

UNIVERSITY OF KWAZULU-NATAL

**AN EXPLORATION OF THE INDUCTION
AND MENTORING OF EDUCATORS:
A CASE STUDY**

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2011

ABSTRACT

The disillusionment experienced by new entrants to the teaching profession is definitely a cause for concern. A beginner teacher who commences work is faced with the same responsibilities as veteran educators. However, to add to these responsibilities lies the difficulty of adjustment into an organisation with its set rules and policies. With the anxiety and numerous challenges in the lives of new entrants, a call for support from all levels in the organisation is required. Against this backdrop the new democratic dispensation in South Africa calls for a more collaborative approach to leadership and a strong focus on self-managing schools (Department of Education, 1996, p.27). Theorizing teacher leadership within a distributed leadership framework, this study aimed to focus on the mentoring relationships between teacher leaders and the novice educators. As Howey (1988) argues, “teachers must assume leadership positions that will enable them to model methods of teaching, coach and mentor colleagues” (p.28). Therefore, my aim was to research induction and mentoring in a High school in KwaZulu-Natal.

Key Research Questions:

- How do educators understand the role of induction and mentoring?
- To what extent is induction and mentoring occurring in the case-study school?
- What is the nature of relationships between the teacher leaders and novice educators in the induction and mentoring processes?

The study was conducted within the qualitative interpretative paradigm and took the form of a case-study of seven mentoring relationships between the teacher leaders and novice educators in the selected school. Data were collected from the seven teacher leaders, the seven novices and one member of the SMT. Data collection techniques included questionnaires, interviews, a participant self-reflective journal writing process and observation. Data were analysed using thematic content analysis.

Findings from my research indicated that there was a clear understanding of the concepts of induction and mentoring in the case study school. Evidence pointed to mentors helping novice educators in various facets of school life. Teacher leaders conceded that induction and mentoring occurred on an informal and formal basis. The role was fulfilled as and when the novice required it. The study also revealed that induction and mentoring took place at varying levels. The nature of the relationships between the mentors and novices ranged from mutually beneficial, to kind and nurturing, to minimalist to non existent. Finally, the study recommended that the Induction and Mentoring process be more formalized at the case study school.

DECLARATION

I, FARHANA AMOD KAJEE declare that

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- (ii) This dissertation has not been submitted for any degree or examination at any other university.
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Signed:

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As the candidate's Supervisor I agree ~~do not agree~~ to the submission of this dissertation.

Supervisor: Dr Callie Grant

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Date: 2012/03/06

11 July 2011

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Dear Ms Kajee

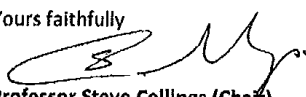
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ACKNOWLEDGEMENTS

It is a pleasure to acknowledge the individuals who have contributed in different ways to me completing one of the most significant academic challenges I have ever had to face. The list is long, but I cherish each contribution to my development as a scholar and as an educator.

I am grateful to Almighty God for having given me the strength and guidance to complete a task of this magnitude.

I owe my deepest gratitude to my supervisor, Dr Callie Grant, whose encouragement, supervision, support and belief in my ability to complete this journey from the preliminary to the concluding stages, enabled me to develop an understanding of the research undertaken.

I wish to thank the staff and, particularly, the primary research participants in the case-study school for their involvement in and contribution to my study. Without them there would have been no study at all.

Finally, I wish to thank my family for believing in me and for all the support they afforded me. In particular it is a pleasure to thank those who made this dissertation possible:

- My father, Amod Kajee, for his wisdom, motivation and unwavering guidance during this journey.
- My mother, Firoza, for her support, encouragement, belief in me in all my endeavours and for so lovingly and unselfishly caring for my daughter.
- My daughter, Sumaiya, for her love and understanding. I am deeply sorry for the time we spent apart.
- My brother, Ismail Kajee, and my sister-in-law, Shireen, for their invaluable encouragement and profound understanding.
- My nephew, Omar and my niece, Haseena, for the love and lighter moments during this period.

I offer my regards and blessings to all those who supported me during the completion of this dissertation.

ABBREVIATIONS

DOE : Department of Education

HOD : Head of Department

I : Interview

JE : Journal Entry

NE : Novice Educator

O : Observation

Q : Questionnaire

RQ : Research Question

SMT : School Management Team

TL : Teacher Leader

UKZN : University of KwaZulu-Natal

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The purpose of this research is to provide an in-depth exploration and description of induction and mentoring within the practice of leadership in a school. Therefore, the focus is on understanding the complex relationships between teacher leaders and novice educators in the mentoring process. In order to capture the enactment of mentoring and related issues and contribute to the topic which is under-researched in the South African context, an in-depth case-study was conducted to answer three research questions. The revelations gathered from this research are presented in detail in this dissertation.

The aim of this chapter is to provide an overview and thereby orient the reader to the study. The chapter commences with the background and context of the study. The next section of the chapter discusses the background and rationale for the study. Thereafter, the aims and research questions are made explicit. The chapter then focuses on the research design and methodology. The theoretical framework is then elaborated upon and, in the final section of this chapter, an outline is provided on how the dissertation is organized.

1.2 BACKGROUND TO THE STUDY

South Africa's history is characterized by apartheid. During that period government legislation perpetuated inequality based on race, gender and class. The policies of that period promoted a centralized and authoritarian control of education (Grant, 2010). As a result, the apartheid policies have left a legacy of authoritarianism. People in positions of power are still responsible for decision-making (Singh, 2007). I agree with Davidoff and Lazarus (2002) that schools have reflected and reproduced the values and ideology of the state. Davidoff and Lazarus (2002) argue that very few schools (if any) were able to move away from the rigid authoritarianism so familiar in our South African culture. Therefore South African Schools "tend to be hierarchical and authoritarian with very little power given to ordinary teachers"

(McLagan, and Nel, 1995, p.19). The apartheid system resulted in a very structured management system which was tightly controlled to ensure that any task is completed efficiently. Efficiency was measured in terms of benchmarks set by the authorities. Many schools were also influenced by the “Classical Management Theory” which emphasized the benefits of hierarchical and bureaucratic organizations (McLagan, and Nel, 1995). Over the past few decades the “Classical Management Theory” was the cornerstone or pillar embraced by many schools worldwide. Their focus was on organizational structures and the human dimension or culture was neglected. The neglect of human resources had negative consequences. There was a focus on management tasks of planning, organising, leading and control. Furthermore, people in leadership positions were also trained in rigid bureaucratic skills and were not provided with the opportunity to reflect critically on their work, which was in keeping with the political vision of the ruling party at the time. As a result, control and indoctrination without a space for self-development or empowerment was the order of the day in the previous educational system. Therefore, there was a strong focus on management and administration. As a result, the apartheid period in South Africa was characterised by a hierarchical and bureaucratic style and every facet of education was controlled by the apartheid government.

