interactions with co-workers (in both formal and informal locations) communicate the standards and expectations of practice (Feiman-Nemser 2001) and acts as a network through which novices may acquire support and resources. Discussion with managers and colleagues stimulate the need to develop professionally and if the discussion is in a caring nurturing environment the process of learning is more successful. Blake et al., (2009); Lovett and Cameron (2011), and McNally and Menter (2009) support the preceding statement of the importance of collegial relationships and opportunities to informally engage in meaningful conversations for the professional learning of new teachers. Engaging in professional dialogue with colleagues whom they trust, enables teachers to share their strongly held beliefs and values, challenge each other, and probe problems more deeply, which may lead to the surfacing of other important issues (Beatty, 2011).

Collaboration is a means to steer novice teachers into situations that would professionally develop them. Collaboration does not only benefit the novice teacher but the school management team as well. It helps the SMT to introspect on the way that they have handled communication and the advice that they have offered. This may serve as a method to improve their techniques and skills or engage in professional development that may sharpen their skills. In contrast to the benefits that I have discussed in terms of collaboration, Horn and Little (2009) caution that the teachers' conversations can either encourage or discourage opportunities for teacher learning. Therefore, the school management team has to create a culture that supports learning through collaboration to achieve teacher learning. The principal's role is critical in the development of a collaborative culture that empowers teachers (Sui, 2008). The atmosphere that is created by SMTs filters through the school. If a collaborative respectful atmosphere prevails, then the novice teacher will certainly benefit from the formal and informal dialogues. The novice teacher will feel free and comfortable to voice opinions, ask for help with challenges and become actively involved in all aspects of the schools programs. This environment will further stimulate the need to achieve excellence in teaching and benefiting the learner with a mastery of delivery and critical thought. The novices comfort in dialogue will extend to the learners who will develop added skills in confidence and oratory.

Confidence is a key to empowering oneself with knowledge and exploring avenues that one would shy away from. The way the novice is orientated through collaboration is critical to the novice's identity and professional growth.

### **2.9.2.2 Coaching and Mentoring**

Coaching is the overt and inherent purpose of assisting individuals to develop their performance in numerous spheres, and to enrich their personal effectiveness, personal development, and personal growth (Hamlin, Ellinger, & Beattie, 2008). Literature uses the term coaching and mentoring interchangeably. Coaching by managers occurs even if the manager is not an expert but guides the teacher to attain goals and work success (Liu & Batt, 2010). Joo, Sushko & McLean (2012) contend that coaching and formal mentoring are similar in nature but different in name. Coaching is skills based and mentoring includes an element of "counselling and professional friendship" (Jones, Jenkin & Lord, 2006, p. 12). Despite the various interpretations of the two terms, both are seen as essential to the development of novice teachers. Continuous coaching and mentoring is sure to empower the novice to accumulate knowledge to grow beyond the point of novice.

### **2.9.2.3 Reflective Practice**

‘Reflective teaching is deliberate thinking about action with a view to its improvement’ (Hatton & Smith, 1995, p. 40). Being reflective requires you to be critically aware of your practice and of their consequences and to want to improve your practice to improve learner achievement. Dewey (1938) identified three attributes to reflective practice, open-mindedness to the actions that can be corrected, wholeheartedness to the new ideas that can create better lessons and responsibility for the consequences of your actions. Novice teachers need to be open to suggestions to improve practice and from there they can implement new approaches to create better lessons. There are various activities that promote reflective practice, keeping journals, descriptive writing, storytelling and diaries are but a few. (Hays & Gay 2011) argue that professionals are aware of their practice and use this as a plan to professionally develop, refining strengths and improving weaknesses. Regular analysis of lessons will help the novice identify areas that need attention and discussion with the manager, mentor or colleagues will allow for many views and solutions that can be implemented. Reflection will ensure that practice is improved and learners benefit from the improvement.

### **2.9.2.4 Effective use of data and research evidence**

With the rapid changing climate of education in South Africa and globally, there is a need by teachers to keep abreast with the most current knowledge available. A teacher who teaches children should have a rich scholarship to impart to learners. Davey (2013) explained how the “academization” of teacher education has been significant in influencing teacher learning as a profession. Prior to “academization” teachers were schoolteachers, now the shift to teacher of teachers (mentors, co-ordinators, facilitators...) includes many challenges and impacts the transition in the nature of work. Berry (2013) states that the professional learning is left to the individual teacher who needs to improve expertise. Pedagogy of education is seen as critical to scholarship (Bullock, 2011).

A novice teacher that is motivated to improve practice will seek current data and research to conduct her teaching activities. The novice teacher will read up content on subject matter and network with colleagues from other institutions to pursue best practices and gain insight into the field of work (Boutte, 2012; Ingersoll & Strong, 2011). Teachers that have encountered challenges are self-motivated to seek out professional development programmes and courses to overcome these stumbling blocks (Gawlik, Kearney, Addonizio, & LaPlante-Sosnowsky, 2012; Goldhaber, Gross & Player, 2010). The task of the SMT is to inculcate the thirst for

knowledge within the institution and encourage discussion and debate on current educational issues. SMT members need to serve as role models in terms of acquisition of further learning. A school that demonstrates the importance of learning in all stakeholders will surely be a successful institution. School management team's greatest power is to empower and motivate novice teachers to improve their expertise through professional learning. The Adult learning theory and Professional learning theory will guide the study forward. Novice teachers as well as SMT members are adult learners who need to learn, to establish professional expertise.

## **2.10 Conclusion**

It is evident from the review of literature and my experiences and observations that there are apparent gaps in the literature present that requires clarification by this study. It is evident that developing novice teachers is a consensual issue around the world but the development process within a primary school is vague and the processes the SMT implements fails to identify the success or failure of developing novice teachers in primary schools. Types of support that can be extended by SMTs to novice teachers are well documented but are they being implemented? It is also important to identify who and what are the motivators behind developing novice teachers, is it self-will and motivation, or collaboration with others, or is the SMT the heroes of developing novice teachers alone. My study will answer the above concerns and provide support for future studies.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The literature review provided evidence on the issues surrounding novice teachers and SMTs and the development process they are engaged in. In this chapter I present the research methodology and design. The objective of the research methodology is to state how approaches and paradigms are used to conduct the research for this study. By engaging with the methodology there will be an understanding of the procedures that I have used in the study. This chapter highlights the research design and methodology that I have chosen to use to achieve my aims that are discussed in chapter one. Thereafter, I outline the selection of the participants, the data generation and analysis methods that were used in the study. I further clarify how trustworthiness was ensured in the study. In the final part of the chapter ethical considerations are discussed and an explanation is given as to how it was incorporated within the study.

#### **3.2 Research Design**

##### **3.2 1 Interpretive Paradigm**

This study is qualitative in nature and finds its place in the interpretive paradigm. The interpretive paradigm allows for many interpretations to meaning and the context could further add to the interpretation (Merriam, 2013). A qualitative study produces multiple interpretations of peoples' experiences (Cohen, Manion & Morrison, 2011). This study involves meaning in context and is best suited for the activities involved like interviewing, analysing and interpreting (Merriam, 2013). According to Nieuwenhuis (2008), interpretive research is conducted in real- life situations in natural settings. Interpretative research posits that reality is socially constructed and there are multiple interpretations to that reality (Merriam 2013). I have chosen this paradigm as it highlights experiences and interpretation of peoples actions, thoughts, beliefs and outlooks. I firmly believe that people's interpretation of events vary and add value to the context wherein they exist. There is no single reality, as I interact with others within a context I gain understanding of the reality that exists and can construct meaning thereof , therefore I have to interpret this meaning through my interaction with the participants in this context. In researching the SMTs involvement in the development of novice teachers, I contend that only the participants have meaning to this context and their reality of the phenomena is unique. In this study the meaning that the participants gave to development



was recorded and this meaning was relative to their individual experiences as they were involved in this collaborative development process. The participants are continually immersed in conversation with others on the plant which contributes and influences their multi-faceted interpretations to the happenings within the context.

### **3.2.2 Qualitative Research**

The underlying view of Qualitative research is that meaning is socially constructed by individuals in interaction with their world (Merriam, 2013). In this study, SMTs are responsible for engaging with novice teachers as part of their job description. The development that these conversations offered impacted on the novice teacher's world of work. This gave me an excellent understanding of the setting and meaning that the participants created through their interaction. Qualitative research questions often begin with *how* or *what*, which steers them to gain an exhaustive understanding of the study (Patton, 2002). This directed me to my research questions: how do school management teams develop novice teachers in their schools? ; To what extent are the novice teachers benefiting from what school management teams do to develop them? ; What are the enabling and constraining factors of school management teams in developing novice teachers? Using qualitative research, the researcher would be able to enhance their understanding of the study and generate in-depth data from the questions that they asked (Cohen et al., 2011). This design enabled me to generate a bounteous supply of data to inform and confirm my findings.

Another specific feature of qualitative research is that the researcher is central to the activities being conducted (Merriam, 2013). I have been a key participant in generating the research data as well as conducting the data analysis. Being the key instrument in this study, gave me an exceptional advantage of the verbal and non-verbal communication (Merriam, 2013) which contributed extensively to the analysis that followed as well as an in-depth understanding of the phenomenon.

Another key characteristic of qualitative research is its inductive process that allows the researcher to build concepts, hypotheses or theories from the data gathered and the data accumulated are in words and pictures rather than numbers (Merriam, 2013). This study has used interviews and collage to gather the rich descriptive data, hence satisfying the characteristic of qualitative research.

### 3.2.3 Case Study Methodology

Cohen et al., (2011) postulate that case studies allow for complex exploratory and thorough analysis of the phenomenon that makes up the life of the unit and are intended for the understanding of the unit. A case study is an in-depth study of one particular case, in which the case may be a person, a group of people, a school, a community, an organisation, a movement, an event or geographical unit ( Neuman, 2006). This is a single case study design (Yin, 2009). The case in this study is SMTs in developing novice teachers in a primary school. The case study allows for the study of a small population and allows the researcher to collaborate on context, practice, procedure and interactions (Hamilton, Corbett & Whittier, 2013). The case of a primary school, a context within South Africa allows for the in depth generation of data from the SMT and novice teachers to understand SMT practices, procedures and interaction as they developed novice teachers.

A case study also has exploratory and interpretive characteristics that supports the study's purpose (McMillan & Schumacher, 2010). Merriam (2013) identified three characteristics regarding case studies, they are "particularistic, descriptive and heuristic" (p, 43). The following explanation supports the above three characteristics. Lichtman (2013) posits in terms of particularistic, that a case study is restricted to a specific condition that the researcher intends to explore to gain a thorough base of information. In this study, part of the title "SMTs in developing novice teachers" has clearly outlined a specific condition and the study has provided the rich base of information. Check and Schutt (2012) aver that the final product of the case study would provide the abundant description of the phenomenon under consideration. This study has forged a detailed description of all relevant data accumulated and has provided a detailed explanation to the findings which has settled the characteristic of description in a case study. Merriam (2013) states that the heuristic feature should allow a reader clear comprehension of the phenomenon being studied and should offer meaningful contributions to the field of study as well as to the participants. In this study the contribution should improve the SMT's abilities to assist novice teachers, and novice teachers should understand that development is learning through self-motivation as well as collaborative activities that improve and expedite development to improve teaching and learning.

Case studies are further bound by time and activity (Merriam, 2013). The interactions of the participants and the meanings that they create through these interactions in this study are bound by the context of a primary school. The activities of both the SMT and novice teachers create

the meaning in this context. Cohen et al., (2011) add that a case study intends to encapsulate the reality of the participants' experiences, opinions and ideas at a given time. This study has been bound within a period to gain an exact account of the novice teacher's initial three years of teaching experience.

### **3.3 Research Site**

I have conducted my research in a public primary school in the Phoenix Central circuit, of the Pinetown district in Durban, KwaZulu-Natal. This public primary school is located in an urban area and it falls under the National Education Department of South Africa. The school offers schooling from Grade R to Grade 7. The learners are between the ages of 5 to 13. The school is a quintile 5 school even though it services a community that belongs to a low socio economic status. The school houses a diverse population of learners and many of the learners have parents or guardians that are unemployed, single parents or the children are abandoned by parents, and many of the learners have deceased parents. There are 669 children in the school. There are 20 teachers and they comprise the principal, acting deputy principal, senior primary head of department, acting senior primary head of department, acting junior primary head of department (5 SMT members), 13 state paid educators and 2 school governing body educators. The participants in the study are located within this school. Over the past five years the school has had a rapid staff turnover and currently has eight educators with less than 3 years teaching experience. This is one of the reasons that motivated me to conduct this study.

### **3.4 Selection of Participants**

In this study I have used purposeful sampling to select my participants and I have used convenience sampling to select the site. Patton (2015) explains that purposeful sampling involves selecting information rich cases and that critical case sampling, one type of purposeful sampling, requires selecting a small number of important cases to "yield the most information and have the greatest impact on the development of knowledge" (Patton, 2015, p. 276). I have thus chosen participants that will assist the study to achieve its objectives outlined in chapter one. The participants for the study have been purposefully selected as they are within the specified context and will present with the information needed to study the phenomena (John & Rule, 2011).

In the South African context, school management team refers to the principal, deputy principal and the heads of department (RSA, 1999). I have chosen to include 3 members of the SMT and

3 novice teachers. SMT is namely the principal, deputy principal and head of department and all are responsible for implementing policy or decisions taken and directly affect novice teachers' development. The heads of department are in regularly discussions with novice teachers. Novice teachers are early career teachers who are in the profession for less than three years (Blunt, 2013). I have selected 3 novice teachers from this school and all have less than three years of teaching experience. These novice teachers showed great interest in the study and readily volunteered. The SMT members that are participants of the study also showed great interest in the study and volunteered as well. The other members of the SMT found that they were too busy to engage in the study. The site that I have chosen is through convenience sampling (Cohen et al., 2011). It was easily accessible to me, the participants were teachers of this site. All data generating methods have been conducted at this site as per the request of the participants as they are most comfortable at this site and it was convenient for them as well.

Prior to selection, I had developed a cordial relationship with the participants and had held informal discussions about the study with them. They showed great interest in the study and participating in the study. Thereafter I held a meeting with the SMT and novice educators at the school and they were informed of the details of the study. They were then given the opportunity to ask questions. Once these were clarified, I proceeded to outline the procedure and ethical considerations. I handed out the informed consent letters (*see Appendix C, pg. 115*), once they volunteered to participate in the study.

### **3.5 Data Generation Methods**

Cohen et al., (2011) state that data generation methods are techniques and procedures used to gather data. In order for me to collate a rich data base, I had decided to use discursively oriented interviews (DOI) and collage. The choice of the two data generation methods ensured that the findings of the studies were crystallised to increase trustworthiness. The data generation procedure was collaborative and assembled, to richly describe, explain, and assess or evaluate the phenomenon (Creswell, 2012). The methods of data generation corroborated and supplemented the information gathered.