The first South African democratic election in 1994 has brought about drastic political changes and introduced many new policies. The emphasis has been on getting rid of the legacy of apartheid, in particular segregation and inequality. In many cases, legislation embarked on equalizing opportunities by providing an enormous number of policies to address the imbalances of the past. Two educational policies which support democracy and inclusivity are the *South African Schools’ Act (SASA of 1996)*, and the *Norms and Standards for Educators* (2000). The relevance of these policies to my study on induction and mentoring lie in the fact that management and leadership is now the responsibility of all members of the education system. *The South African Schools Act*, Act 84 of 1996, includes policy relating to school governance; the emphasis being on community, parental and educator involvement in schools. There is a shift from a tightly controlled system of the past to a more decentralized system. The principles of democracy, equity and justice as embraced in our constitution, form the foundation upon which the new educational policies are developed. With the development of new policies, it is imperative that management and leadership of schools change and adapt to the context. It is argued in the Task Team report on

Education Management Development that “new education policy requires managers who are able to work in democratic and participative way to build relationships and ensure efficient and effective delivery” (DOE, 1996:25). I agree with this report which advocates a more participatory and reflective management style in our South African Schools. A collaborative approach draws on support from all levels which will result in improved school effectiveness. This implies that leadership is distributed and it is the responsibility of all stakeholders in leading the school towards achieving its goal. The notion of teachers taking up their leadership roles is envisaged in the *Norms and Standards for Educators* (2000).

There is definitely a need to distribute leadership in schools, and one way of accomplishing this is by promoting teacher leadership. The concept of teacher leadership is implicit in policy documents (Grant, 2006). By teachers fulfilling their roles as leaders democratically, it provides support to colleagues. Furthermore, educators are expected to “work with other practitioners in team-teaching and participative decision making” (Norms and Standards for Educators, 2000, p.10). My focus is not on teacher leadership in general, but rather my interest is more specific and lies in the mentoring role of teacher leaders. The mentoring role of teacher leaders is a very critical one in the lives of novice educators. This relationship has implications for the professional development of new educators to the profession. How then should the gap be closed between policy requirements and the reality at schools? One needs to focus on developing and supporting teacher leadership because of its inherent value in the lives of novices.

1.3 RATIONALE FOR MY STUDY

The disillusionment experienced by new entrants to the teaching profession is definitely a cause for concern. A beginner teacher who commences work is faced with the same responsibilities as veteran educators. However, to add to these responsibilities lies the difficulty of adjustment into an organisation with its set rules and policies. Like Middlewood (2003), I believe that the early experiences in a new post influences the attitude of the teacher towards his or her job and has implications whether he or she will remain in the profession. Middlewood also argues that “the experiences not only ensure competence in doing the job but helps to establish a climate within which staff will flourish and therefore students will

learn effectively” (2003, p.81). In response to the dilemmas faced by novice educators, this study grew out of a strong desire to better understand how educators’ view and experience the induction and mentoring processes and whether novice educators receive the required support to quickly settle in.

With the anxiety and numerous challenges in the lives of new entrants, a call for support from all levels in the organisation is required. Thus, I believe that the leadership in a school is critical to transformation. This view is also supported by Katzenmeyer & Moller (2001) who, in the United States context, feel that a distributed form of leadership such as teacher leadership is a strong catalyst for making the change that is required. Against this backdrop, the new democratic dispensation in South Africa calls for a more collaborative approach to leadership and a strong focus on self-managing schools (Department of Education, 1996, p.27). My personal interest and motivation for this study was stimulated with my reading on distributed leadership theory and its positive implications for practice. Furthermore, the current view on teacher leadership emphasizes that by using the power of teacher leaders as agents for school change, education will stand a better chance of building momentum (Katzenmeyer and Moller, 2001). As a result, I wanted to find out more about the role of teacher leaders in the lives of the novices during the induction and mentoring processes in a school.

A further reason for my interest in this study is that leadership, mentoring and induction in one study is a relatively new and underdeveloped area of research in the South African context. Much research has been done in Canada and the United States on induction and mentoring (see for example Tickle, 2000; Middlewood, 2003; Coleman, 2005; and Bush, 2006) but the field remains under-researched in the South African context. Likewise, research on leadership has been extensively conducted abroad (see for example Dunklee, 2000; Sergiovanni, 2001; Harris, 2004; and Coleman, 2005). Initial research on teacher leadership in South Africa (Rajagopaul, 2007; Singh, 2007; Grant, 2005; 2006; 2008) focuses on teacher leadership but with no real focus on induction and mentoring. As a result, research on induction and mentoring as a critical role in the leadership practices of teachers is very limited in the South African context.

Finally, the problem of induction and mentoring is a problem prevailing in many South African schools. The social and educational implications of this issue have serious consequences. In the 1980's, principals and their management teams inducted and mentored new educators. Subject Advisors also assisted the new educators in specific curriculum issues (Pillay, 2008). However, recently no assistance on structured programmes on induction and mentoring is forthcoming from the Department of Education. A possible reason for this is that schools are required to become self-managing organisations (Department of Education, 1996).

1.4 AIM AND KEY RESEARCH QUESTIONS

Since I empathetically believe that induction and mentoring of novice educators is a prerequisite to facilitate the effectiveness of novice educators in their early years of teaching, this view prompted me to undertake a study on the perceptions and enactment of induction and mentoring in a particular school context. Therefore, I wanted to provide an in-depth exploration and description of induction and mentoring through a leadership lens. The following questions guided my research:

- 1.4.1 How do educators understand the role of induction and mentoring?
- 1.4.2 To what extent is induction and mentoring occurring in the case study school?
- 1.4.3 What is the nature of the relationships between the teacher leaders and the novice educators in the induction and mentoring processes?

1.5 RESEARCH DESIGN AND METHODOLOGY

This study was qualitative in nature and I subscribed to the interpretivist epistemology. My aim was to descriptively depict the induction and mentoring processes between teacher leaders and novice educators. The research was conducted in one educational institution, a high school, in KwaZulu-Natal. The research approach was in the form of a case study. A case study helped me accomplish my purpose of describing, explaining, evaluating and understanding the reasons for the participants' actions as well as the social context of the

action. Case study research is a “bounded system and helps provide a detailed account and analysis of the case” (Johnson and Christensen, 2012, p.395). As a result, case study research provided the opportunity to understand complex relationships.

In complying with case study research methodologists, I used multiple methods. This provided the rich data required and Mason (2002), cited in Cohen, Manion and Morrison (2007, p. 183), advocates, “integration of methods facilitate exploring different elements, answering different research questions, answering the same research question from different perspectives and to triangulate by seeking different data about the same phenomenon”.

The use of a questionnaire provided the overall understanding of the role of induction and mentoring within the study both by the primary and secondary participants. Furthermore, the interviews conducted with the seven teacher leaders, seven novice educators and the SMT member provided valuable input on the induction and mentoring process at the case study school. Similarly, the journal writing process described the nature of the relationships between the teacher leaders and the novice educators. I concluded the data collection process by observing interactions between the primary participants.

Data analysis comprised both description and thematic content analysis. Aronson (1994) mentions that after the data are collected, experiences are identified and then grouped into themes. I will take cognisance of the arguments provided by Aronson (1994), bearing in mind that also, by reading the literature themes can be developed.

1.6 THEORETICAL FRAMING

The main theoretical framework underpinning my research was that of distributed leadership. Distributed leadership guided my research and provided the theoretical background for me to make sense of, describe and explain the practice of leadership in my study. Therefore, distributed leadership at a theoretical level can be used as an “analytical frame for

understanding leadership practice” (Harris and Spillane, 2008, p. 32). Conceived in this way, distributed leadership allowed me to view leadership as practice.