#### **3.5.1 Discursively Orientated Interviews (DOI)**

Interviews are a two-way process that enables the researcher to accumulate a wealth of information (Niewenhuis, 2011). It helped me achieve my goal of accumulating a rich data base and it further allowed me to learn about the world as the participant saw it. This

interpretation of the world allowed me to learn more about the phenomenon being researched. Interviewing gave me the opportunity to delve and extract worthy data. I have chosen to use discursively oriented interviews (DOIs) as one of the data generation methods. Henning, van Rensberg and Smit (2004) explains that, “talk as social action” is investigated (p. 57). Potter (2010) adds that discourse is a primary action that people are engaged in and often related to context. This form of interviewing allowed for the unobstructed conversation with the researcher. This collaborative process encouraged a relaxed atmosphere for the participant to talk beyond the questions. This also allowed the participant to ask questions as well. This according to Henning et al., (2004) constitutes a space for the participant to talk freely and with confidence. I had a carefully planned interview schedule to guide the interview process. The questions were conversationally asked to obtain a relaxed atmosphere to promote the freedom to answer honestly and in-depth. The participants were not interrupted during their response as I wished for a wealth of knowledge and they afforded me the opportunity to ask numerous questions without disrespecting the participant. All interviews were conducted after school in the staffroom as this was a choice of the participants. This decision suited me because it ensured that the participants were not interrupted during the response time and that the participants were comfortable and relaxed. The duration of the interview was between 30 to 45 minutes. The length of the interview was determined by the participants understanding of the questions and their freedom to talk. Each of the interviews were audio recorded and I also proceeded to make notes as well. I wished to capture as much information as possible. On completion of the interviews the audio recordings were transcribed by myself and a critical friend and thereafter was sorted by me into a coding scheme (Hancock & Algozzine, 2011). The transcriptions were then given to the participants to verify the material. They were given the opportunity to edit the transcriptions ((Lodico, Spaulding & Voegtler, 2010).

### **3.5.2 Collage Inquiry**

Collage inquiry is an arts based activity that can significantly produce clear aspects of unconscious knowledge (Higgs & Titchen, 2007; Leitch, 2006). This artistic process involves making associations, reflecting on relationships, and creating new ideas. Blythe and Sweet (2011) propose that creativity “demands applying, analysing, and evaluating the higher-order skills of Bloom’s taxonomy” (p. 2). Therefore for triangulation, I have chosen to use collage. This activity was not just a cut and paste activity (Khanare 2009). Collage is a flexible task that encourages imagination and requires students to enthusiastically participate in their own scholarship (Eisner 2008). Active learning approaches have inspired students to relate the

knowledge they have acquired and produce improved educational knowledge (Ackerman & Hu, 2011). I briefly explained what a collage entailed and stressed the topic of the collage. The novice teachers were given a topic to answer critical question two and the managers were given a topic to answer critical question one. Each participant was given a magazine and materials to create a collage. Thereafter, each participant enthusiastically completed their creations. The time allocated was not prescriptive. The participants were allowed to work at their leisure till completion. This activity did not conclude as expected as despite the explanation, the principal thought that the activity lacked maturity and that the DOI provided a rich, in-depth account. The deputy principal was very busy and had not been able to complete the collage. The other four participants were immersed in the activity and clearly enjoyed the activity as well as put much thought and effort into the completed product. This study used collage as a reflective process (Butler-Kisber, 2008; 2010).

### **3.6 Data Analysis**

#### **3.6.1 Content Analysis**

The data that I have gathered has been analysed by using content analysis. It is concerned with meanings, intentions, consequences and context (Downe-Wamboldt, 1992). Qualitative content analysis is available for evaluating data and construing its meaning (Schreier, 2012). As a research method, it characterises a methodical and impartial means of relating and measuring phenomena (Downe-Wamboldt, 1992; Schreier, 2012), by creating categories, concepts, a model, conceptual system, or conceptual map (Elo & Kyngäs, 2008; Morgan, 1993; Weber, 1990). The research question postulates what to evaluate and what to generate (Elo & Kyngäs, 2008; Schreier, 2012). Content analysis can be either inductive or deductive. Both inductive and deductive content analysis processes involve three main phases: preparation, organization, and reporting of results. The preparation phase involves gathering appropriate data for content analysis, examining data, and choosing the unit of analysis. In the inductive approach, the organization phase includes open coding, creating categories, and abstraction (Elo & Kyngäs, 2008). In the reporting phase, results are explained by the rich content of the categories outlining the phenomenon using a chosen approach (either deductive or inductive). I had chosen inductive content analysis because the data I gathered from the ground provided immense data from which I could group vital information into categories then themes, to analyse. I have listened carefully to the audio recorded interviews and thereafter painstakingly transcribed all content into text. The in-depth rich data allowed for me to create

stories which I thought would be more interesting to present. These stories exclusively included all data from the participant. I had then read each script and completed a detailed line for line examination before labelling and coding the information to classify them. I organised the codes into themes, which was then discussed in detail in the reporting phase. These themes formed links gathered and discussed in the literature review.

### **3.6.2 Verstehen**

For analysis of collage I have utilised the process of *verstehen*, or seeking to understand the meaning the participants made of their own work, where the collage is analyzed by the participants (Gauntlett, 2007). *Verstehen* provides an opportunity for participant to reflect on the collage that they have produced and to provide an explanation of the content within the collage (Butler-Kisber, 2008; 2010). The participants were asked to explain their collages. They were given the opportunity to discuss the construction of pictures, words and diagrams. The freedom of the activity resulted in the collage activity assisting them to associate and conceptualize their ideas by accessing inert knowledge and building on new ideas (Simmons & Daley, 2013). The participants were given the opportunity to creatively express the understanding behind their work. A list of prepared questions were used to guide the reflective process, but the wealth of information received had included many of the guiding questions. The apparent pleasure derived through the reflective process was also noted. The responses were also audio recorded and thereafter transcribed. These were summarised into themes and discussed in the findings.

## **3.7 Trustworthiness**

There is always a question of trustworthiness in qualitative research. Christiansen, Bertram and Land (2010) postulate that in qualitative studies there are issues of trustworthiness that demand acknowledgement and they are credibility, transferability, dependability and confirmability. In this study I have taken every precaution to ensure that all four of the preceding concerns have been taken into account and implemented.

### **3.7.1 Credibility**

To ensure the credibility of the study I have used two forms of data generation, discursive orientated interviews and collage inquiry (*refer to appendix*). Meyer (2013) advocates that triangulation, the use of more than one method of data generation within a single study is an effective way to ensure credibility. Since the two forms of data generation require different

types of analysis, content analysis and *verstehen* was used which further triangulated the study. The multiple form of data generation allowed me a deeper insight into the phenomenon and ensured that the utterances of the participants were confirmed. To further enhance credibility [Lincoln and Guba (1994) endorsed “member checking” as a way to confirm that what I have recorded is indeed the articulation of the participant. This ensured that even though I was a key participant in the data generation process, objectivity prevailed and the data generated were in fact the exact words of the participant.

### **3.7.2 Transferability**

To facilitate transferability, the researcher should give a clear description of the context, selection and characteristics of participants, data generation and process of analysis (Graneheim & Lundman 2004). This study was not meant to be replicated but if any researcher wishes to use parts of the study, I have clearly outlined the methodology and been clear in my explanations. I have ensured that a critical reader has read through the study to provide authenticity to it. I have indicated in detail, information of the context wherein the field work lies. This will assist any person wishing to replicate the study. A rich description of the data has been given so that scholars may compare the discussion or findings to similar situations or contexts.

### **3.7.3 Dependability**

Lincoln and Guba (1994) argue that there is close relationship between credibility and dependability as a study starts with being credible and ends with being dependable. I have given an accurate and detailed account of the research methodology. Thus far the outline of the methodology has involved much thought and the process has been clinically stated to provide integrity in data (Williams & Morrow, 2009). Every minute detail has been recorded together with my reflections on the process that has been undertaken.

### **3.7.4 Confirmability**

As I have previously indicated I have used triangulation to prevent bias in any form. The regular presentation of work to peers in critique will serve as a tool for confirmability. Constant review of literature and citation within group discussions and critical friends supported the findings and authenticated the study. Interpretations of the participants were simply stated and reinforced by participant quotes (Williams & Morrow, 2009). Critical friends assisted with my coding and selection of themes and constantly acted as a spring board for my study.



### **3.8 Ethical Considerations**

When conducting research there are standards and morals that needed to be considered. McNabb (2013) alludes to the use of moral standards to make decisions of planning, conducting research and reporting the findings in the study. I have taken into consideration all obligations that are related to ethics in the study. Prior to the collection of data, ethical clearance was obtained from the KwaZulu-Natal Humanities College, thereafter from Department of Education, the gatekeeper at the school in question and the participants in the study. I informed participants of the study and their participation in the study. They were given consent letters and given the opportunity to read and decline if they wished. Questions were asked and clarified immediately. Participants then signed the letters. Transparency was observed throughout the process by being honest in all aspects and by offering the participants the opportunity to withdraw from the study at any stage (Christiansen, Bertram & Land, 2010).

Privacy, confidentiality and anonymity was adhered to. The rights of the participants were in no way be violated (Cohen et al., 2011). I did not use the correct names of participants or school in this study (Polit & Beck, 2014). A pseudonym for each is utilized and the option of choice of pseudonym was given to the participants. This served as respect for the human dignity of the participants (Cohen et al., 2011). The participants were informed that there were no monetary benefits and the participation in the study was voluntary. They were also informed that all documentation and recording material would be kept in a safe, secured place with access only to myself and the supervisor and after five years it would be destroyed.

### **3.9 Limitations**

This study is a case study of a public primary school and 6 participants. This may limit the research to a small scale study as this representation may not be the reflection of all public primary schools in South Africa. The dynamics of each school is unique and it may be difficult to generalise the findings. The socio economic context as well as geographical location of these schools further limit the possibility of generalization.

### **3.10 Conclusion**

In this chapter I have discussed the research design that I have chosen to conduct the study. I outlined the qualitative approach and the interpretative paradigm and my reasons for choosing them. I have described the context in which this study was conducted in and explained what inspired my study. I clearly elucidated my participants, the data generation methods, the data

analysis, trustworthiness as well as ethical considerations of this study. In the next chapter I will present the data that I have generated and engage in a discussion thereof.

## CHAPTER FOUR

### DATA PRESENTATION

#### 4.1 INTRODUCTION

In the previous chapter, I presented the manner in which I proceeded to conduct this study. The research yielded rich data which I will present in this chapter. As outlined in Chapter one the aim of this investigation was to establish how school management teams develop novice teachers. I will firstly introduce the profiles of the SMT members and the novice teachers who participated as well as the school in this study. Thereafter, I will present the views of SMT and novice teachers as per the interview schedule. I will further proceed to present the views of SMT and novice teachers on their collages. I have chosen to present each participants interview and collage as narrative stories. A combined analysis of the two aspects will follow in Chapter 5.

#### 4.2 SCHOOL AND PARTICIPANTS' PROFILES

The table below gives a blanket view of my participants

<b>Name</b>	<b>Designation</b>	<b>Age</b>	<b>Highest Qualification</b>	<b>Teaching Experience</b>
Dr Wonder-woman	Principal	59	PhD	37
Mr Superman	Deputy Principal	54	MEd	33
Mr Spiderman	Head of Department	59	BEd	36
Mr Batman	Novice teacher	22	BA	1
Miss Elektra	Novice teacher	29	BEd	1
Miss Storm	Novice Teacher	24	BEd(Hons)	2

The participants at the Superhero Primary school are all qualified teachers. The principal and the deputy principal have post graduate degrees. This suggests that they are knowledgeable and their years of experience are a further asset to the profession. The SMT are seasoned individuals that have both academic experience as well as practical knowledge. The novice teachers are all within three years of their teaching careers. They have recently qualified and can also share much new information to enrich the school experience.

Superhero primary school is located in the Phoenix Central circuit of the Pinetown district in KwaZulu-Natal. It is a public school within the National Education Department of South Africa. The school is in an urban area. They offer schooling from Grade R to Grade 7. The school that is part of the study has a diverse population of learners and the area in focus is a low socio-economic area. The school has a learner population of 669 learners. There are 20 teachers including SMT members. It is a quintile five school according to the South African Schools Act 84 of 1996 (RSA, 1996) despite its location. Funding from the provincial department is minimal and the school relies on fundraising to sustain itself.

### **4.3 Stories Created From DOI**

A lively presentation of stories often captivate a reader's attention therefore I have chosen to present my data from DOI in a manner that would keep the attention of the reader. The story begins with Wonder-woman and each participant's story is outlined, concluding with Storm's story.

#### **4.3.1 Wonder-Woman's Story**

Wonder-woman's story is further guided by grouping it into leading ideas. These ideas are namely: planning the initial journey, a winning attitude, tools to develop the novice, doors of communication and obstacles along the way and helping to show the way.

##### **4.3.1.1 Planning the initial journey**

Wonder-woman started off teaching and soon into her career she was promoted to Head of Department. She occupied this position for 9 years before her principal ship which is now in its eighteenth year. She further presents talks around the country to improve the state of discipline in schools. This experience has placed her on the forefront of many novice educators. During my interview with her, it was evident that she was troubled about the future of schooling in South Africa and she proved this with her concluding statement when she stated:

*...something has to be done about new teachers and people coming out of colleges because the system is going to give in. It's going to collapse. What is happening with the children is a result of the poor teachers. We are doing so much of research on learners and discipline and finance, start with teachers. You got the teachers right, the whole system will be fine.*

It was clear that much of her interview stressed on the importance of helping to develop novice teachers as quickly as possible and she outlined many professional needs that were deficient in novice teachers. She has found that content knowledge and assessment techniques were not the most important aspects that a novice should know but basic matters of dress, deportment, grooming, communications skills, conflict management and she concluded that the list was endless. Wonder-woman was very vociferous and stressed the inappropriateness of the Department of Education's Induction Programme. She stated that the content that was disseminated to novices on entrance was irrelevant to preparing a novice to practice in the classroom. The department's focus on leave measures and labour related issues were not fore-runners in practicing the craft of a teacher. She stressed the need for classroom management skills as well as ways to avoid corporal punishment, which by law is a criminal offence. The Department of Education's lack of thought into the content of Induction programmes, now left the task of Induction to SMTs.

Wonder-woman together with the SMT have planned an effective Induction programme to try to eliminate most of the weaknesses she identified. She explains that the SMT came up with a general talk which included some of the aspects mentioned previously, as well as a manual that consisted of about 100 leaflets. Herein she clarifies that the SMT included all internal policies, ground duty roster, classification of classes, evacuation drill and so forth. She hoped that this manual will guide her novice teachers to the expectations of the school as well as orientate them effectively. But this did not conclude her Induction Programme. Each novice teacher was also paired with a peer for guidance on any aspect that was unclear. The novice was expected to shadow the peer. Her planning for the initial journey she thought was most informative. But most good plans go array if the attitude to implement them is flawed.

#### **4.3.1.2 A winning attitude**

Despite this informative plan, she and her team still encounter numerous problems. Wonder-woman through her interview highlighted a common denominator that slowed down progress and that was the attitude of novice teachers. She found that the novice teacher seemed to lack the motivation to perform tasks independently of support. This was reflected in her comments on her experience with the novice's lack of reading manuals provided in the induction programme.

*I don't think they read it to begin with, there are many grey areas and a lot of questions that can be asked about a lot of things but they never ask. Even the management*

*members do not report that the novice teachers have queried anything. How do I know that they didn't read and understand? Because let's say if you have an emergency evacuation drill, they'll mess it up. They won't know that they had to collect a class register. They didn't know that they must get children in a straight line. They wouldn't even know the route to the safe area.*

Wonder-woman is of the opinion that despite the attempts at support, the novice teacher struggles to find their footing within the school. She has observed that novices continuously rely on support of others and little initiative is taken to improve quickly. She further adds that the novice is not motivated or confident enough to engage in discussions during staff development programmes even though they have come out of university with a wealth of fresh knowledge that they can impart. The lack of contribution by the novices to discussion makes her question their knowledge as knowledge is proven to be power.

She also found that the novice teacher failed to approach the manager for help, rather the manager identified problem areas that were then discussed and improved. She firmly believes that attitude and aptitude are symbiotic. She favours the opinion that any person who loves children would automatically make a good teacher and supports the idea of attitude and aptitude testing at universities.

*I think aptitude and attitude should to be measured before a person is allowed to even do teacher training whether it is UNISA or Edgewood College or whatever teacher training institution. Some kind of testing should be done because if you don't like children and you don't like working with people, you should have found an office job, don't come into a school.*

She advocates that if this is done then there will be teachers within the school that are passionate and motivated to do their job and would be able to be socialized within the schooling system with the least amount of stress to all parties.

#### **4.3.1.3 Tools to develop the novice**

Her ideas of testing at universities is a scholarly thought so her determination to remedy the situation in her school, has led her to implement a sound supervision system that can develop the novice and improve learner performance. Under her sound leadership, she and her

management team have systems that guide and monitor the teaching staff forward. Wonder-woman describes the method of supervision at Super-hero primary school with pride. Her team peruses records on a weekly basis and meetings for phases or subject committees are held weekly. She explained that managers write reports on various different aspects once a month and these reports included aspects like record books, classroom ethos, discipline, learner books, observation of lessons and so forth. Her academic interest steered her to introduce staff development where every teacher was given the opportunity to deliver a topic on a professional aspect. Her staff engages in this activity on a Thursday and she excitedly states that this gives the teachers the opportunity to engage in lively critical discussion. She further adds that this form of discourse allows all to be on an equal plane. These tools help steer the novice onto the correct professional path and she confidently adds that it helps support development in the novice teacher as it presents a routine that guides the novice forward. It further navigates the communication that transpires between the SMT and the novice.

#### **4.3.1.4 Doors of communication**

Wonder-woman articulates that there is open door policy within the school. She stresses that her managers are kind and approachable.

*My managers are very polite and they are the kind of people that approach very tactfully. My managers are people that are not high handed. I came from a system myself through the years where we were terrified to talk to our managers. Now managers sit and have tea with their staff, they socialize with them, our managers are most accessible.*

It is evident from her words that the managers enjoy a good relationship with the teachers. She seems to support the present personalities of her managers as she reflects on her managers of the past. These comments appear to suggest that novice teachers should be comfortable to approach their managers for help and support. Yet her statement that novice teachers wait for identification of problems and the manager addressing the issue concerns her. She is of the opinion that novice educators must take the initiative to approach a manager, subject head, and grade head or peer if the novice confronts problems.

*Curriculum management is not a one way street. Novices need to come up and say, you know I taught this lesson today and I had a problem doing it, can you help and give*

*me some guidance on how to do it. This is the part that is lacking. You will always find a manager going to a teacher asking, “Can I help you with this? Are you okay with that? Give me your test file or your mark book. I noticed in your mark book your marks were not all together.”*

She feels that problems can be solved quickly if the novice asks for guidance. She adds that to improve dissemination of information there are subject heads and grade heads that have been appointed. She explains that subject heads are self-explanatory but grade heads assist with class administration. Her managers offer guidance in meetings, on a one to one and Wonder-woman also reminds educators of professional aspects during staff meetings. It is evident from her explanations that the doors of communication are opened, all the novice needs to do is walk through it.

#### **4.3.1.5 Obstacles along the way**

Wonder-woman firmly believes that each schools’ expectations are different. Her expectations support the ethos and the culture of the school and as much as novices have just entered the profession, their thirst to imbibe the information of the new environment needs to be speedy. The pace that they demonstrate is not in keeping with the pace of Superhero primary school. Therefore her concern for her school’s changing personnel is evident. The work load that is distributed to novices accompany much guidance from peers. No extra or co-curricular activity is allocated without an experienced teacher to guide the novice.

*You will always have a new teacher attached to an older teacher for sport codes and likewise with fundraising you get the newer teachers twinned with an older teacher so if I use an example like brochure. Mrs. K. is very experienced at handling brochure. Mrs. L. has never done brochure but Mrs. L. is twinned with Mrs. K. so she can learn from her.*

Her concern is that it appears that much time is now spent on guidance and supervision. She looks forward to working with passionate and driven individuals that need minimal guidance because the novice is self-motivated to develop on their own as well.



#### **4.3.1.6 Helping to show you the way**

Her respect for her managers is evident in her description of their self-motivation as managers are not trained by the Department of Education. Her team members have been self-taught because of the determination to excel at their jobs. The regular meetings that are held by SMT stimulate further ideas to improve practice.

*Our management at Superhero primary school has not been trained but I will say even though they've not had training, they've been self-taught, they've learnt from each other. You can take a teacher who's been teaching for 20 years and put her as an HOD and in a week's time she will go and find out about every bit of information of what she is now tasked with. Because it's the initiative and the enthusiasm to learn so they catch on quickly because they explore the information.*

Her respect for older teacher's motivation to excel and get the job done is evident. She believes that teachers should watch and learn and find good role models to emulate. The power of knowledge cannot be discounted, neither can the personal drive to be the best teacher.

It is evident that Wonder-woman is a strong leader who fervently believes that novice educators have more to offer the profession than they are giving. She offers a well-structured development plan to support the novice forward and her SMT exude a nurturing environment to promote developmental growth.

#### **4.3.2 SUPERMAN'S STORY**

Superman's story journeyed through the ideas of accepting the responsibility and professional grooming.

##### **4.3.2.1 Accepting the responsibility**

Superman has been in the profession for 33 years and his highest qualification is a master's in education. His placement within Superhero primary school as the deputy principal makes him directly responsible for inducting novice teachers. His experience with novices over the years, gives him reason to believe that novices are not well prepared in tertiary institutions for their profession.

*You see universities and tertiary institutions, do not adequately prepare the people that are studying to become teachers. It is based on theory and little, very little actual*

*teaching in schools or how to carry out your programme at a school, therefore they have to learn when they come into school.*

Therefore, he views induction of novice teachers as an institutional priority because he explains that orientating novices must meet the schools' needs which are specialised. He does not fail to add that induction can be quickly absorbed by novices for job performance and satisfaction, but adds that some novices delay the benefits of induction. He sees a novice that absorbs the information quickly as efficient and sees the other as that teacher that will evolve into a teacher dependant on others for guidance.

#### **4.3.2.2 Professional grooming**

Superman is passionate about professional development of novices and believes that it is a collective responsibility. He reflects on the many structures put in place at Superhero primary and is confident that despite the novice's personal growth plan, the effectiveness of the structures will benefit the novice. He starts off with the many different platforms of dissemination of information, SMT meetings, phase meetings, subject committee meetings, peer coaching, and one on one meetings with managers and staff development. Each platform presents a means of development that enriches the novice's experience. He stresses the opinion that development will take place at the rate that the novice wishes.

*How soon the novice wants to learn varies because you get some people that just want to be dictated to and they are going to become dependent on you.*

He explains that the supervision that has been put in place is regular and can quickly identify problem areas that need development. He further informs that the SMT has effected regular observation to guide and steer the novice's development forward. Hence every possible professional need is met. Interestingly, Superman states that besides professional support, pastoral care is offered to meet emotional needs as well.

*There are so many different ways that the educator can develop oneself very, very quickly. Number one - pastoral care. Teachers are there to help one another, to support one another.*

He believes that the cohesive relationship between professional development and pastoral care offered a sound foundation for professional grooming. Superhero primary school has further designed incentive awards for the best novice teacher, full attendance awards, and teacher of the year, with the aim of inspiring teachers to excel in the professional capacity.

*We also award our teachers, we give incentives at the awards ceremony, if the teacher comes every day to school. We also give acknowledgement of the best teacher and the best novice teacher.*

The criteria for these awards are explained early in the year for the teachers to aspire to. Superman is confident about the opportunities that the novice is offered to rise to position of practioner. He also explains that there are measuring tools in place to monitor and assess growth besides the IQMS (Integrated Quality Measurement System), monthly reports are written on teachers as they engage in different aspects of teaching. These reports he elucidates reflect areas of development and the SMT then can devise ways to help the novice develop or the novice can institute personal plans to develop.

Superman's professional expertise has helped the institution prepare the novice for sound development.

### **4.3.3 Spiderman's Story**

Spiderman highlighted the areas that were significant to his study and they were, leading the way, rolling up your sleeves, wanting to develop, collaborating on development and stumbling blocks.

#### **4.3.3.1 Leading the way**

Spiderman is a seasoned Head of Department and has 36 years of experience in the teaching profession. He has guided and supported many educators over the past 36 years. His immediate response to the question on Induction yielded a positive response. He stated confidently that Induction is the earliest form of support offered to the novice and is certainly essential as each school and district is different and the novice requires the expectations of the institution in order to proceed within the profession.

*Every school and every district has their differences, how they are run, their systems*

*and it is very important to inform the new educator what is required in that particular district or that particular school.*

He identified the principal as the first person at the institution that will offer Induction to the novice and once the expectations are clear, he then adds that it is the task of the other managers to ensure that the novice is assisted in meeting these expectations.

*At our school, the principal discusses the expectations with the novice teacher and the supervisors and the managers have to assist with meeting the expectations.*

Spiderman further adds that the novice is also given a folder which houses all documents on policies and other information needed by the novice, to understand the culture and ethos of Superhero primary school. He confidently maintains that on reading the folder the novice will be well equipped to achieve success. He affirms that the Induction process at Superhero has been well structured to accommodate the novice. He has through this discussion confidently outlined the protocols to novice teacher development which securely started with the school management, though the SMT leads the way, the novice teacher had to initiate learning of the school by reading through the folder provided.

*...all the teacher needs to do is read and follow through with the directions.*

Besides the folder that is given to the novice educator, Spiderman highlights the fact that professional development is an important component at Superhero Primary School. This engagement of topics at a common forum helps guide and direct teachers professional expectations of the school.

*There is a large emphasis on professional development at our institution and there are programmes that the staff are involved in and we have staff development once a week.*

Proving to him that the institution takes on development seriously however, this cannot be done without rolling up your sleeves and starting the work.

#### **4.3.3.2 Rolling up your sleeves**

Spiderman articulates that his position as Head of Department ensures that he manages curriculum at the school. In doing so he has the responsibility of providing the novice with policy documents and helps to field the novice through the policy as well as assessments. He further indicates that the structured programme implemented at Superhero primary efficiently guides the novice through any area of difficulty.

*The head of department is in charge of curriculum management. We hand over the CAPS document to the teacher. We have workshops before any assessments are required, on how to go about doing it and we identify where the problem area is and we have to focus on that problem area. We have planning, preparation worksheets done at the school. Most of our information is computerised. All the educator has to do is follow the template.*

Through these workshops, Spiderman and the rest of the management then identify topics for staff development and make appointments to meet novice teachers on a one to one, to eradicate misconceptions and provide guidance and supervision. He discloses that the novice teachers also have guidance on lesson delivery.

*We have impromptu visits to the classes. We also have a supervision schedule and on the supervision schedule, we have classroom visits.*

He stresses that the supervision report given to the novice teacher is strictly developmental and once accepted the recommendations are implemented.

*Problems identified in supervision reports, fortunately do not last for too long, normally after the first round of recommendations they are sorted out.*

Spiderman has made it clear that there are many structures in place that require much work and he confidently accomplishes all that is expected of him.

#### **4.3.3.3 Wanting to develop**

Spiderman enunciates that his job is only successful if the novice teachers he encounters are willing to accept the advice and guidance. Through his years of service he has had the privilege

to meet novice educators with different personalities and attitudes. Spiderman has concluded that educators with the attitude to progress within the profession will flourish and move forward quickly whilst the other type of novice teacher will undergo many challenges and would need more support.

*A teacher is built on their attitudes, morals and values. There are teachers who wholeheartedly accept and follow what you say and there are teachers who debate what information you have to give and you do get the one or two who have a don't care attitude. So you can supervise and you can guide the whole year but if the teacher is not absorbing it and has a negative attitude, you are not going to win and their development will take longer.*

He sees the correct attitude to work as the most important ingredient to developmental progress and this is also reflected in the collaborative attitude of the novice.

#### **4.3.3.4 Collaborating on development**

He has often seen novice teachers engage in conversations with peers on professional issues and only when they require managerial expertise do they approach managers. He states that these educators are self-motivated to collaborate to improve their knowledge. He avers that they appear to feel more comfortable to approach peers. He also affirmed that there is no formal mentoring programme within the school but evidently informal mentoring is continuous.

*They find it comfortable to talk to their peers first only if there is a need for higher assistance then only they come to the managers. There is no formal mentoring programme, there is an informal mentoring programme.*

Spiderman maintains that the tasks shared amongst the staff differ from novice to experienced teacher and that the more complex tasks are assigned to the experienced teachers. He concludes that once the novice is capable of taking on a complex task, the novice is then assigned the task. Novice educators frequently feel under prepared to take on these extra and co-curricular tasks and continually request for help. He conveys that these are stumbling blocks along the way.

#### **4.3.3.5 Stumbling blocks**

Spiderman has identified time management and a poor teacher attitude as the main areas that hinder development. He declares that time management is a skill that has to be taught as a teacher's day accompanies various tasks. He states that novice teachers complain that they cannot finish their work within the day. Another aspect that Spiderman mentioned was that often appointments were made with novice teachers and they seldom materialised or dates had to be deferred because of the busy schedule. He also confessed that the one on one meetings were shorter than he liked. So lengthy discussions were almost impossible.

*The time allocated to us does not allow us to have in-depth communication. It has to be very quick. Even if you have to make an appointment, 80% of the time it does not materialise because something comes in the way. As far as time management the juggling of time is important.*

Spiderman added that negative teacher attitude compounded progress in development.