I have supported the argument that educational leadership should be viewed as practice. Since the focus of my study was on induction and mentoring as a role fulfilled by teacher leaders in a particular way, distributed leadership with its focus on “interactions rather than actions of those in formal and informal leadership roles” (Spillane and Harris, 2008, p. 31) became a very important tool or lens to effectively explain what was happening in a particular context. Harris and Spillane (2008) feel that distributed leadership incorporates the activities of many individuals who work at guiding staff in instructional change (p. 32). Therefore, my research was premised on the above definitions of distributed leadership because the expertise of mentors can exist throughout an institution and my focus was also to understand the leadership practices during the induction and mentoring processes.

1.7 ORGANISATION OF THE DISSERTATION

In this chapter, I introduce the reader to the background, rationale and research design of the study. In the next chapter, Chapter Two, I review the international and local literature that I used to get a clearer picture of induction and mentoring as a role enacted by teacher leaders. Furthermore, the theoretical framework underpinning my research is discussed in this second chapter. Chapter Three focuses on the research design and methodology utilized in this study. Chapter Four highlights the presentation and discussion of the findings. Lastly, Chapter Five presents concluding thoughts and some suggestions for further research.

The work of this dissertation requires an intensive review of the relevant literature which will provide the basis of understanding of the topic for the reader. Therefore, Chapter Two deals with the literature relevant to my study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMING

2.1 INTRODUCTION

The teaching profession poses many challenges, even for experienced educators. The challenges are as a result of, the demands or expectations inherent in the profession. In fulfilling the roles of educators, as outlined in the Norms and Standards for Educators (2000), educators are expected to fulfil the needs of learners, promote a positive relationship between the school and home and also manage the administrative tasks. This definitely requires proper time management in order to reduce stress levels. Can you imagine the predicament of a beginner teacher? He/ she is expected to be competent in various facets of teaching and learning almost instantaneously. I agree with Carter (2000, p.1) who mentions that “commencing teaching resembles a process of transition or rite of passage that is often described as a reality shock”

The importance of positive experiences for beginner teachers is highlighted by Middlewood (2003, p.81) who acknowledged “what is certain is that the South African education system cannot afford to lose any teachers because their first experiences in schools are ineffective or unhappy”. Therefore, in order to reduce anxiety and retain beginner teachers in the profession, we need to support them. I concur with Wong (2004) who feels that simply assigning a mentor will not remedy the situation of new teachers becoming discouraged and leaving the profession. The need for support from all levels in an organization is required. The beginner teachers will need to be supported during their learning period. As a result, it becomes imperative to focus on leadership. This view is supported by Swaffield and MacBeath (2009, p.32) who feel that “leadership and learning are mutually embedded, so that as we learn we become more confident in sharing with, and leading, others”. In addition, Howey (1988) suggests that teachers must assume leadership roles. This author further contends that “ leadership, including teacher leadership, is ultimately proven in the efforts of

others to attempt to scale heights of human achievement and plunge depths of human caring not otherwise envisioned” (1998, p.28).

In this chapter, I review the relevant literature in order to understand the various debates surrounding my research. I begin the chapter by exploring the concepts and processes of induction and mentoring. Drawing from an array of both international and local literature, I attempt to provide an understanding of leadership and management. Thereafter, I discuss distributed leadership theory and its usefulness as an analytical tool in my study by revealing the potential benefits. The remainder of the chapter focuses on making sense of teacher leadership due to the fact that induction and mentoring is a role played by teacher leaders. An examination of the various roles that teacher leaders engage in is also highlighted. This chapter concludes with a rationale of my literature terrain.

2.2 AN EXPLORATION OF THE CONCEPTS AND PROCESSES OF INDUCTION AND MENTORING

2.2.1 An understanding of induction

The terms induction and mentoring are often confused and regarded by some as being synonymous. However, many authors feel that these are distinct concepts which may overlap in practice (see for example Coleman, 2003 and Lumby, 2003). The induction of beginning teachers has assumed a burgeoning priority throughout the world. Coleman (2003, p.155) defines an induction process as “learning about the job, about his or her new colleagues and the culture of the workplace”. Middlewood concurs and describes the process as the “initiation into the job and the organization” (2003, p.81). Coleman (2003, p.156) also argues that “the process of induction includes practical elements of information giving, but may go beyond ‘introduction’, and encompass support for development”. Wong reports similarly and suggests that induction is a highly organized and comprehensive staff development process, involving many people and components which typically continues as a “sustained process” (2004, p.108). The usage of the word “process” emphasizes the complexity and on-going nature of this phenomenon. Tickle (2000, p.47) further adds to the complexity of induction by focusing on the perspective that “it involves new teachers in

becoming skilled in handling the inherent contradictions and dilemmas of schooling that its process present”.

In the context of my study, I agree with all the authors’ definitions of induction as they contribute towards a holistic understanding of the concept. I generally understand induction as the support and guidance offered to novice or new teachers in the early years of their teaching careers. Furthermore, I acknowledge that the support and guidance offered have further implications on the initial development process of new educators and on education in general. The question then arises: who would need induction? All people in general at some stage or the other, require induction and mentoring. As the Department of Education in South Africa argues “It is people who make organizations and structures work and managing and developing people appropriately can facilitate continuous improvement in any organization” (1996, p.67). Newly qualified teachers are embarking on the first stage of their professional journey. Novice teachers, for the purposes of my study, are understood as teachers with less than three years of teaching experience. These newly qualified or novice teachers experience anxiety although they are certified as competent to teach. At times, skills are immature and need to be nurtured. As a result, many authors are of the opinion that “a well planned and properly resourced induction programme represents an investment in the professional development of a new teacher” (see for example Bleach, 1999; Portner, 2003 and Wong, 2004).

Studies such as those of Coleman (2003) and Middlewood (2003) have shown that although induction is often associated with new entrants into the profession, it also applies to experienced staff new to an institution. Adjustment and familiarization are definitely issues for any newcomer and I agree with Coleman who clarifies that all new recruits at some stage require induction and it is not restricted to newly qualified teachers (2003, p.155). However, these programmes need to be designed to suit individual needs. Research also indicates that induction and mentoring can occur at all levels (Earley and Kinder, 1994, p.184). Moir and Bloom focus their attention on a project to develop new teachers and support new principals. They further provide evidence that “support to principals have been crucial to their effectiveness as education leaders” (Moir and Bloom, 2003, p.4). One can conclude that

induction is a process which any educator can embark on at varying stages in their lives and should be seen as professional development.

2.2.2 Defining the concept “mentoring”

In recent years, the word “mentor” has been used in so many contexts. These diverse contexts include business, nursing, the social services and education. This then has resulted in a lack of consistency of how the term is understood. The term has its origins in Greek Mythology. Research indicates that the word “mentor” was the name of a character in Homer’s epic poem, *The Odyssey*. He was entrusted with the duty of taking care of Odysseus’ son, while his father was fighting in the Wars (see for example Kerry & Hayes, 1995; Bleach, 1999). It is evident that a “mentor” points to a figure who is wise and a trusted advisor and friend. Bleach (1999) provides evidence that mentoring in an organizational context started with the apprenticeship system, when master craftsman handed down their knowledge and skills. Similarly, Cherubini (2006, p.7) investigated the apprenticeship model and emphasized that “beginning teachers expressed a desire to emulate those leading educators”. The study by Bleach (1999) is noteworthy in that it combines elements of professional development through mentoring. He argues that “mentoring involves transmitting values and attitudes that would enable the protégé to grasp the purposes and place of these skills” (1999, p.5). In addition, Kerry and Mayes’ (1995) work also suggests a simple definition of a mentor as being a “trainer or developer by guiding and teaching” (p.260). They further distinguish between a subject mentor and a phase mentor. A subject mentor is viewed as “the head of department, who assumes responsibility for some aspect of school training of new teachers, which directly influences school performance” whereas a phase mentor “provides input on general educational matters in school” (1995, p.261). A mentee will be the person receiving the training or guidance.