*If the teacher's attitude is not right, they are not going to buy into the whole ethos of the school and how the school is run. They will always be negative.*

He also pointed out that the manager should not be high handed, sharp or abrupt in his communication.

*If you are very high handed, teachers will tend to dislike your supervision and the moment you start your first line, they have a negative attitude to you and instead of absorbing the things that you are saying or information you are giving them, they are looking at your sentences and trying to find a fault with every instruction you are giving.*

He reaffirms that the two way communication needs to suit both parties to ensure that development progresses.

#### **4.3.4 BATMAN'S STORY**

Batman's story followed the path of a step into reality, being a teacher who put his shoulder to the wheel.

#### **4.3.4.1 A step into reality**

Batman is a novice teacher in his first year in the profession. He is motivated and has a contagious optimism. He is excited about this position at Superhero primary school and reveals that he was warmly welcomed at the school. The SMT and staff made it very comfortable for him to adjust to the school on entrance.

*I was welcomed by a lot of helpful people. The start was very good. I got all the support from the management Team and everyone.*

Batman was most grateful for the induction because he felt that it guided him well to the ethos of the school. He added that it was also beneficial as it provided all his needs to start out the new experience. Despite all the requirements that were presented he feels that there could have been more mentoring. Batman acknowledges that there is a desperate need for guidance on entering the institution and the time allocated to Induction could be extended.

*It's just not something that you can just learn in a day or just once over a day. Induction takes time. So maybe just more time to get you into everything would have been sufficient*

Despite his sound content knowledge, he feels that the real situation is daunting and every small step he takes requires reflection and observation of other teachers that are more experienced.

#### **4.3.4.2 Being a teacher**

Batman is sure that teaching needs more than just an apt mind, it requires a person that loves children. Through his short journey, he has had to make mistakes in order to improve his teaching strategies. He states that he needed to use other educators as role models and through this period of learning he has realised that he needed to take the little successes from each person and create his own strategies within the class. He confirms that attitude is vital to becoming a good teacher. Self- motivation will drive the developmental process forward.

*The quicker you get into the rhythm of things the better it is for you. I address many of the matters by myself.*

Batman is driven and proud and he would like to be able to solve many of his issues on his own. He admits to seeking out advice from experienced teachers but is not shy to develop on



his own as well. He believes that the supportive attitude of his peers has further guided and motivated him to learn quickly so that he can mentor others that may come into the profession. His positive attitude he believes is the making of a competent good practitioner and being able to identify your own errors and rectifying them further adds to being a good teacher. He further explains that keeping to deadlines and executing your job efficiently earns you respect from your peers.

Batman is of the opinion that having a sporting background as well as being knowledgeable about co-curricular activities will lead to developing learners into well-rounded individuals. He explains that his opinion stems from the fact that public primary schools are always involved in some type of extra or co-curricular activity that learners need guidance in. Teaching in his opinion is multifaceted and a novice teacher must embrace these challenges in order to succeed within the teaching profession.

#### **4.3.4.3 Shoulder to the wheel**

Batman believes that the expectations at Superhero primary school are quite high.

*This school takes you to another level. I also feel that if you can teach at this school, you can teach at any other school. You get the experience. You get whatever you need to be in the right direction to become the ultimate teacher. And which is what I wish to become at some stage.*

The workload for teachers are equitable and all are expected to excel in improving learners. The SMT expectations that all learners should be winners ensures that the teachers go the extra mile at developing the skills of learners to excel. Batman, as a novice teacher had to buy into the vision of the school in order to be able to cope with these expectations.

*The main thing is that I bought into the vision. I looked at the long-term plans of the school, I bought into it, I have adapted to it, and I have grown... It has grown into me.*

Batman, in order to keep up with the work load, approached other educators that were knowledgeable about activities that he was asked to co-ordinate. His discussions with others proved successful in him guiding his learners forward. He, further had to engage in research that helped him improve his skills in soccer and spelling before he could produce winners in those activities. Batman realised that the school day did not allow for him to conduct extra

classes so he willingly made time to see learners after hours. He also acknowledges the benefits of staff development. He comes armed with paper and pen ready to record all important facts and the handouts given are usually perused later to further cement the knowledge therein.

Batman also reflected on academic issues and realised that his limited knowledge on assessments and administration surrounding them required immediate intervention and approached his manager for direction and support. He states that despite the limited time to engage in frequent discussions, his manager was able to effectively guide his program forward and help him develop in a deficient area. He expressed his thanks for regular supervision which he enjoyed as it guided him well forward.

*I love regular supervision. It's actually a good thing. You need that regular supervision in order to win your managers trust so he/she knows that what you are doing is right and the direction you are moving in is correct.*

Batman realised that the regular schedules also helped to move the tight schedule forward smoothly so that problem areas could be addressed speedily. As a novice teacher, he is appreciative that as a result of putting his shoulder to the wheel, he is seeing the light at the end of the tunnel.

#### **4.3.5 ELEKTRA'S STORY**

Elektra felt deeply about her emergence into her job therefore starting her story with windswept, then nurturing family, the pot of knowledge, change to reach goals and concluded with help to develop.

##### **4.3.5.1 Windswept**

Elektra is a novice teacher and has spent three months at another school before arriving at Superhero primary school. Her arrival at the school she describes, as a whirl wind. Elektra had to replace a teacher who was well respected and very involved in the life of the school, so in spite of Elektra being a novice she was given the workload of this teacher as well as her extra and co-curricular activities. She clarifies that the school year had begun and it was impossible to change timetables for one teacher. The SMT had recruited Elektra for her Language proficiency and had tried to match her as closely to the outgoing teacher as possible. Elektra hailed the Induction programme as a life line.

*For a novice teacher who never did record keeping, balancing of records previously, such a programme is extremely beneficial. Without such programmes, a novice teacher would be utterly lost.*

She sponged up the guidance given to her during the Induction and honestly states that she believes her Induction is still in progress as she constantly queries areas of uncertainty.

*I don't believe that induction has stopped for me as yet.*

On reflection of the Induction programme, Elektra explains that she would have enjoyed more information on assessments of English and Afrikaans. She states that these particular learning areas involves numerous assessments in CAPS.

*Being both an English and Afrikaans teacher and having numerous amounts of assessments to complete per term, had been quite a challenge for me initially. Setting of assessments for the first time seemed a bit tricky to me initially so I found myself spending long hours trying to figure out if my assessments were good enough. If they met the standards or even if I was doing the right thing.*

Elektra having felt windswept into the profession, felt comforted by the supportive SMT and teachers she encountered.

#### **4.3.5.2 Nurturing family**

Elektra fondly reflects on the comfort she gained from the people around her.

*Management and other staff members were very helpful. I could question them and ask for clarity at given time about anything. Since I had such a demanding workload when I first came here I was constantly reminded by management and peers about deadlines and how things should be done. This has assisted me a lot and helped me to ease into the school environment.*

The friendly faces were a balm for the uncertainty she was experiencing with her workload. Her peers, she points out were very accommodating and her manager had an open door policy

that allowed her to query any professional problem. Her peers guided her through administrative tasks and she often found herself at her peer's door but regardless of this frequency, peers shared their knowledge and expertise unselfishly. Elektra sees herself like a baby sister that needs her siblings support to grow up. She further adds that she is usurping this knowledge not selfishly because she soon hopes to be a big sister to a little sister.

#### **4.3.5.3 The pot of knowledge**

Elektra is grateful for her university education as it has well prepared her for the content that she has to impart.

*I feel I am confident in that let say that you had an extensive content knowledge done at university and that helped the lesson planning and the lesson delivery*

But it has not been sufficient to prepare her for reality of the school. She believed that the pot was full and now she realizes that her perception may be incorrect. Her insecurity lies within the lack of all aspects in the profession that was inadequately covered within the tertiary institution. She further acknowledges the classroom reality has also been trying. She has had to implement different strategies to manage her learners. The diversity of the learners as well challenge her content knowledge. Through collaboration with teachers within and outside the school, she has managed to overcome some of these challenges.

*I have mentioned that I do speak to other teachers from other schools and also I do read up a lot on techniques and strategies.*

It has also made her realise the ongoing nature of learning and being self-motivated. She has further concluded that the knowledge she came into the teaching profession with was insufficient and she needed to acquire lots more knowledge through different means of communication.

#### **4.3.5.4 Change to reach your goals**

Her feelings of inadequacy has stemmed from administrative tasks and her need to train learners in extra and co-curricular activities as well as managing discipline in classes.

*When I initially came here there was a lot I didn't know about. How to do registers, record books and English and Afrikaans teachers are inundated with lots of co-curricular tasks. I had to ask for help.*

She explains that she had to change her personality as well in order to adjust to the school.

*I had to become more outspoken than usual and a bit more rigid with time, since we are such a fast paced school. I also had to try and put on a hard exterior to withstand circumstances thrown my way. I also had to learn to toughen up with learners despite my love for children in order to get work done properly.*

Her method of changing herself helped her cope with the different situations. Elektra seemed determined to overcome the challenges she encountered in whatever way possible. Her feelings of uncertainty allowed her to make positive changes to be able to cope better. She is aware of the fast pace of the school and appears to want to adapt to meet the challenges ahead.

*As I said it's a very fast paced school.*

#### **4.3.5.5 Help to develop**

Elektra clearly articulates the collaborative atmosphere that prevails at Superhero primary school. Together with the warm nurturing culture, she identifies regular supervision, reports on activities, observation, staff developments, meetings, one to one meetings and informal discussions as some of the tools that guided her development at the school.

*The school's culture supports development and growth for empowering teachers.*

The tools were well received by her as she states that it helped her succeed within the school. She confesses that she enjoys the supervision as well as the regular reports as it serves as a developmental yardstick and helps her groom herself to develop.

*I don't mind supervision at all because being a new teacher, it helps me to better myself, better my teaching strategies.*

Elektra further emphasises the importance of staff development as it has added to her limited knowledge of pertinent topics. The regular platform has been another source of developing her professionally.

*A lot of the staff development topics that come through are about areas that you maybe know a little about but not extensively and whatever is discussed in staff development has been researched and it actually helps you get an extensive knowledge of the topic itself.*

There are various ways a novice teacher can be supported at Superhero primary school. The novice teacher needs to be prepared to utilise the opportunities and tools presented.

#### **4.3.6 STORM'S STORY**

Storm articulated her experience through a journey made easier, learning from the knower and sharing the known.

##### **4.3.6.1 Journey made easier**

Storm is a novice teacher who has been teaching at Superhero primary school for two years. She has been professionally prepared at a tertiary institution that she feels did not adequately prepare her for her entrance into the job. Her worried expression accompanied the words that:

*My experience with school induction was very good, because you come from the university not knowing anything about the school plan and the induction programme helps you a lot.*

She expressed that although the Induction programme proved to be very enlightening, she would have liked to have had a committee instead of a single SMT member to steer the programme forward. Her reasons for the statement were not clearly explained. She also suggested that the Induction programme should be extended as there was a range of topics that needed to be covered and the time of the programme could not cover all topics. She greatly favoured the Induction programme in supporting and helping to develop her, the novice teacher. Her comforting start included being assigned to a peer who offered to guide Storm with all aspects of administration.

*The first day I came here. There was a teacher who helped me so much Miss D. Anything that I needed, I went to her for help. She was willing to help me. She guided me so well.*

With this type of help forthcoming, Storm felt confident that being a novice teacher with little understanding of the school context, she would surely succeed.

#### **4.3.6.2 Learning from the knower and sharing the known**

But despite the journey being made easier by the people around her, she encountered tasks that proved so challenging that only her drive to improve overcome them. Storm honestly reflects on her tussle with administrative tasks. Reporting on learners through compilation of schedules, computing of marks and completing schedules took a long time for her to succeed. She acknowledges the assistance of her manager in guiding her through hours of correcting and moderation. Being a novice she admits, demands lots of collaboration and self-motivation. Superhero primary school has provided much of the tools that are needed for her to accomplish her tasks, templates of lesson plans, assessment plans and schedules are provided. She also states that much guidance through informal mentoring is offered. It is up to the novice teacher to take the initiative.

Storm did not want to only appear deficient, so she took it upon herself to initiate a gardening project and a school choir. These were two areas that she had much knowledge in and she decided to encourage and stimulate the interest of the learners. She declares that the school choir, which the school did not have, has grown into an exciting activity and her garden has flourished. She was able to inculcate a new interest in the learners and also make a place for herself at Superhero primary school.

#### **4.4 REFLECTION PROVIDED FROM THE COLLAGE**

The collage provided a pictorial depiction of the experiences of the participants. Carefully selected pictures told a story with a wealth of meaning. The participants reflected on their work on completion.

#### 4.4.1 BATMAN'S COLLAGE



FIGURE 2: BATMAN'S COLLAGE

Batman, who is a novice teacher completed his collage entitled My Journey with management. He clearly reflects that much time and thought went into the completion of the collage. He clearly represents two sections, one being the beginning of his journey and the other being the current journey. The middle outlines words to show the movement from beginning to current.

He begins his explanation of his collage with the top left as represented by the image below.



FIGURE 3 BATMAN'S COLLAGE – A SELECTION

Here he explains that he used the analogy of the air services SAA, Mango, Kulula and Safair. These are used to show hierarchy within schools. SAA being the principal.

*The bigger the company the more authority it has.*

At that point in time he saw himself as Safair. He is a novice just entering the profession. He saw the principal as the person with the most authority and she was the most terrifying entity. In order for him to succeed he knew he needed a mentor.



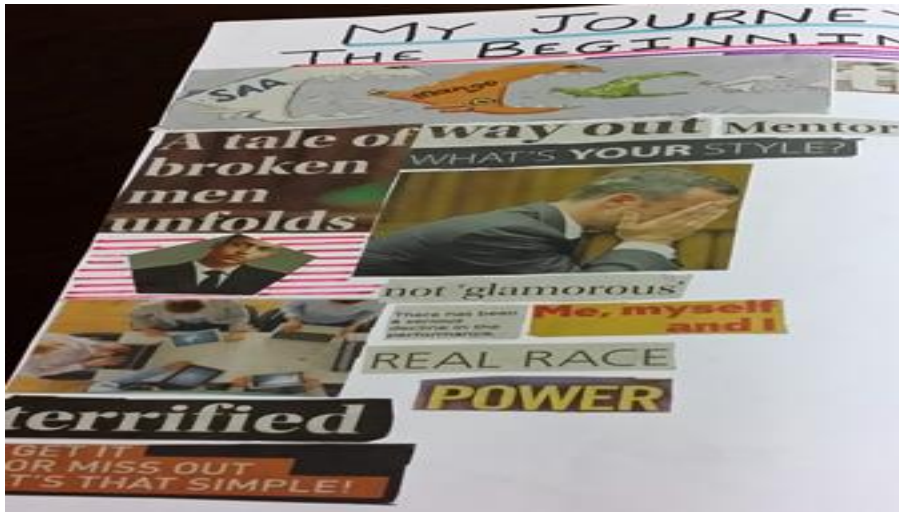


FIGURE 4 BATMAN'S COLLAGE- A SELECTION

He desperately was looking for a way out of his unsure and terrifying situation. He realised that this profession no longer looked glamorous and he was terrified of the enormity of the task before him. More often than he expected, he felt that he existed alone and needed to find a way for himself. Batman was facing the reality that he needed to learn quickly or be left behind. He states that he had to look for power from within to forge ahead.