The term “mentoring” is a multi-faceted concept and, in light of this, for the purposes of my study, I will embrace the definition provided by Anderson. Anderson says that mentoring involves:

A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring, relationship between the mentor and protégé (Anderson, 1987, p.38).

2.2.3 Benefits of Induction and mentoring

There is wide support for induction and mentoring. Many authors concur that effective induction and mentoring can have an immediate and lasting impact on the new employee and can make the difference between his or her success and failure (see for example Middlewood, 2003 and Wong, 2004). Carter (2000) describes induction and mentoring as a process that mitigates teacher isolation and promotes the concept of an educative workplace. Middlewood (2003) concurs with the view that people need the support of others to develop. In the South African context, the *Task Team Report on Education Management Development* (Department of Education, 1996, p.25) refers to induction as the “practice of management to encourage a sense of motivation and initiative”. This captures the essence of the benefit of induction. Motivation and initiative are integral to the positive experience of teachers on their journey to success.

Smylie (1995) and Seyfarth (2005) explore the need for structured programmes to develop the technical knowledge and skills as well as the social ability to perform well in their workplace roles. Cherubini’s research highlights that beginning teachers appreciate meaningful support and a common response was the testimony of the “tremendous amount learned” (2006, p.6). The benefits extend to the school because an awareness of effective classroom practice is stimulated with a discussion on content and teaching methods which also leads to an overall improvement in learners’ experiences (Shaw, 1992).

Recent research has begun to explore the benefits of mentoring to both parties. Many authors argue that the relationship should be mutually rewarding (see for example Kerry & Hayes, 1995 and Bleach, 1999). It stands to reason that both parties should benefit because of the time and meaningful effort required in this relationship. Kerry and Hayes further emphasize that “their status is enhanced and mentors like being identified as good practitioners who share good practice” (1995, p.265). Bleach (1999) explores the link between the first year of teaching and the reflection and exploration that new teachers engage in. This author further contends that “mentors have a key role to play in providing structured support for new teachers to bring their ideas and actions out into the open and subject them to professional discussion and scrutiny” (p.73). As a result, the mentoring relationship can be a very powerful tool for enhancing personal and professional development.

Wong claims that “leadership evolves from induction” (2004, p.108). This view is supported by Cherubini whose research indicated that “teacher leaders took time to understand new teachers and accepted as well as valued their inexperience” (2006, p.7). In addition, Day claims that the use of mentoring or ‘critical friendships’ might become an integral part of the way in which the staff support each other and this helps to foster the development of teachers not as human resources but “as whole persons throughout their careers” (1996, p.124). However, in direct contrast, some researchers have observed that “high levels of professional support may stifle professional growth because the constraining nature of learning during mentoring does not facilitate reflective practice” (Carter, 2000, p.2). In light of these opposing views, I do acknowledge that I need to be open to exploring the dynamics of induction and mentoring as the process is definitely a complex one.

2.2.4 People responsible for induction and mentoring

People need the support of others to develop. A mentor can be viewed as someone, maybe at the same level or a higher level, to whom the individual could approach to discuss work-related issues. There exist many views on who should be a mentor. Should it be a veteran teacher? Should it be someone who attended a course on mentoring? Portner is of the view that “successful mentors are made, not born” (2003, p.4). A general consensus exists

amongst researchers that any member of the staff with the right skill and attitude can be a mentor (see for example, Coleman, 2003; Middlewood, 2003; Portner, 2003).

Coleman mentions that induction and mentoring can be supported by an individual in the school. However, she strongly advocates for a multi-support system where support is offered from various levels (2003). At times any unplanned and unofficial orientation from co-workers could be misleading and inaccurate. Therefore, Middlewood (2003) supports the notion that a reasonably structured approach is required. The importance of excellent and veteran teachers joining the training project for mentors is elucidated in the research by Moir and Bloom (2003). They argue that “veteran teachers with initial skills step confidently into their new roles” (Moir and Bloom, 2003, p.2). On the contrary, Portner argues that “many educational leaders recognize the fallacy of assuming that veteran teachers, by virtue of years of successful experience in the classroom, automatically make good mentors for adults” (2003, p.5).

Researchers have provided insight into the issues of identifying qualities or traits of successful mentors. Carter (2003, p.6) emphasizes that “critical ingredients in effective mentoring relationships were the availability of the mentor, and whether they were approachable, friendly, open and actively involved in the development of their beginning teachers”. In addition, Bleach (1997, p.35) highlights that a mentor should have a “sound subject knowledge” and a “challenging teaching style”. Finally, care must be taken over the match between the people in the relationship, as this will determine the success or failure of the mentoring and induction processes (Middlewood, 2003).

Pounder argues that “mentoring and coaching other teachers is a task also performed by teacher leaders who possess the necessary skills for induction, mentoring and professional development” (2006, p.535). Therefore it is evident that induction and mentoring requires the capabilities of teacher leaders in assisting novice educators to quickly settle in and achieve their potential. However, before I embark on an explanation of teacher leadership and what it means, it is imperative to understand the concept of leadership because teacher leadership is a

part of this broad umbrella concept called leadership. In discussing leadership, its relation to management must be elaborated upon and it is to this discussion that I now turn.

2.3 UNDERSTANDING LEADERSHIP AND MANAGEMENT

2.3.1 Leadership and Management – are they one and the same thing?

Like many concepts in education, the concepts of ‘leadership’ and ‘management’ have been much deliberated upon. One may ask the question, are these two terms synonymous? Are both leadership and management necessary for a school to be effective? For the purposes of my study, I have chosen to work from the premise that these are distinct concepts and that both are necessary for a school to be effective. Davidoff and Lazarus suggest that “management is the discipline that ensures that a school does things right or functions well” (2002, p.36). For Louis and Miles, as cited in Davidoff and Lazarus, management involves “designing and carrying out plans, getting things done and working effectively with people” (1991, p.37). Management is essentially about holding the school, establishing certainty and making sure that the school as a whole is functioning effectively and achieving its vision. I strongly agree with the notion that an important management function is that of ‘holding’ the organization and providing the framework to fulfill its purpose (see for example Calitz, Fuglestad and Lillejord, 2002; Davidoff and Lazarus, 2002). Therefore, ‘management’ is concerned with the procedures necessary to keep the school running smoothly. Research indicates that the key management tasks of planning, organizing, leading and controlling ensure that objectives at any level of an organization or educational institution are being achieved. For Kotter, these processes “produce a degree of consistency and order” (1990, p.4).