*So I look for power within me to achieve whatever I had to.*



FIGURE 5. BATMAN'S COLLAGE - SELECTION

He further justifies his relationship with the SMT to support him by identifying the key words above. He appreciated the coping skills shared with his manager and peers as he tried desperately to try and enhance his skills. The help that his manager and peers offered him

helped empower him to rise within the profession. His also explains the use of the word support twice as enough support is desperately needed by the novice teacher.

*Support is on this chart twice because as new teacher who comes into a new school, a new environment, needs a lot of support.*



FIGURE 6. BATMAN'S COLLAGE – A SELECTION

This support he clarifies has brought him to his current position, where he can now see himself as a professional thus the gentlemen wearing a suit. He states that now he is more confident about his job. The words victory is determined by the mind encapsulates the positive attitude that a novice should have and it is the one that he has. This has given him hope to rise from the ashes. The novice road that he has walked has been fun as he engaged with management and peers and has concluded that the road has to be travelled with others and not alone and then only can you be a winner. The burning ambition within him was what gave him the desire to learn and improve. Batman is confident that the development he has received has created a winner and that was achieved through the SMT guidance.

#### 4.4.2. STORM'S COLLAGE

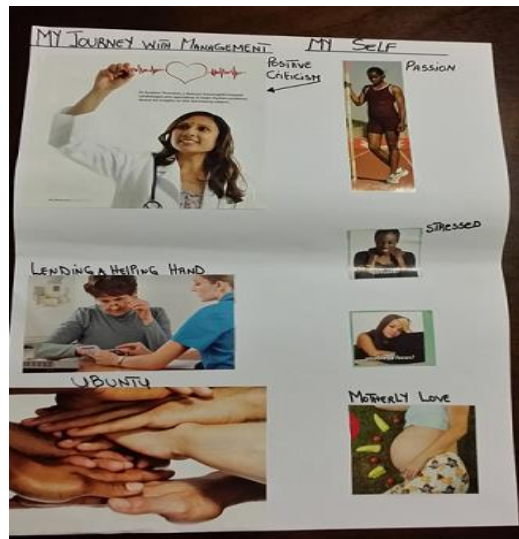


FIGURE 7. STORM'S COLLAGE

Storm's reflection on her first experience coming into school, pictorially shows her great passion for the profession and her love for the career that she has embraced. She explains that she was prepared to take on this job with all enthusiasm and the stick in her hand was to guide her through her career and to help remove the obstacles in her path. She had decided only to reflect on those aspects that had special meaning to her journey with management. She remembers feeling quite emotional as she progressed through the activity. She explains that despite her passion, her initial days were fraught with feelings of stress and uncertainty.

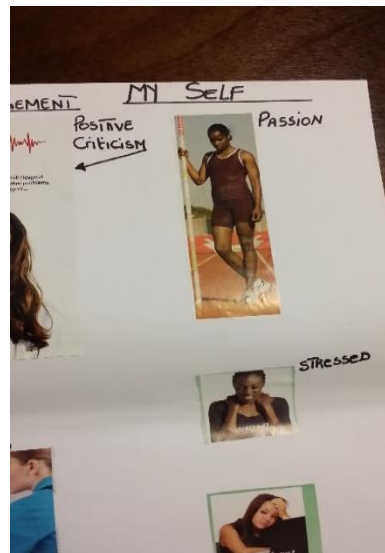


FIGURE 8. STORM'S COLLAGE – A SELECTION

Her preliminary exposure to the profession brought to the fore the multiple tasks a teacher needed to accomplish and her tertiary education had failed to prepare her for those. She worked tirelessly trying to accomplish them, often finding areas of difficulty which resulted in frequent

consultation with her manager and peers. She confesses that time seemed insufficient and her tasks within her home and school made her lose focus.



FIGURE 9. STORM'S COLLAGE – A SELECTION

But she explains that her motherly love for her learners rose to the occasion. In the above picture she used a pregnant woman who loves and nurtures the baby within her stomach. Likewise her learners felt like her own and they brought joy and stability to her uncertain feelings. Even her focus readjusted itself. She states that discipline through love is the most effective form of corrective tool. Imparting knowledge she feels was secondary to ensuring that a child felt secure and safe. Once she had accomplished that the content knowledge became more successful. She acknowledges that the positive criticism by her manager further supported her development.

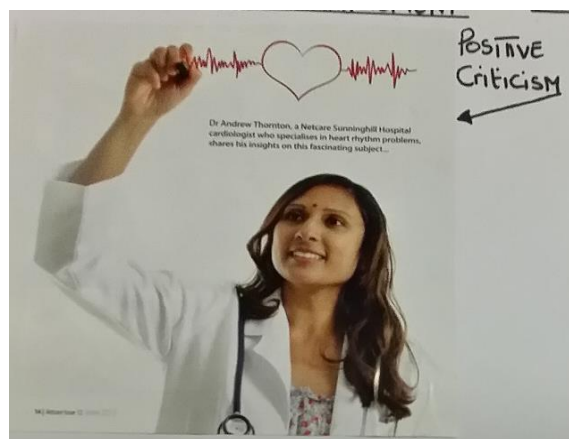


FIGURE 10. STORM'S COLLAGE – A SELECTION

The above picture reflects a manager who is a teacher to her and specifically the manager has a heart. This she clarifies as her encounter with her manager who offers positive criticism but does it in a humane loving way that builds a solid foundation of respect that promoted her progress within the profession. This has made her love for her profession grow and motivated her to step forward and usurp all forms of development to improve her novice position.

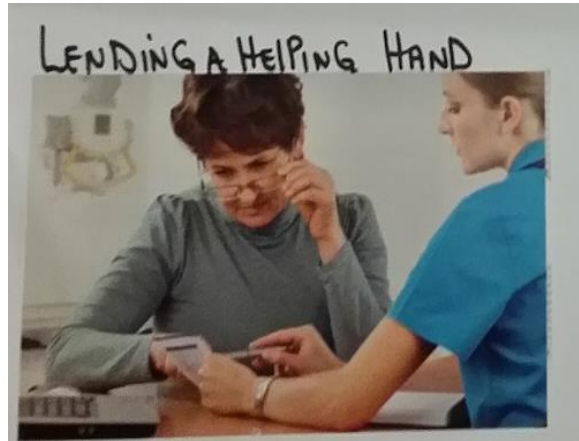


FIGURE 11. STORM'S COLLAGE - A SELECTION

Her manager continued to lend a helping hand when she needed assistance and guidance. She appreciated the fact she her manager would give her undivided attention to her queries and she always left the encounter feeling richer. This relationship has also inspired her future dreams in the profession as she is already thinking of the type of manager she would like to become.

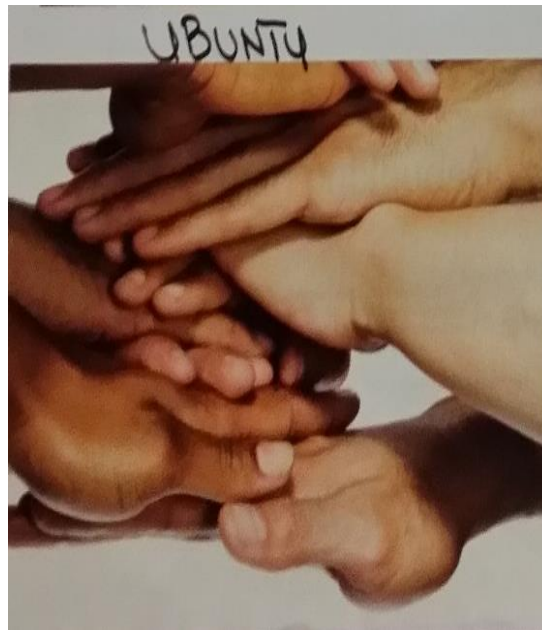


FIGURE 12 STORM'S COLLAGE – A SELECTION

The final picture in her collage is entitled Ubuntu and she passionately adds that together the team is stronger. It took many people together to help her move forward. She could not stand on her own but had to ask for help to improve herself. “The strong team that works together,” she adds, “is the winning team.”

### 4.4.3 ELEKTRA'S COLLAGE

Elektra reveals her creativity by depicting her collage on a coke bottle. Her collage exposes her journey with management in a unique fashion as the pictures below indicate.



FIGURE 13



FIGURE 14



FIGURE 15

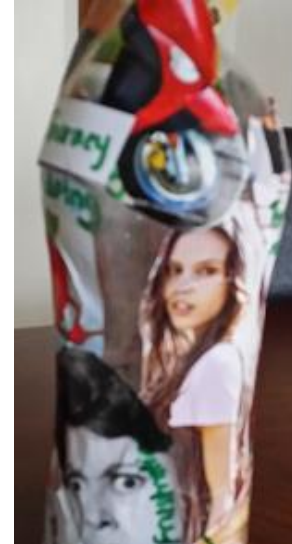


FIGURE 16

#### ELEKTRA'S COLLAGE ON A BOTTLE- DIFFERENT ANGLES OF THE BOTTLE

Her reflection centered on her exciting journey which she placed on the top of the bottle. Here she explains that despite the many challenges she encountered, her journey as novice thus far was very exciting. Her journey with management is not alone. She adds that the manager is her partner throughout and she is excited to venture forward although her entrance into the school was unnerving.



FIGURE 17. ELEKTRA'S COLLAGE – A SELECTION

Elektra described her personality on entrance into the profession as “shy old me”. She further elucidates that the due to the expectations of the school, she had to change her personality. She had to be prepared to collaborate with her manager regularly and her peers. She realized that the shy person she was, had to change to suit the culture and ethos of the school. She further reveals that if she were to survive as a teacher within the profession she needed to take the adult decision to conform to the expectations of teachers at Superhero primary school.



FIGURE 18. ELEKTRA'S COLLAGE – A SELECTION

She uses the scenario of a busy mother with two little children in the kitchen to describe her feelings on entrance. She had to juggle many balls in the air and often the different tasks could only be described as messy as she tried to do the tasks to the best of her ability. The progress was slow because she needed to be guided through the tasks by either the manager or a peer. She often felt like she was the apple sitting of the wrong side of the branch that was being cut off.

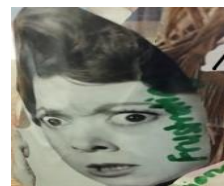


FIGURE 19 .(ELEKTRA'S COLLAGE – SELECTION)      FIGURE 20.(ELEKTRA'S COLLAGE – SELECTION)

But despite these overwhelming feelings of frustration which was the result of her incomplete training at tertiary level, her support from her peers were remarkable, she concluded.



FIGURE 21 ELEKTRA'S COLLAGE – A SELECTION

She affirms that the helping hand she received steered her through the difficult tasks. She was able to accomplish much in a shorter period of time and her feelings of uncertainty disappeared. She felt secure in the knowledge that a helping hand whether in the form of her manager or a peer, was not far away. Elektra asserts the relationships that she has formed are like bonds within a family.



FIGURE 22 ELEKTRA'S COLLAGE – A SELECTION

She maintains that her journey with management has nurtured her as novice both personally and professionally.

#### 4.4.4 SPIDERMAN'S COLLAGE

Spiderman's collage entitled "Developing the novice teacher" encompassed much insight and he wished to insert it within the shape of South Africa to accentuate that his work reflected his experiences in South Africa. He describes the collage as a piece of art that he immensely enjoyed completing.

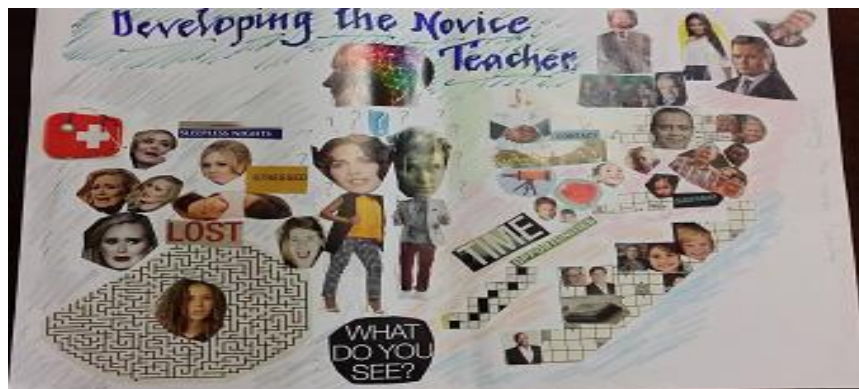


FIGURE 23 SPIDERMAN'S COLLAGE

The collage had areas with blanks that is the white areas, to indicate that the education system has much gaps. He believes that the education system is not perfect therefore the collage is incomplete.

Spiderman is of the notion that a novice teacher who wishes to venture into the profession alone will experience much stress and health problems. He has reflected this thought by inserting a red picture of a medical bag.





FIGURE 24 SPIDERMAN'S COLLAGE

Spiderman, from experience has found that the novice who enters the profession is often lost and experiences many sleepless nights. He has cleverly used a maze to show the complexity of the novice's experience. But he acknowledges that with time and contact with SMT and other peers, the novice can slowly climb up the ladder of development and make sense of the environment they have chosen as their profession.



FIGURE 25 SPIDERMAN'S COLLAGE – A SELECTION

He points out that the novice that accepts support and shares a positive attitude to work will be successful and the stress and sleepless nights will be reduced. Spiderman is adamant when he says that novice teachers must enter the profession because of the love to teach. He further emphasises that they should not enter the profession for monetary gain and security as he has found the novice that loves his job will develop and grow speedily whilst the novice that expects monetary gain will delay development and further impact the school and learners.

#### 4.5 Conclusion

In this chapter I have presented the data of my participants in a creative way to liven up the experiences of my participants. It expressed an insightful account of both the interviews and the collage. The next chapter, Chapter 5, revolves around analyzing the data generated to make meaning in terms of the phenomenon expressed.

## **CHAPTER 5**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

The aim of this study was to explore how school management teams develop novice teachers in primary schools. Data was generated to respond to the three objectives of the study and were linked to the main aim presented above. The data was generated through discursively orientated interviews and collage and the data analysis was guided by content analysis as well as *verstehen* as discussed in Chapter 3. Chapter 4 of this study clearly presented the data generated and this chapter will analyse the data presented in Chapter 4.

#### **5.2 Major Themes**

The discussion will be guided by the questions of the study and the themes generated are grouped accordingly under the three sections. The discussion of the study may find an integration of objectives as the discussion progresses. The three sections are, firstly, what are SMTs doing? and under this section I have identified induction programme, organised management, professional development and leading the team as the dominant themes; secondly novice teacher development and under this section, support and competence where the significant themes; the third section is factors that hinder and benefit development and the highlighted aspects were time, teacher attitude and empowerment.