Leadership is a concept used in everyday conversation. As a result, confusion arises as to what actually constitutes ‘leadership’ and there exists many definitions. For the purposes of this study, I work from the premise that leadership goes beyond management and is the “art of facilitating a school to do the right things at the right time by moving forward and having a sense of direction” (Davidoff and Lazarus, 2002, p.36). I support the notion of Calitz, Fuglestad and Lillejord which emphasizes that “leadership is not the exclusive pre-serve of

selected managers” and it requires “different skills, attitudes and knowledge to be channelled into a common vision” (Calitz, Fuglestad and Lillejord, 2002, p.42). Therefore, individuals’ potential and creativity need to be stimulated and released in order to benefit the organizational needs. Good leadership will ensure that the school “does not become stale or reactive or even stuck in a rut” (Davidoff and Lazarus, 2002, p.66). Calitz, Fuglestad and Lillejord argue that the notion of leadership means “exerting influence in terms of cognitive, technical, personal, clinical and critical skills”. Many authors report similar views and suggest that leadership focuses on the ability of individuals to meet job requirements and perform beyond expected levels and grow professionally (see for example Dunklee, 2000 and Calitz, Fuglestad and Lillejord, 2002).

Both “leadership” and “management” are essential to promote a culture of learning and teaching in schools. They are like the heart and mind of the whole organization and guide a school to achieve its fullest potential. Covey captures the interdependence and essence of leadership and management by analyzing and commenting that “management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall” (1999, p.101). Furthermore, I agree with Sterling and Davidoff that in reality leadership and management work together and are “two sides of the same coin” (2000, p.12) and they both are required for the effective functioning of organizations, more especially, in dynamic environments.

Induction and mentoring, the phenomenon under study in my research, has its links to leadership. For me, the mentor and mentee, in their initial stages of the mentoring relationship, depict the leader and follower and hence my focus on leadership. Leadership is of profound importance, for, “in periods where there is no leadership, society stands still, progress is made when courageous skilful leaders seize the opportunity to change things for the better” (Harry Truman cited in Dunklee, 2000, p.148).

2.3.2 Conceptions of leadership and management in the South African context

Researchers acknowledge that there is difficulty in embracing even the slightest form of change. The following quote captures the essence of the difficulty of embracing change. As Machiavelli argues, “it must be considered that there is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things” (cited in Dunklee, 2000, p.139).

The transition to democracy has brought about many changes in the South African society. As a result, “new national and provincial policy frameworks and legislation make it clear that governance and management need to be reconceptualised at all levels of the education system, and especially at the level of the school” (Thurlow, 2003, p.3). There is a strong commitment to transformation and these policies are in keeping with international trends (Thurlow, 2003). If South Africa is to break decisively with its past and implement its new vision for an education system, “development in leadership skills needed to manage people, lead change, and support the process of transformation” (Calitz, Fuglestad and Lillejard, 2002, p.26) will have to be prioritized.

Social, economic, and technological changes are accelerated into our South African environment. As a result, communities need to constantly adapt and respond to these changes appropriately. The South African education system post 1994 has been characterized, at policy level, towards more participation and collaboration in the practice of school leadership and management (see for example the *South African Schools’ Act, 1996* and the *Task Team Report on Education Management Development, 1996*). Acts, reports and policies such as these requires managers who are able to work in a “democratic and participative way, in order to build relationships and ensure efficient and effective delivery” (Department of Education, 1996, p.28). This move towards self-managing schools opens up the need for leadership to be developed at all levels in a school. This view is also supported by Gunter (1997, p.284) who reasons that leadership then means that “you are not necessarily out of control if you are not in control.” For me, this could be accomplished by developing new teachers and by distributing leadership to all levels in the organization. Therefore, “leaders

function not as gatekeepers but as door openers, bent on widening participation” (Matthews, 1996, cited in Dunklee, 2000, p.143).

2.3.3 Should leadership be a shared activity?

Research has indicated that “hopes for transformation of schools lying in the hands of one exceptional leader has proved to be unrealistic and unsustainable” (Timperley, 2005, p.395). As a result, I support the idea and work from the premise that leadership can be distributed across multiple people and situations. Coleman (2005) discusses a transformational leader as one who builds capacity of members of the organization and this may be exercised by people other than the formal leaders and the outcomes would be greater capacity and continuing improvement. This emphasizes that leadership can be placed in the hands of many and still have the desired outcomes. In this way leadership becomes a shared activity. The perspective of leadership being shared and “acknowledging the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders” is a popular view known as distributed leadership (Harris and Spillane, 2008, p.31).

Distributed leadership as one example of a group approach to leadership, guided my research and provided the theoretical background for me to make sense of, describe and explain the practice of leadership in my study. With the focus of my study being on the enactment of leadership in a particular way, distributed leadership with its focus on “interactions rather than actions of those in formal and informal leadership roles” (Spillane and Harris, 2008, p.31) becomes a very important tool or lens to effectively explain what is happening in a particular context. Distributed leadership has become increasingly used in literature on school leadership in the recent past and much research has been conducted in this facet of leadership. As a result, growing support for distributed leadership is occurring worldwide.

2.4 DISTRIBUTED LEADERSHIP

2.4.1 What is distributed leadership?

Harris and Spillane argue that “it presents a real danger that distributed leadership will simply be used as a catch all terms to describe any form of devolved, shared or dispersed leadership practice” (2008, p.32). There seems to be consensus amongst some authors that distributed leadership is collective leadership because it involves teachers working together to improve the classroom practice (see for example, Harris 2002 and Coleman, 2005). On the contrary, the debate that hinges on defining distributed leadership in terms of effective team-working and participative leadership concepts only are limited (Harris and Spillane, 2008). Woods, Bennett, Harvey and Wise (2004, p.44) claim that “distributed leadership highlights leadership as an emergent property of a group or network of interacting individuals of which the boundaries of leadership are extended and varieties of expertise are distributed across many”. They suggest that distributive leadership is firstly an emergent property. Gronn (2000) refers to this “emergent property as fluid and emerging” (p.325). As a result, people work together and pool their expertise. This also points to the fact that anyone can be leaders, irrespective of their position and working in this way helps to improve skills and abilities.

Furthermore, Timperley (2005, p.395) advocates that distributed leadership comprises “dynamic interactions between multiple leaders and followers”. Spillane further argues that “besides leader plus, of paramount importance is the collective interactions among leaders, followers and their situation” (2006, p.4). Evidence points to the fact that the notion of distributed leadership “concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through a formal position or role” (Harris, 2004, p.13). Once again this highlights that the leadership role in the induction and mentoring of new educators can be performed by any teacher who takes the initiative and not necessarily a Head of Department or Subject Head as previously discussed in 2.2.4. Many authors concur that distributed leadership means more than shared leadership and multiple individuals taking responsibility for leadership (Timperley, 2005; Spillane, 2006). For the purposes of this research, I align myself with Spillane and work from his premise of distributed leadership.

According to Spillane (2006), in a distributed perspective on leadership, three elements are necessary. The three elements include the “*leadership practice* which is the central concern, this practice is generated in the *interactions* of leaders and the *situation* is essential for the leadership practice” (p.4). In line with this thinking, my study focuses on the interactions between mentor and mentee. These interactions contribute significantly to an understanding of the practice of leadership. Spillane (2006) further elaborates that although “actions are still important, they must be understood as part of interactions” (p.8). Furthermore, leadership tools, he refers to as “ideas used in practice” (2006, p.18) and “routines” as the “involvement of two or more people in interdependent actions” (2006, p.18). For me, this depicts the relationship of sharing between the mentor and new teacher, with the intention of improving practice.