##### **5.2.1 What are SMTs doing?**

The SMT of a school are vital parts to ensuring the goals are met and the contribution by SMT to development has its foundation in Section 16 of South African Schools Act No 84 of 1996, (RSA, 1996) and Employment of Educators Act, 76 of 1998, 4 (2) (RSA 1996, 1998) that outline the responsibilities of managers to professional growth within the school. Through the discussions with all participants it was evident that the SMT of Superhero Primary School engaged its novice teachers in development through various activities. This section will present the themes generated.

##### **5.2.1.1 Induction Programmes**

It is evident that all participants saw Induction as an essential part of a novice teacher's inception within the school. Robertson (2009) argued that the principal who understood the plight of the novice teacher was able to initiate programmes to help develop the novice teacher

thus Wonder-woman identified the fact that the novice teachers that entered her institution were not ready to take on the job and this was corroborated by Superman in section 4.3.2.1.

Therefore, a well thought out Induction Programme was implemented. Further claims were made by the novice teachers who appreciated the Induction programme on entrance into the school. Batman expressed his appreciation and Elektra hailed the Induction programme as a life line.

Having listened attentively to the voices of these teachers at Superhero primary school, I have to salute the SMT's decision to conduct an Induction programme as I agree with Dishena (2014) who affirms that an Induction programme will orient the novice teacher quickly to the culture of the school. Induction Programmes for novices also support the Theory of Professional Learning where Avalos (2011, p. 10) adds that "at the core of such endeavors is the understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of students' growth". The guidance the novice teachers received through the collaborative process of Induction served as professional learning to improve practice. Several scholars (Bush, Kiggundu & Moorosi, 2011, p. 31; Leithwood et al., 2006, p. 14; McKinsey & Company, 2010; Morris 2010) declare that performance improvement lies with the leadership within a school. The SMT's initial means of empowerment served to quell the nervousness of the novice educator.

The SMT's decision to implement the particular programme to benefit novice teachers stemmed from the problem they encountered with the District Induction Programme. Wonder-woman stressed the inappropriateness of the Department of Education's Induction Programme as they focused on leave measures and labour related issues rather than practising the craft of a teacher in section 4.3.1.1. This observation on Wonder-woman's part is supported by Barrett et al., (2009) who argue that there are inconsistencies and problems associated with induction programs too and that much thought needs to go into developing Induction programs in order for them to be successful. I am of the opinion that an effective departmental Induction Programme will further benefit a novice teacher to feel more confident when entering the school.

Superhero primary school's induction process is three fold. It includes a general talk, a comprehensive folder containing media of the school and peer pairing. Spiderman further attests to the benefits of the programme given to the novice in section 4.3.3.1. Whilst Storm

also fondly spoke of the peer she was paired with. The structure of the Induction programme appeared well planned and beneficial to the novice. But sadly the novices failed to mention the manual or folder that the SMT was proud of and the novice teacher requests for longer Induction programmes to discuss the many topics made me suspicious that they had not even read through the manual. Knowles et al., (2011) points out that an assumption of the Adult learning theory is that adult learners are ready to learn from practical strategies. It seems clear that the manual is a document that requires the individual to read and is far from a practical strategy. This may be a reason for the neglect of the manual.

Clearly what appeared to management as an excellent tool, has to be reviewed and other strategies may have to be implemented. It has been made evident that an induction programme is necessary but their effectiveness to novice teachers is a study on its own.

### **5.2.1.2 Organised Management**

For Superhero Primary School to achieve its aim, the SMT have planned a supervision schedule that guides the teaching and learning in school. Through the data generated, the SMT and the novice teachers outlined a series of activities like a perusal of records on a weekly basis, phase or subject committee meetings weekly, monthly reports on various aspects, observation of lessons, workshops for developmental purposes and one on one meetings. This was supported by Wonder-woman, Superman and Spiderman. It is evident that the planning process that the SMT engages in efficiently supports the curriculum. Lourens (2012) contends that forward planning is essential to steer an institution forward. The SMT at Superhero Primary School has thought out the supervision method to ensure that the novice teacher can be guided by structure. Smit et al., (2011) adds that to forecast your actions supports its culmination. This SMT plan is implemented by the management and the novice teacher's views on this programme is complimentary as it helps to guide them through and gives them good direction and supports their development in section 4.3.4.3 and section 4.3.5.5.

Lourens (2012) favours Elektra's statement for he is of the belief that novice teacher development will flourish in a well organised school. From my discussions with the participants I am convinced that the structures put in place to guide novice teachers are effective to encourage development. Grant et al., (2010) states that there needs to be a team to steer the goals of the school forward and I must express that the SMT at Superhero is well organised and are leading their team to reach their goals.

Adults are motivated to learn to the extent that they perceive learning will help them perform tasks or deal with problems they confront in their everyday life situations" (Knowles et al.,

2011, p. 66). The novice teachers at Superhero primary school are well guided and eagerly engage in learning to improve their situation.

### **5.2.1.3 Professional Development**

The SMT at Superhero Primary School value the importance of professional learning therefore they have commenced a staff development programme every Thursday to discuss professional issues. This critical discourse is to nurture the novice as well as other teachers to develop professionally. Batman benefitted from the Thursday activity in section 4.3.4.3

On deliberation I have to conclude that there is a concerted effort by the SMT to nurture a climate of professional development within the school. Sui (2008) suggests that the principal's role is critical in development of a collaborative culture that empowers teachers. The principals academic background has helped cultivate a yearning to create an environment that supports professional development. Professional Learning theory proposes that effective collaboration is necessary for learning to occur (Rogers, 2014) and Timperley (2011) appears to support effective collaboration as a means to learn. Elektra has confirmed the importance of the staff development programme.

Despite these comforting words of Elektra's statement, the following observation by Wonderwoman disturbed me.

*the novice is not motivated or confident enough to engage in discussions during staff development programmes even though they have come out of university with a wealth of fresh knowledge that they can impart in section 4.3.1.2*

It has been established that collaboration is essential to growth but it seems as if the staff development programmes have not reached a place where novices are comfortable to voice their opinions. Elektra complimented the benefits of staff development but she did not comment on her engagement during the programme. The other novices did not comment on this as well. Sadly it appears to me that they may feel intimidated or they just wish to acquire knowledge without being an active participant in the process.

#### **5.2.1.4 Leading the team**

I have been brought up with the saying “treat others the way that you wish to be treated” and ironically the SMT members at Superhero Primary School seem to epitomise that saying. The respect they offer to their teachers, seem to be returned tenfold. Knight and Moore (2012) and Menon (2012) stress the significance of support in transforming a novice into a skilled professional. Each of the novices acknowledged that through their good relationship with their managers they were able to develop and improve professionally. Batman’s gratitude implies a good relationship with his manager.

*despite the limited time to engage in frequent discussions, she (SMT) was able to effectively guide his program forward and help him develop in a deficient area. He expressed his thanks to her in section 4.3.4.3*

Batman further reflects on the word SUPPORT in section 4.4.1 that was used twice on his collage to illustrate that he could not have developed without the support. Grant (2010) declares that a team has to steer the goals of the school forward. The SMT at Superhero Primary School appears to be successfully developing novice teachers as they possess the personality, motivational, cognitive and social skills required to be a good leader (Lim, 1984; Morriss et al., 1999; Tang, 2001; Yu, 2009; Zhang et al., 2012) and thus they are ensuring that the goals of the school are met.

The SMT of Superhero Primary School have acknowledged the gaps in the novice teachers’ competence and have carefully structured programmes to guide the development forward. The effects of this programme will be analysed in the next section.

### **5.2.2 NOVICE TEACHER DEVELOPMENT**

This section analyses the extent to which novice teachers developed by the contributions made by the SMT.

#### **5.2.2.1 Support**

The novice teachers in their discussions fondly reflected on the support that they received. They echoed their appreciation for the warm attitude of their managers and the supportive nature of their peers at Superhero Primary School. They highlighted the fact that their inception into the profession was less traumatic with the support they encountered. Professional learning

theory highlights the importance of collaboration (Rogers, 2014). The supportive atmosphere created by the SMT has given the novice the opportunity to strengthen themselves. This positive atmosphere allows for the development of the novice teacher. Nieto (2009) adds that an important condition of professional development “is a climate of openness, shared decision making, and collaboration in the school,” all of which are fostered in an environment where teachers are empowered to develop, implement and reflect upon topics that interest them and relate directly to their instructional and intellectual needs (p. 11). Despite the novice teacher hailing this support positively, the SMT on the other hand find this constant need to be guided as a time consuming activity and would appreciate more self-motivation to grow individually. Guidance is a part of their job description (RSA, 1996) but the high expectations of the novice requiring assistance all the time is exhausting as pointed out by Wonder-woman in section 4.3.1.5

Superman also maintains that some novices are dependent on the continuous support. Boute (2012) and Ingersoll and Strong (2011) conclude that the novice teacher will read up content and liaise with colleagues to improve best practice. From the data generated the novice is content to liaise with others but is neglecting to empower themselves on their own. According to the Policy on the Minimum Requirements for Teacher Education Qualifications in South Africa (RSA, 2011) a teacher must be self-motivated to accomplish ongoing learning.

It is evident that these educators are motivated to learn but the manner in which they wish to learn is impractical due to time constraints.

#### **5.2.2.2 Competency**

On entrance into the profession the novice as well as the SMT were vociferous in their comments about being unprepared for the task of being a teacher. Each novice indicated different aspects of preparedness that they lacked. Batman recalled that the real situation was daunting. Elektra shared this view, whilst Storm feels that the tertiary institution she attended failed to prepare her for the school situation in section 4.3.6.1

The novices are grateful for the content knowledge they received at tertiary institutions but their lack of knowledge in administrative aspects and assessment schedules has resulted in much agitation. They have had to rely on the SMT’s structured programmes to show them the way. Have these programmes developed them? Storms affirms that she had developed from:

*The assistance of her manager in guiding her through hours of correcting and moderation. Being a novice she admits, demands lots of collaboration in section 4.3.6.2.*

Elektra further acknowledges the benefits of the SMT and teachers

*Management and other staff members were very helpful. I could question them and ask for clarity at given time about anything in section 4.3.5.2*

This brings me back to the Policy on the Minimum Teacher Education Requirements in South Africa. (RSA, 2011). Pedagogical Knowledge has a strong place within teacher training but their professional knowledge seems to be limited. Macbeath (2012) acknowledges that professional knowledge promotes the professionalism of the profession. Administrative tasks are an essential part of a teacher's job. Competence in this area will alleviate much of the stress that novices experience. Adult Learning Theory's (Knowles et al., 2011) assumption that the adult learner will be motivated to learn to survive and accomplish daily tasks is evident in the learning that the novice have engaged with the SMT and other teachers. So despite the deficiency in training that the novice had, the school had acted as a further training institution to bridge the gap, proving too, that being a teacher requires lifelong learning (Krull, et al., 2013).

The different forms of development within the school creates a secure foundation for professional development to occur. Long, et al., (2012), found that the school culture and context repeatedly had an effect on the novice teacher. The novice is well guided and it seems evident that the wealth of knowledge that the novice latches on to depends on the novice's attitude to the profession. Novice teachers are in fact developing to meet the standards of Superhero Primary School. Although the road started off bumpy, the development has made the journey smoother.

### **5.2.3 FACTORS THAT HINDER AND BENEFIT DEVELOPMENT**

There are areas that have been identified through the data generation process as potential factors that hinder and benefit development.



### **5.2.3.1 Time**

The teaching times within the school day are prescribed by the SASA (1996). Every personnel at the school has a number of teaching hours within the week (SASA, 1996). The Curriculum and Policy Statements (RSA, 2012) further outlines a content structure that has to be completed. The SMT of Superhero Primary School have much difficulty in accomplishing their managerial duties to the best of their ability within the limited time given.

Spiderman explains that he has a teaching load and the time allocated does not allow for in-depth communication with novices and often the busy programme for the day limits the communication in section 4.3.3.5

With the specified times, it seems that the amount of guidance the novice teacher requires is an added challenge. The time that the manager would like to spend on supervision, though supervision time has presently increased, is still not sufficient. Wei, et al., (2010) and David (2009) have concluded that operational barriers do hinder development. Time for development is a serious challenge for managers.

Novice teachers also encounter challenges with time. Elektra states that she needs to be rigid with time because the school is so fast paced and Spiderman confirms this by adding that the novice teachers complain that they cannot finish their work in the day. With the expectations of the curriculum, novice teachers have to learn to keep to deadlines and the expectations of the school. Until the novice has learnt to effectively manage time, they may encounter many problems. Avalos (2009) in his study highlighted the lack of time for attention with special children and time for adequate planning can impact the novice teacher and delay the development process.

### **5.2.3.2 Teacher Attitude**

All participants to this study have hinted on the effect of teacher attitude on development. Both positive and negative attitudes were discussed as a means to develop novice teachers. Knowles, et al., (2011) assumptions refers to a self-motivated individual. Rogers (2014) in her Professional learning theory also is under the assumption that the key participants involved in the learning process are self-motivated. The participants in this study based on their experience and everyday encounters have voiced their opinions on teacher attitude. Wonder-woman was determined in her reference to novice teacher attitude as that attitude irked her considerably and hinted at the lack of motivation by novices to work independently. Her feelings of concern

were shared by Spiderman as well. Spiderman believes that this and time management are the main obstacles to development. Steyn (2010) argues that a positive attitude will help sustain good relationships that encourage development. For the institution to run smoothly and achieve its goals all members at the school need to accomplish their work within set timeframes. Novices can only accomplish this work if they are self-motivated and positive. This seems to be deficient in terms of Knowles second assumption, “Adult learners have a self-concept of being responsible for their own decisions, for their own lives” (Knowles et al., 2011, p. 63). There seems to be a level of immaturity and they seem to have a low self-concept. Novice teachers are too dependent on support and thus have created additional work for the people around them. This may have a repercussion for policy makers to take into account the contact time of SMT members who are now required to extend supervision time. Bass (2012) highlights that adult learning is problem-centred. It may appear that the novice teacher is not ready to be called an adult learner as the novices at Superhero primary school are not ready to work on their own as their self-concept does not allow it.

Whilst novice teacher attitude may be of concern to the SMT, a comforting factor may be the attitude of the SMT who despite lack of training, engaged in personal development programmes and SMT caucuses to empower themselves to conduct their jobs in an efficient way. Wonder-woman proudly affirms that her SMT has been empowered by themselves.

This statement by Wonder-woman is complementary to both, The Adult learning Theory as well as the Professional learning Theory. The SMT as adult learners satisfy all six assumptions of Adult Learning Theory (Knowles, et al., 2011). They are engaged in personal study as well as collaborate with each other. Pedder (2011) points out that learning occurs with interaction with people, places and events and that this is transformative to both the knower and knowledge. This transformation has benefited the school in terms of accomplishing its primary goal of teaching and learning. In this study the lack of training of the SMT has not hindered development. Although Mafora and Pharabatho (2013) acknowledge SMT training as insufficient, the SMT of Superhero primary school has been able to overcome the challenge of lack of training.

### **5.2.3.3 Empowerment**

Superhero Primary School values the importance of development and has certainly added benefit to the novice teachers and others as well. The principal is the key to leading an effective school (Huber & Mujis, 2010). The principal that helps to motivate and empower the SMT will surely allow these characteristics to filter down to the other team members. Wonder-woman and her team have strategically included staff development within their program for the week in section 4.3.1.3. With the SASA(1996) and the Policy for Minimum Teacher Requirements in South Africa (2011) affecting the importance of professional development, Superhero primary School's initiative is certainly admirable. Nieto (2009) points out that this atmosphere of development can only foster empowerment to develop instructionally and intellectually. Elektra emphasizes that the staff development programme supplies a wealth of knowledge that has been well researched and presented in section 4. 3.5.5 Batman also reflects on the benefits of staff development in section 4.3.4.3

This manner of academic discourse serves as a stimulus to encourage learning and engage in current processes to improve learning (Ingersoll, 2011). This manner of empowerment serves to encourage the novice to develop professionally (Boutte, 2012). Although Wonder-woman records limited discussion from the novices during the staff developments, it is evident in the novice teacher's discussion that they appreciate the benefits of this form of development and quietly sponge up the knowledge offered.

### **5.3 Conclusion**

The analysis of this chapter gave insight into Superhero primary school and their participants' profession. This steers forth the final chapter in respect of the summary, conclusions, recommendations and limitations of this study.

## **CHAPTER SIX**

### **SUMMARY, RECOMMENDATIONS AND CONCLUSION**

#### **6.1 Introduction**

The purpose of this study was to put into perspective what School Management Teams are doing to develop novice teachers in primary schools. The study firstly explored what SMT's do to develop novice teachers. The second question concentrated on the extent to which these novices were benefitting and finally it chose to identify areas that hindered and benefitted the novice teacher development. Chapter five analysed the data presented. This chapter sees a culmination of what has transpired through the process of this study. This chapter will offer a summary of the research questions and their findings. It will also present recommendations for future study and add a concluding statement.

#### **6.2 Summary of findings**

The summary of findings is expounded under each research question (RQ) to which this study has tried to find answers to. The summary responds to findings from literature as well as the data. The intention of this approach is to ensure that the discussion of the recommendations of this study is obvious and can be validated by literature and the findings.

##### **6.2.1 RQ 1: How do school management teams develop novice teachers?**

From the literary cache on novice teacher development, much support was given to professional development (Boutte, 2012; Doherty, 2010; Ingersoll & Strong, 2011; Knight & Moore, 2012; Ono & Ferriera, 2010; Petrie & McGee, 2012; Sass et al., 2011). In chapter 4, the types of support offered is indicated in Wonder-woman's story, Spiderman's story as well as Batman's story and Elektra's Story. Dishena (2014) concludes that novice teachers should be well inducted into the profession for the teacher to adapt quickly. Wonder-woman has described the Induction programme in section 4.3.1.2 as constituting of three parts, a general talk, a manual and peer pairing, proving that much assistance is given to the novice to adapt quickly. The SMT has further devised a well supervised management plan to assist the novice teacher to develop and grow into the profession. Smit et al., (2011) advocate that control helps monitor activities and responsibility and that planning ahead effectively allows the SMT to achieve its goals. Section 4.3.1.3 clearly outlines the processes in place to supervise the novice. This management plan provides the platform for the SMT to identify areas of development for the novice. Feiman-Nemser (2010) affirms that interaction with co-workers allow for

communication of standards and expectation of practice. The importance of development is highlighted by staff development programmes mentioned in section 4.3.5.5; 4.3.4.3; 4.3.3.2; 4.3.1.2. Another key element at Superhero primary has been the good relationships between managers and novice teachers as outlined in section 4.3.5.1; 4.3.6.2; .4.4.1; Figure 11; Figure 22. This seems to support and nurture development. Lim, (1984); Morris et al., (1999); Tang (2001); Yu (2009) and Zhang et al., (2012) attest to personality, motivational, cognitive and social skills being the key markers of a good leader. The SMT have realised the key markers of a good leader and have implemented various supportive development processes to guide the novice teacher into a practioner.

This study has explored how SMTs develop novice teachers and a favorable number of activities have been recorded and presented.

### **6.2.2 RQ2: To what extent are novice teachers benefiting from what school management teams do to develop them?**

As discussed in the previous question, the novice teacher is immensely grateful for the support received. This support is further extended to peers as well. Beatty (2011) stresses that the professional dialogue encourages trust and reduces challenges from occurring. The peer pairing that is outlined in section 4.3.1.2 is created by special interests (Mullen, 2012). There is a lack of a formal mentoring programme as discussed in section 4.3.4.1; 4.3.3.4. But the warm atmosphere allows for the novice to seek guidance from any peer as mentioned in section 4.3.3.4 and this is significant in Professional Learning Theory (Rogers, 2014). This study has further revealed that the dependence of the novice teacher on the support of peers and SMT has impacted on the time of the SMT and peer. The novice is failing to work independently. Though the novice is accomplishing tasks at the school, they do not appear to be self-motivated to work on their own.

Novice teachers have expressed that their content knowledge received at tertiary institutions prepared them well to impart content (section 4.3.5.3) but there is more to being a teacher and the professional administrative tasks are deficient of training. The SMT has guided and included tools to develop the novice and on the novice's own admission they have benefitted greatly from the development the SMT has provided outlined in section 4.3.5.5.

### **6.2.3 RQ 3: What are the enabling and constraining factors of school management teams in developing novice teachers?**

The data generated presented two aspects as a common constraining factor to development and one enabling factor. Time as outlined in section 4.3.3.5 seems a challenge to development. The time as allocated by SASA (RSA, 1996) does not allow the manager enough time to support guide and develop the novice educator. Development occurs sporadically and within short time frames. Wei, Darling-Hammond and Adamson, (2010) argue that if time for development is not considered then improved learner achievement will be sacrificed. It seems that the SMT engages in development but quality is reduced because of time.

The second constraining factor is novice teacher attitude which was mentioned by all managers as restricting the development process. Berry (2013) states that professional learning is the responsibility of the individual teacher to develop expertise. In the case of Superhero primary school the novices are ready to learn but depend solely on the SMT and peers to help them develop. There is a lack of intrinsic motivation to identify challenges and learn independently (Knowles, et al., 2011). They are in constant need of coaching (Liu & Batt, 2010). It may be suggested that their level of maturity needs to be assessed. The managers on the other hand, have not received training but are self-taught to manage the school as mentioned in section 4.3.1.6. The managers had acquired skills independently, satisfying both Adult learning theory (Knowles et al., 2011) as well as Professional learning theory (Rogers, 2014). A question of maturity as the answer to teacher attitude is once again questioned.

Empowering teachers is a strong enabling factor at Superhero primary. The introduction of Staff development as seen in section 4.3.1.3 has allowed teachers to critically engage with developmental topics which empowers teachers instructionally and intellectually (Nieto, 2009). Although novices do not engage actively, they have noted the benefits of the staff development in section 4.3.4.3 and section 4.3 5.5: Ingersoll (2011) avers that this form of academic discourse is a stimulus to encourage learning and engage in current processes to help learning.

Having provided a summary from the findings of the study extracted from the data and literature review, I now present the recommendations of this study.

### **6.3 RECOMMENDATIONS**

This study has brought to the fore issues that I have identified as recommendations for further study as well as to inform policy makers. It has been established through the literature review that novice teacher challenges are real. The absence of literature on how SMT members develop novice teachers in primary schools in a South African context deemed worthy to establish how to assist the novice, the SMT as well as improve the quality of instruction and professionalism.

This study firstly recommends that the curriculum at tertiary level be reviewed. The content knowledge seemed sufficient as all participants felt comfortable with the content knowledge that they had gained at the different universities. The lack of training in administrative tasks and professionalism seemed to cause novice teacher stress. Public schools lack administrative staff to compile reports, schedules, financial records of learners, register totals and the administrative list continues, therefore it is incumbent on the training institution to holistically develop the student teacher to take on the various tasks that a teacher has to accomplish..

The next recommendation I want to make, is for tertiary institutions to increase the number of points required to enter teacher training and implement a personality test that favours students with a love for children and working with people. It is often stated that teachers are critical to building a sound foundation for a country to be successful. There is therefore a need to select the best people in terms of aptitude, attitude, love for children, and passion for teaching to train the minds of the children of South Africa, to ensure that the quality of instruction is at the highest level. A teacher that is passionate about their profession will surely endeavour to produce outstanding results within the classroom.

With the changing times and the challenges facing education in South Africa, there is a need by the National Department of Education to review school management team's workload as the need for development has increased. Often due to financial constraints the post provisioning norm is determined and this results in managers carrying a full teaching load, that impacts on guidance and supervision as seen at Superhero primary school. The quality of managing teacher development is sacrificed, leading to development of novice teachers taking a longer time span. The need for novice teacher development has introduced new activities that require extra time to implement and execute. Induction programmes, staff development,

regular meetings, training of extra and co-curricular activities are some of the activities that require support. The SMT finds very little time available to guide these processes forward.

A further recommendation to the National Department of Education is to re-examine the content within the Induction programme offered by districts. The programme must prepare the novice on issues of work ethic, dress code, communication skills, punctuality, corporal punishment, protocols and professional conduct. The focus on these aspects will prepare the novice for the school environment. The length of the programme should also be reviewed and necessary follow up sessions should follow within the first year to establish developmental growth.

This study has found that the school management team within the school has been self-taught. A recommendation to the national Department of Education is that school managers should have the required skills to complete their job and that training workshops must be regularly conducted to ensure that all managers are skilled to perform their jobs. A skilled workforce of managers within the education sector will employ methods that improve their schools and support their teaching staff to ensure learner excellence.

I further recommend that studies be conducted in novice teacher motivation and maturity, to understand why there is a dependence on others to accomplish tasks. Being able to identify this problem will help alleviate the need for constant supervision and coaching.

#### **6.4 Conclusion**

This study has been insightful into SMTs developing novice teachers. It has certainly exposed many tools that the management of Superhero Primary School are employing to develop novice teachers and it has illuminated novice teacher needs as well as challenges within the school. I used the case study approach to access that rich data that my participants possessed. By using discursive orientated interviews and collage my participants were able to enlighten me on the phenomenon at hand. Their contribution extended the understanding of this study and provided clues to answering the research questions. The findings and recommendations of this study provide a valuable source of insight as to what could improve teaching and learning in South African primary schools.



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## APPENDIX A

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

11 Bakerville Mews  
16 Barfield Place  
Bakerville  
Durban  
4037

19 October 2015

The Principal  
31 ----- Drive  
Phoenix  
4068

Dear Madam

#### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Vinothia Pillay (student no. 8831512) currently an educator at\*\*\*\*\*Primary school requests permission to conduct research at your school. For professional developmental growth, I have enrolled for a Master's in Education Degree in the field of leadership and Management, at the University of KwaZulu-Natal. This degree spans over two years and includes course work as well as a dissertation. The dissertation prescribes that I conduct research in the above mentioned field.

I, therefore seek permission from you to conduct research at your school. My topic is: From the pot into the fire? School management teams in developing novice teachers in primary schools. My research will focus on identifying what role school manager's play in developing novice teachers. In order to collate my data I will have to engage with school managers at your school as well as novice teachers. I need to determine whether development eases the novice teacher's career path. Further to this, I need to identify all the factors that hinder or constrain this developmental process. The success of the future generation lies in the hands of our teachers and this study will be beneficial to the school in understanding what needs to be done to support and sustain future teachers in the profession and how to inform best practice.

My study will involve the interviewing of the school managers and novice teachers. The interviews will be recorded. The duration of the interview will be 30 minutes and an interview schedule will be semi-structured and be made available before the interview. Participants will also be requested to do a collage and this will be done prior to the interview on a separate day.

#### PLEASE TAKE NOTE THAT:

- There will be no financial benefits that the participants will accrue from their participation in the research study.
- Participants' identities will not be revealed under any circumstances, during and after the reporting process.
- All responses will be treated with strict confidentiality.
- Pseudonyms will be used to represent participants' names, as well as the school and the choice thereof will be extended to the participant.

- Participation is voluntary which means that the participant is free to withdraw at any time they wish to do so, without incurring any negative or undesirable consequences on their part.
- Participants are free to peruse transcripts on completion.
- Participants will be notified in advance about the times and dates of the interview and collage.

If you have any concern about the study please feel free to contact my supervisor at the research office and his details are provided below. I hope that you will consider my request favourably and grant me written consent to conduct this study.

Thank you in advance for your time and consideration.

Yours faithfully



---

Mrs V Pillay  
Tel. No. 031-5773280  
Cell. No. 0722514048  
Email: [vinothia.pillay@gmail.com](mailto:vinothia.pillay@gmail.com)

Supervisor's Details  
Dr Phumlani Myende  
Faculty of Education  
University of Kwazulu-Natal-School of Education  
Edgewood Campus  
Tel: 031 260 2054

Research Office Details  
Mr P Mohun  
HSSRCS Research office  
Tel. No. 031-2604557  
Email: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

## APPENDIX B

	<b>PRIMARY SCHOOL</b>	
<b>To provide quality education to learners in a safe and healthy environment.</b>		
KwaZulu-Natal Department of Education		
<b>Address:</b>	<b>Phoenix</b>	<b>Private Bag:</b>
<b>Ikheli:</b>	<b>Durban, 4068</b>	<b>Isikhwama Seposi:</b>
<b>Adres:</b>		<b>Privaatsak:</b>
<b>Enquiries:</b>		<b>P.O.Box</b>
<b>Imibuzo:</b>	<b>Dr NV Joseph</b>	<b>Phoenix</b>
<b>Navrae:</b>		<b>4080</b>
		<b>Tele/Fax:</b>
		<b>Ucingo:</b>
		<b>Email:</b>
		<b>Date:</b>
		<b>Usuku:</b>
		<b>Datum:</b>
		<b>03 December 2015</b>

University of KwaZulu-Natal  
College of Humanities

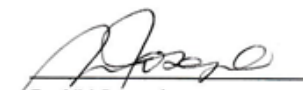
Dear Sir/ Madam

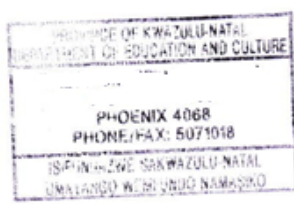
**GATEKEEPERS LETTER**

I Dr N V Joseph principal of Primary School do hereby grant permission to Mrs V Pillay , student no. 8831512 from the University of Kwazulu-Natal Edgewood Campus to use the school to conduct research, on school management teams in developing novice teachers in primary schools

I am aware that the participants may withdraw/leave the study at any time if they wish to do so and this will have no negative consequence to the participant or the school.