Adopting the descriptive perspective of distributed leadership (see for example, Timperley, 2005 and Spillane 2006), I used the theory as an analytical tool to identify the various mentoring relationships in my research (Harris and Spillane (2008, p.32). The theory of distributed leadership was able to provide a “lens and an opportunity to stand back and think about exactly how leadership is distributed and the difference made, or not made, by that distribution” (Harris and Spillane, 2008, p.33). Conceived in this way, distributed leadership allowed me to view leadership as practice so that the various interactions at all levels in the induction and mentoring process could be analysed. My interest stemmed from the possibility that the distribution of leadership facilitates a positive influence on organizational processes.

Many authors (see for example, Gunter, 2005 and Grant, 2010) have further elaborated on concepts such as ‘authorised distributed leadership’, ‘dispersed distributed leadership’ and ‘democratic distributed leadership’. Gunter (2005) characterised distributed leadership on three levels. The notion that the power distributed is greater from level one to three is advocated by Grant (2010). In addition, Grant (2010) provides suitable explanations on Gunter’s characterizations. She says that “authorized distributed leadership is where the principal distributes work to others and power remains at an organizational level” (p.63). Further she identifies *dispersed* distributed leadership as “bottom-up and emergent and power relations are shifted away from formal leaders” (p.63). Finally a description of democratic

distributed leadership is seen as “not being politically neutral, but questioning issues of inclusion and exclusion” (Grant, 2010, p.64). Spillane (2006) claims that distributive leadership is not necessarily collaborative. It is neither good nor bad. It can be autocratic or democratic leadership. He further argues that distributed leadership is not just ‘delegated leadership’; the issue of initiative seems to be a priority (Spillane, 2006, p.13).

2.4.2 The Need for Distributed Leadership

Research indicates that there is a strong need for distributed leadership in our current educational context. *The Task Team Report on Education Management Development (1996)* identified that many South African schools possess inappropriate management systems and structures. The new education policy requires “managers who are able to work in a democratic and participative way to build relationships and ensure efficient and effective delivery” (Department of Education, 1996, p.25). Harris and Spillane (2008) also agree that due to the dynamic nature of our world, new responsive approaches to leadership are required. Elmore (2000), as cited in Harris (2004), further stresses that distributed leadership is like the “glue of a common task or goal improvement of instruction and a common frame of values for how to approach the task” (p.14). Undoubtedly, issues of leadership raise issues of power. Therefore, the theory of distributed leadership is useful in order to understand how power is distributed in an organization. Grant (2010, p.57) raises the issue of power distribution as a complex issue. She further questions “whether only technical tasks are being distributed or whether authority and responsibility are also being distributed” (2010, p.57). This provides for an interesting observation in the leadership practice.

In direct contrast to the theory of distributed leadership which is underpinned by the notion of shared leadership, traditional views of leadership are underpinned by the notion of individual as leader (Grant, 2010). From a traditional leadership perspective, the individual, who in most cases is the principal, is the only person seen as a leader. However, due to the complexity of change experienced in the educational sphere, I argue that traditional views are outdated and I work from the premise that leadership potential exists at various levels of an organization must not be ignored, but rather developed to ensure whole-school development. Working from the premise of a traditional understanding of leadership does not support induction and

mentoring in today's dynamic environment. There is a call for flatter structures and power being distributed amongst a range of leaders at various times and at various stages in an organization. (Department of Education, 1996). This distributed approach to leadership is one of collaboration and integration. Pleasingly enough, a collective and collaborative leadership context "breaks teachers out of the common ruts that occur through prolonged time in the classroom and allowing them to see the big picture, by looking at the school through a broader lens" (LeBlanc & Shelton, 1997, p.7). As a result, they can engage colleagues in experimentation and then examine more powerful instructional practices to influence the service of more engaged student learning (LeBlanc & Shelton, 1997). Furthermore, the notion of teamwork is advocated. The need for teachers to take up leadership roles becomes mandatory. Thus teacher leadership is but one example of a group approach to leadership.

Finally, I strongly accept the notion that collegial interactions help to develop shared ideas and promote other forms of leadership. Therefore, teacher leadership is an important component of the distributed leadership field, bearing in mind teachers' tremendous influence on new teachers, particularly as mentors. Induction and mentoring are a critical role of teacher leaders (Howey, 1988). As a result, mentoring and induction is a role within teacher leadership and this is where I am locating my study.

2.5 MAKING SENSE OF TEACHER LEADERSHIP

2.5.1 Defining the concept

There seems to be little agreement on the exact definition of the term teacher leadership. I agree with Wigginton (1992) as cited in Murphy (2005) that teacher leadership is devilishly complicated and the phrase itself is frustratingly ambiguous. However, current views on teacher leadership possess many similarities and differences. In the context of my study, I simply understand it as providing the opportunity to teaching staff at various levels within the organization to lead with respect to school related issues. In addition, Katzenmeyer and Moller (2001, p.17) state that "teachers who are leaders lead within and beyond the

classroom, identify with and contribute to a community of teacher learners and leaders”. Writing in the South African context, Grant (2008) defines teacher leadership as follows:

A form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal and formal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust (2008, p.88).

For the purposes of my study, I align myself with this definition of teacher leadership by Grant (2008), because it encompasses all elements of the other authors and it is specifically relevant to the South African context. Core concepts such as personal actions, collaborative skills, professional skills and knowledge and change agency are all addressed. Furthermore, collaborative skills such as mentoring and coaching are a leadership role that allows teachers to share their work and thus aid in developing the profession. Also a noteworthy definition is provided by LeBlanc and Shelton (1997, p.1) who focus on the issue that “teacher leaders engage colleagues in experimentation and then examine more powerful instructional practices in the service of more engaged student learning”. All the definitions point to the fact that teacher leaders help others to become more effective educators, and engaging in induction and mentoring is one of the primary roles of a teacher leader. As a result, there exists a need to develop teacher leadership in schools.

2.5.2 Why do we need to develop teacher leadership?

The type of leadership adopted can have a positive or negative effect on the school organization. Research indicates that teacher leadership is an organizational phenomenon (Yukl, 1994 cited in Smylie, 1995). It occurs in, is influenced by and exerts influence on the structural, social, political and cultural dimensions of the school organization. Therefore, building capacity for school improvement implies a profound change in schools as organizations.

In his recent review of successful school improvement efforts, Glickman (2001) in Muijs and Harris (2005, p.6) provides a composite list of characteristics of what he terms the ‘improving school’. At the top of the list was “varied sources of leadership, including teacher leadership”. Crowther, Ferguson, Hann and McMaster (2002) feel strongly that teacher leadership which opens up a possibility for teachers to lead results in school improvement. Simply put, new and different working relationships need to be established between teachers and the administration in order for any new leadership role to make a positive and lasting contribution to the improvement of teaching and learning in a given setting (Crowther, *et al* 2002).