We wish her the best in her study.

  
 Dr NV Joseph  
Principal



*2015-12-03*

DATE



**UBUNTU: "I am what I am because of who we all are."**

## APPENDIX C

Informed Consent Letter: Discursively Orientated Interview and collage Participant

11 Bakerville Mews  
16 Barfield Place  
Bakerville  
Durban  
4037

15 November 2015

Dear Participant

### INFORMED CONSENT LETTER

My name is Vinothia Pillay. I am currently an educator at \* Primary school. For professional developmental growth, I have enrolled for a Master's in Education Degree in the field of Leadership and Management, at the University of KwaZulu-Natal. This degree spans over two years and includes course work as well as a dissertation. The dissertation prescribes that I conduct research in the above mentioned field.

My topic of interest is: From the pot into the fire? School management teams in developing novice teachers in primary schools. My research will focus on the role of school managers, the benefits to novice teachers and the enabling and hindering factors in development of novice teachers. In order to collate my data I have purposefully selected you to participate in the discursively orientated interviews and collage. The interviews will be recorded. The duration of the interview will be 30 minutes. You will be requested to do a collage and this will be done prior to the interview on a separate day. Participation is voluntary which means that you are free to withdraw at any time you wish to do so, without incurring any negative or undesirable consequences.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits involved as this study is purely for academic purposes.
- Your identity will not be revealed under any circumstances, during and after the reporting process.
- Data will be stored in secure storage and destroyed after 5 years.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of research only.
- The semi-structured interview will be audio-recorded.

If you have any concern about the study please feel free to contact my supervisor at the research office and his details are provided below. .

Thank you in advance for your time and contribution to the study.

Yours faithfully

---

Mrs V Pillay  
Tel. No. 031-5773280  
Cell. No. 0722514048  
Email: [vinothia.pillay@gmail.com](mailto:vinothia.pillay@gmail.com)

Research Office Details  
Mr P Mohun  
HSSRCS Research office  
Tel. No. 031-2604557  
Email: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Supervisor's Details  
Dr Phumlani Myende  
Faculty of Education  
University of Kwazulu-Natal-School of Education  
Edgewood Campus  
Tel: 031 260 2054



## DECLARATION FOR PARTICIPANTS

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

### *Additional consent, where applicable*

<b>I hereby provide consent to:</b>	<b>YES</b>	<b>NO</b>
Audio-record my interview		
Use of my collage for research purposes		

SIGNATURE OF PARTICIPANT

DATE

.....

-----

For any queries and further information you may consult my supervisor, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternative you can contact the HSSREC RO contact details: Mr P Mohun 031 260 4557 Email: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za). You can also contact me (Mrs Vinothia Pillay using the details provided in the letter requesting permission.)

## APPENDIX D



29 January 2016

Mrs Vinothia Pillay 8831512  
School of Education  
Edgewood Campus

Dear Mrs Pillay

Protocol reference number: HSS/0042/016M

Project title: From the pot into the fire? School Management Teams in developing novice teachers in Primary schools

### Full Approval – Expedited Application

In response to your application received 8 January 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
Dr Shenuka Singh (Chair)  
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Phumlani Myende  
Cc Academic Leader Research: Professor P Morojele  
Cc School Administrator: Ms T Khumalo

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snvmanm@ukzn.ac.za](mailto:snvmanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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## APPENDIX E



education

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/749

Mrs V Pillay  
11 Bakerville Mews  
Bakerville Gardens  
Durban  
4037

Dear Mrs Pillay

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **"FROM THE POT INTO THE FIRE? SCHOOL MANAGEMENT TEAMS IN DEVELOPING NOVICE TEACHERS PRIMARY SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 31 March 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Whetstone Primary School

**Nkosinathi S.P. Sishi, PhD**  
**Head of Department: Education**  
**Date: 31 March 2016**

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance  
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**  
EMAIL ADDRESS: [kehologile.connie@kzndoe.gov.za](mailto:kehologile.connie@kzndoe.gov.za) / [Phindile.Duma@kzndoe.gov.za](mailto:Phindile.Duma@kzndoe.gov.za)  
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: [WWW.kzneducation.gov.za](http://WWW.kzneducation.gov.za)



DECLARATION FOR PARTICIPANTS

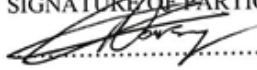
I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

*Additional consent, where applicable*

I hereby provide consent to:	YES	NO
Audio-record my interview	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Create a Collage	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SIGNATURE OF PARTICIPANT

  
.....

DATE

06:06:2016

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternative you can contact the HSSREC RO contact details (Mr P Mohan 031 260 3587, Email: pmohan@ukzn@ac.za). You can also contact me (Mrs V Pillay using the details provide in the letter requesting permission.)

DECLARATION FOR PARTICIPANTS

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I understand that I am at liberty to withdraw from the project at any time, should I so desire.

*Additional consent, where applicable*

I hereby provide consent to:	YES	NO
Audio-record my interview	/	
Create a Collage	/	

SIGNATURE OF PARTICIPANT

.....  


DATE

06:06:16.

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternative you can contact the HSSREC RO contact details (Mr P Mohan 031 260 3587, Email: pmohan@ukzn.ac.za). You can also contact me (Mrs V Pillay using the details provide in the letter requesting permission.)

**DECLARATION FOR PARTICIPANTS**

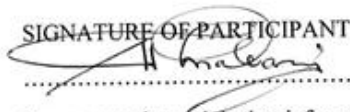
I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

*Additional consent, where applicable*

<b>I hereby provide consent to:</b>	<b>YES</b>	<b>NO</b>
Audio-record my interview		
Create a Collage	✓	

**SIGNATURE OF PARTICIPANT**



**DATE**

06/06/2016.

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternative you can contact the HSSREC RO contact details (Mr P Mohun 031 260 4557, Email: pmohun@ukzn.ac.za). You can also contact me (Mrs V Pillay using the details provided in the letter requesting permission.)

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I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

*Additional consent, where applicable*

I hereby provide consent to:	YES	NO
Audio-record my interview	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Create a Collage	<input type="checkbox"/>	<input type="checkbox"/>

SIGNATURE OF PARTICIPANT

  
.....

DATE

06/06/2016

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternatively you can contact the HSSREC RO contact details (Mr P Mohun 031 260 4557, Email: pmohun@ukzn.ac.za). You can also contact me (Mrs V Pillay using the details provided in the letter requesting permission.)



DECLARATION FOR PARTICIPANTS

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

*Additional consent, where applicable*

I hereby provide consent to:	YES	NO
Audio-record my interview	✓	
Create a Collage	✓	

SIGNATURE OF PARTICIPANT

  
.....

DATE

06/06/2016

For any queries and further information you may consult my supervisors, Dr Phumlani Myende from 031 260 2052 or myendep@ukzn.ac.za. Alternative you can contact the HSSREC RO contact details (Mr P Mohun 031 260 4557, Email: pmohun@ukzn.ac.za). You can also contact me (Mrs V Pillay using the details provided in the letter requesting permission.)

## APPENDIX L

SMT (Principal, Deputy Principal and Head of Department)

### **A. Induction**

1. Do you have an induction programme at you school? Describe how this programme is conducted.
2. Do you think that there is a need for an induction programme? Discuss.
3. Is there necessary information that goes into this induction programme?
4. Is there material within the programme that you think is unnecessary?
5. What other information would you have included?

### **B. Curriculum and Teaching Development**

1. To what extent do novice teachers require guidance and support in terms of
  - 1.1 learning area support of unpacking CAPS policy
  - 1.2 learning area support of drawing up assessments, administering them, recording and analysis
  - 1.3 lesson planning
  - 1.4 lesson delivery
  - 1.5 classroom management
  - 1.6 reporting on progress of learners
  - 1.7 involvement in extra/co-curricular activities

### **C. Identifying Needs**

1. How are novice educators given the opportunity to communicate their development needs?
2. How do managers communicate the developmental needs to the novice teacher?

3. What records are kept to monitor and evaluate the novice teacher's growth and development?
4. Are novice teacher's needs supported individually or within a group? Discuss

#### **D. Support and guidance through development**

1. Do all managers actively support novice teachers or is the task the Head of Department? How is this done?
2. How frequently is support and guidance effected?
3. What are some of the factors that prevent this process from moving forward?
4. How do you overcome these negative factors?
5. What procedures are there in place to guide novice teachers to develop and grow and are successful at this school?
6. Is there any activity that you would introduce to assist the novice teachers journey into the profession?
7. Are duties allocated to take into consideration the novice teacher's orientation?

#### **E. Hindering and enabling Factors**

1. List some factors that prevent the process of development in novice teachers.
2. Can you explain why this may be so?
3. Have you tried strategies to overcome these challenges? What are they?
4. List factors that support the development process.
5. Is there ways to improve them, so that they can be sustainable?
6. In your opinion are these factors unique to this school or do all managers encounter similar factors.
7. Do you think that leadership styles dictate these factors? Explain

## APPENDIX M

### INTERVIEW SCHEDULE – Novice Teacher

#### **A. Induction**

1. What were your experiences with the school's induction programme?
2. Is this programme necessary for novice teachers? Explain
3. What would you like to be included? Why?
4. What information did you think was unnecessary?
5. Was the time allocated to the induction sufficient for you to grasp all the necessary information?

#### **B. Personal development**

1. What professional support have you received from the school?
2. What areas of the [profession do you find difficult and what areas you feel well prepared for?
3. What measures have you taken to adjust to this school?
4. Are staff members supportive? Explain
5. Describe your professional relationship with management
6. Has the support and guidance you received been sufficient and timely?

#### **C. Curriculum Needs**

1. Explain what aspects of the following you need assistance with and which areas you are confident in
  - 1.1 learning area support for unpacking CAPS policy
  - 1.2 learning area support of drawing up assessments, administering them, recording and analysis
  - 1.3 lesson planning
  - 1.4 lesson delivery
  - 1.5 classroom management
  - 1.6 reporting on progress of learners
  - 1.7 involvement in extra/co-curricular activities

## **D. Identifying Needs**

1. Can you communicate your needs to your manager?
2. How do you discuss shortcomings that you may encounter and what support is provided?
3. Are your needs addressed as a collective?
4. What instrument is used to assess your progress?
5. Are follow ups done to assess your growth?

## **E. Support and Guidance by managers.**

1. How do you feel about the regular supervision?
2. How often are you supervised?
3. Are you allowed to view you concerns and are they taken into consideration?
4. To what extent is decision making hierarchical?
5. Are you given the opportunity to implement new ideas and techniques?
6. Do you feel that the guidance and support you have received has benefited your professional growth? How?

## **F. Leadership and Management**

1. Is there internal policies that take into consideration novice teachers for e.g., timetabling, allocation of duties, class loads, workload, workshops and meetings, mentoring?
2. Has collaboration with your managers helped your orientation within the school? To what extent?
3. Have you been able to communicate with all stakeholders at the school?
4. Does the schools culture support development growth and empowerment of teachers?
5. Does leadership offer equal opportunities for all educators? Explain.
6. Describe the dominant leadership style practised in the school.

# APPENDIX N

## Collage

### A. As an attempt to answer the first research question:

*How do school management teams develop novice teachers in their schools?*

I would like managers to engage in a collage entitled. **DEVELOPING THE NOVICE TEACHER.**

Analysis of Collage (Prompts)

- Describe what reasons are there for development.
- Does your collage follow stages? Explain
- What part of the collage describes the novice?
- How do you see your role?
- Discuss some of the emotions captured in the collage.
- Does your collage outline the importance of professional learning?

### B. As an attempt to answer the second research question:

*To what extent are the novice teachers benefiting from what school management teams do to develop them.*

I would like the novice teachers to engage in a collage entitled. **MY JOURNEY WITH MANAGEMENT**

Analysis of Collage (Prompts)

- Describe your feelings during the completion of this activity.
- Explain your collage
- Which part represents you as a teacher at inception?
- What stands out as critical to this time in your life?
- Describe your journey from then.
- Which part represents the management?
- Explain how you see their journey with you.
- Which aspects of management are most meaningful to you?
- Is there any word or phrase that depicts or reflects the course of this journey?

## APPENDIX O

25 Maple Crescent  
Circle Park  
KLOOF  
3610

Phone 031 – 7075912  
0823757722  
Fax 031 - 7110458  
E-mail:  
[wvbanksec@telkomsa.net](mailto:wvbanksec@telkomsa.net)  
[sathsgovender4@gmail.com](mailto:sathsgovender4@gmail.com)

### **Dr Saths Govender**

---

20 OCTOBER 2016

TO WHOM IT MAY CONCERN

#### **LANGUAGE CLEARANCE CERTIFICATE**

This serves to inform that I have read the final version of the dissertation titled:

**FROM THE POT INTO THE FIRE? SCHOOL-MANAGEMENT TEAMS IN  
DEVELOPING NOVICE TEACHERS IN PRIMARY SCHOOLS** by V. Pillay.


To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully



**DR S. GOVENDER**  
B Paed. (Arts), B.A. (Hons), B Ed.  
Cambridge Certificate for English Medium Teachers  
MPA, D Admin.

## APPENDIX P

 **Turnitin Originality Report**  
Phumlani student Vinotha by Phumlani Myende  
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FROM THE POT INTO THE FIRE? SCHOOL-MANAGEMENT TEAMS IN DEVELOPING NOVICE TEACHERS IN PRIMARY SCHOOLS. BY VINOThIA PILLAY BA; HDE; B. Ed (Hons)  
CHAPTER 1 INTRODUCTION AND BACKGROUND TO THE STUDY 1.1 Introduction Novice teachers as well as school management teams are bound together to steer teaching and learning within schools. Novice teachers are hailed as the future force behind educating learners around the globe. In South Africa there is a demand for teachers as many exit the system and this includes both young teachers as well as older teachers. The need for novice teachers also accompanies the need for expertise in the field. Novice teachers despite tertiary education encounter challenges within the school. School managers are in the position to direct novice teachers to excel and the interaction with these managers, I believe should eradicate challenges and support the novice in becoming the expert. This study was conducted to investigate school management teams in developing novice teachers within primary schools. Each chapter in this study connects to provide a conclusive understanding of this phenomena. Chapter one positions the manner in which this study will proceed. This chapter begins with the background to the study and statement of the problem. This is followed by the purpose of the study, research questions and key concepts. I conclude this chapter with a summary of the chapters and conclusion. 1.2 Background Novice teachers are a crucial addition to a school as they represent the future of that institution in terms of human resources (Gamage & Pang, 2004). Novice teachers are expected to process abstract theoretical knowledge acquired, into concrete actions, a task that requires deep understanding of and translation of two types of knowledge: knowing what and knowing how, hence theory into practice (Darling-Hammond, 2009). The novice teacher's success lies in