It is my view that teacher leaders contribute positively to a school. As Donaldson (2006, p.80) argues, “teacher leaders carry more assets than liabilities” and have “tremendous potential and responsibility to grow a strong, productive relationship among their colleagues”. Lieberman, Saxl and Miles (1988) sum up the contribution of teacher leaders by commenting on their core business of “mentoring new faculty members, contributing to the deep knowledge of their school and community, providing examples of outstanding teaching to colleagues and any school improvement effort”. Little (1995) also suggests that where teachers learn from one another through mentoring observations, peer coaching and mutual reflection, the possibility of generating teacher leaders are significantly enhanced. With the tremendous focus on leadership at all levels and the importance of induction and mentoring, teacher leadership needs to be developed to help retain new teachers in the profession. Although a strong need for teacher leadership is advocated, disappointingly enough, research by Grant, Gardner, Kajee, Moodley and Somaroo (2010) in the South African context reveals that opportunities for leadership and teacher empowerment through team work, peer support and collaboration in relation to curriculum issues were restricted. However, I suggest that this could be contextual.

2.5.3 Formal and Informal Teacher Roles

In developing teacher leadership, the movement into leadership roles is necessary. These roles could be formal or informal. The principal and HODs are associated with formal teacher leadership roles. Teachers assuming these roles carry out a wide range of functions. Teachers exercise informal leadership roles by “sharing their expertise, volunteering for new projects and bringing new ideas to the school” (Leithwood, 2000, p.117). Informal leaders generally emerge naturally amongst their colleagues and are “respected and trusted catalysts” (Donaldson, 2006, p.80). Further research by Duke, cited in Leithwood, indicates that “increased professional learning for the teacher leader has been reported as an effect of assuming many roles, be it formal or informal” (2000, p.116). There is also a notion that irrespective of the formality or not of their roles, all teacher leaders play a role in either “influencing the school culture, building and maintaining a successful team, equipping other teachers and assisting in the improving of student achievement” (see for example Lieberman & Miller, 2006; Muijs & Harris, 2007).

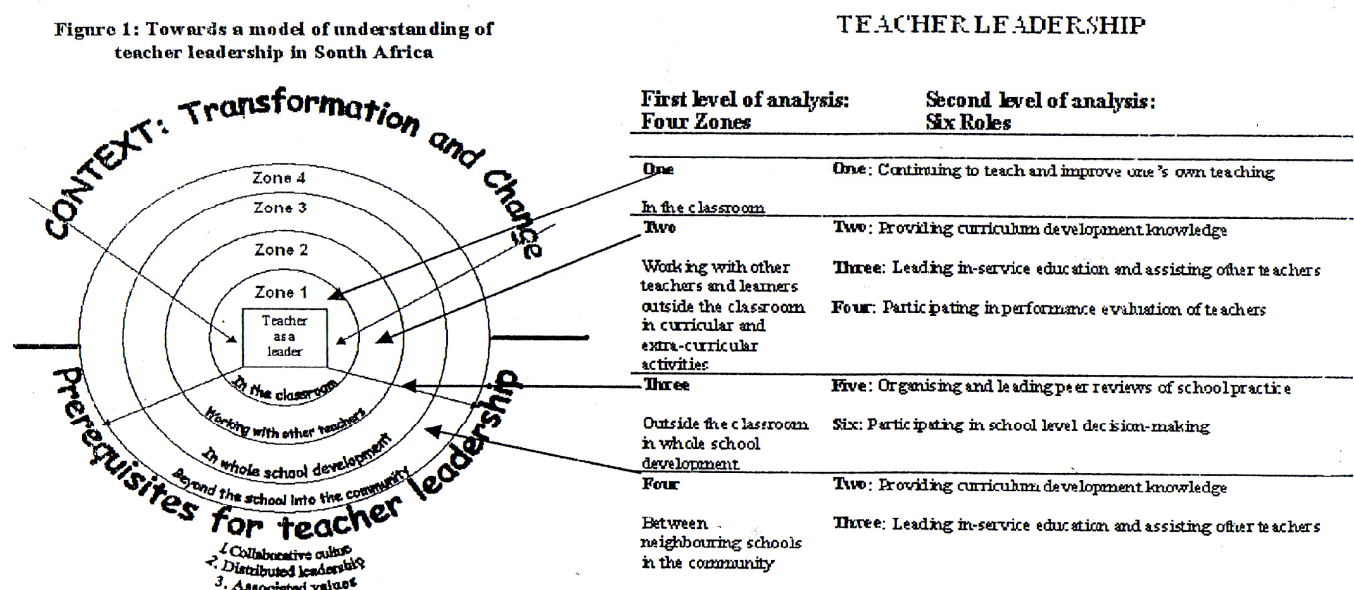
Furthermore, research indicates that teachers valued subject matter expertise in other teachers (Lieberman & Miller, 2006). Therefore, leadership roles were confidently assigned to educators who displayed subject matter expertise. The new role of teacher leaders is acknowledged as one of co-operation, increased interaction and support groups for new teachers (Lieberman, Saxl and Miles, 1988). As a result, the new leadership role can help in the creation of a collaborative structure. Lieberman, Saxl and Miles further argue that a “combination of these new roles and structures is necessary to professionalise the school culture” (1988, p.167). Therefore, irrespective of the roles being formal or informal, depending on whether it is designated by the principal or whether it is more emergent, the fulfilment thereof is necessary to support novice educators. Teacher leaders play a vital role in the induction and mentoring of novices and Grant’s (2008) Teacher Leadership Model provides a useful tool in identifying the various zones in which teacher leaders operate and the roles fulfilled.

2.5.4 Locating induction and mentoring in the work of teacher leaders

Teacher leaders, according to Grant (2008), operate within four zones and occupy specific roles in each zone. She describes zone one, role one as focusing on the core responsibility of an educator, which is teaching and also reflecting to improve on one's practice. Zone two, role two involves issues pertaining to curriculum development. She further explains that zone two, role three is about leading in-service education and assisting colleagues. Induction and mentoring, being the phenomenon under study, is located within that particular zone. In zone three, teacher leadership exists at a school level, where role five focuses on organizing and leading peer reviews of school practice. The final zone four involves moving beyond the school to neighbouring schools and providing curriculum knowledge.

My research focused primarily on Zone 2 (working with other teachers). The relationship between the mentee and mentor encompasses the roles of providing curriculum development knowledge, provision of in-service education and assisting other teachers, as well as to a certain extent participating in evaluation of teachers (Grant, 2008, p.93).

Figure 1: Teacher Leadership Model (Grant, 2008, p.93)



Swaffield and MacBeath (2009, p.34) claim that “leadership and learning are mutually embedded.” As a result, teacher leaders learn and become more confident in sharing with and leading new teachers. This then enhances and improves the mentoring role of teacher leaders. Mentors need guidance on their mentoring roles; however initiative, innovation and the natural ability to lead should be part of their make-up as they lead and take up their roles of leading new teachers through the initial challenges in their teaching journey.

The study by Howey (1988) is noteworthy in that it emphasizes that teacher leaders “can engage in modeling methods of teaching, advising teachers, studying aspects of classroom life, developing curriculum, problem identification and resolution” (p.30). Furthermore, Leithwood and Reil (2003, p.3) cited in Harris (2004) suggest that “teacher leaders can help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching and learning and work towards improvement” (p.13). For me, this captures the essence of what teacher leaders do in this role as mentors of new teachers. Gehrke (1998) emphasizes that mentors have always been much more than master teachers and their relationship is a two-sided one, based on mutual respect, admiration and appreciation. As a result, a teacher leader as a mentor will definitely provide empowerment and this leads to a relationship which promotes professional development.

There definitely exists a need to develop teacher leadership due to teachers’ positive influence on new educators and school improvement as previously elucidated. Many authors support this view (see for example Grant, 2006; Muijs and Harris, 2007). However, at times when teacher leaders are asked or aspire to take on leadership roles, they are seldom provided with the necessary support (Dunklee, 2000). As a result, “one of the worst forms of empowerment occurs when we turn people loose to implement tomorrow’s organizational values without the necessary training to be effective in the new environment” (Patterson, 1993, in Katzenmeyer and Moller, 2001, p.37). This emphasizes the need for professional development. Teachers need to be involved in professional development to enhance their confidence to take up leadership roles and therefore engage in mentoring and induction of novice educators.

2.5.5 Induction and mentoring by teacher leaders: a professional development initiative

Professional development is defined as continuous learning focused upon the central goal of making a difference in the lives of diverse students (Day & Harris, 2002). International research in the United States context on the links between student achievement and teacher quality suggest that professional development is serious work that takes on a vital role in school reform (Katzenmeyer and Moller, 2001). Furthermore, leadership development requires strong support and specific forms of professional development of staff. Therefore, coaching and external support are important in helping develop teacher leadership (Harris & Muijs, 2005). Harris and Muijs (2005) also agree that school reform depends on teacher leadership which thrives on meaningful professional development.

Professional development will then influence the interactions of novice educators and teacher leaders positively during the induction and mentoring processes. Day and Harris (2002) suggest that principals help foster and enhance teacher leadership within the organization. For Barth, as cited in Murphy, “the most important item on a list of characteristics of effective principals then, is the capacity to relinquish, so that the latent, creative powers of teachers can be released” (2005, p.640). Furthermore, Murphy (2005) argues that principals must not only ensure the availability of professional development and learning opportunities, but they must also participate in teaching teachers how to be leaders. In today’s dynamic environment, I feel that there exists a need for educators to constantly reflect on their practices and learning from their experiences contributes to their professional development.

Many authors agree that teacher collaboration, reflection, enquiry and partnership are central to building professional development (see for example, Day & Harris, 2002). For Clark, Cornell, Aiken, Goodman and Hess “when teachers are encouraged to engage in self-directed inquiry about their own instructional practices, they create powerful learning environments for themselves and their students” (1998, p.19). For me then, reflection, teacher collaboration, and other factors that promote professional development are absolutely essential because they build confidence in the teacher leaders and mentors and develop their potential to carry out their tasks effectively. Day and Harris (2002, p.965) also emphasize that failing schools are

characterized by an impoverishment in teaching and teacher development and that there exists a need for teacher leaders to reflect on their practice and find ways of improving on their practice and thus contributing to their professional development. Together with constant reflection, teachers need to take up formal and informal leadership roles at various levels in their schools.

2.6 CONCLUDING THOUGHTS

The review of the literature has aimed to provide theory and research relevant to my study. Using a thematic approach, induction and mentoring, together with related and important aspects were highlighted. The concepts of ‘educational leadership’ and ‘educational management’ were explored and recent viewpoints and relevant debates were discussed. A discussion on distributed leadership provided the relevant understanding of concepts in order to pursue the research. Furthermore, an attempt to address a current view of leadership known as teacher leadership and its relation to induction and mentoring of new teachers was also provided. My rationale for including the above mentioned aspects in my literature review stems from my belief that teacher leadership needs to be promoted in the South African context by developing programmes which equip teachers with the necessary skills to take up leadership roles, such as mentoring, be they formal or informal. This then has its positive effects of professionalizing the teaching profession as suggested by Little (1995). As a result, the mentor and mentee can work together to improve teaching and learning. Finally, by teacher leaders taking up their mentoring role, it assists novices to quickly settle into this profession, thereby enhancing professional development. It is against this backdrop that I undertook this research to explore leadership in the context of induction and mentoring. The test was whether the relationships in this school mobilized new educators to embark on their professional journey?

In the subsequent chapter, I present the methods and methodology underpinning my research. Matters pertaining to sampling, ethics and limitations are also examined.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Considering the different arenas in which education research is pursued, used and judged, it is not just about how to do it, but rather it is a way of seeing education research as a field of practice that interacts in a number of ways (Yates, 2004, p.4).

3.1 INTRODUCTION

Chapter Two reviewed the literature surrounding the research done which included focusing on induction and mentoring as an aspect of the practice of leadership in general and teacher leadership in particular. The purpose of a methodology chapter is to describe the research design and methods used in the study. Therefore in this chapter, I focus on issues pertaining to the research design, data collection and data analysis. The first part of the chapter focuses on the research design. An extensive description of the research paradigm utilized is provided, an interrogation of the methodology embraced is highlighted, and, in addition, the research site (including access and ethical issues), participants and sampling are addressed. The second part of the chapter provides a detailed description of the data collection process and techniques used to gather data. Finally, the chapter concludes with an explanation of how the data were analysed, ethical considerations, trustworthiness and possible limitations and challenges.

3.2 AIM AND RESEARCH QUESTIONS

The aim of this study was to provide an in-depth exploration and description of the processes of induction and mentoring within the practice of leadership in a school. Therefore, the focus was on understanding the complex relationships between teacher leaders and novice educators in the mentoring process. In order to capture the enactment of mentoring and related issues and contribute to the topic which is under-researched in the South African context, novice educators' experiences were analysed and mentors' support and personal experiences were also examined. In essence, I worked from the premise that mentoring

mitigates teacher isolation and supports educator development (Carter, 2000). Furthermore, the role played by the mentor influences the outcomes of the relationship, either positively or negatively.

As indicated in Chapter One, my research was guided by the following questions:

1. How do educators understand the role of induction and mentoring?
2. To what extent is induction and mentoring occurring in the case-study school?
3. What is the nature of the relationships between the teacher leaders and the novice educators in the induction and mentoring processes?

3.3 RESEARCH PARADIGM

Researchers work from differing viewpoints and beliefs when trying to make sense of the world. A research paradigm is a “network of coherent ideas about the nature of the world and of the functions of researchers which, adhered to by a group of researchers, conditions the patterns of their thinking and underpins their research actions” (Bassey, 2009, p.42). As a result, educational research has been submerged in several views of social science. Critical theorists and the complexity paradigm theorists must be acknowledged for their contribution to this body of knowledge (Cohen, Manion and Morrison, 2007). However, the two opposing paradigms of particular interest are the positivist and interpretive research paradigm. Positivists believe that knowledge is hard, tangible and the world is stable and their aim is to seek generalizations and produce quantitative data (Wellington, 2000). On the contrary, the interpretive researcher accepts that reality is a human construct (see for example Wellington, 2000; Cohen, 2007; and Bassey 2009). Therefore, the interpretive researcher would strive to explore perspectives, make meaning and develop insight into particular situations (Wellington, 2000). The emphasis of my research is mostly on description and interpretation, although interpretive research can contribute to other paradigms. Thus I align myself fully in an interpretive paradigm.

The way in which a researcher views the world would influence the way in which the researcher conducts research. My research was positioned in the interpretive paradigm of social research because the purpose of my research was to advance knowledge “by describing and interpreting phenomena of the world in an attempt to get shared meanings with others”. (Bassey, 2009, p.44). Furthermore, my interpretative orientation also stemmed from my interest in “understanding the meaning people have constructed, that is, how they make sense of their world, and the experiences they have in the world” (Merriam, 1998, p.6). Specifically, I was interested to understand and describe the meaning educators gave to the concept of induction and mentoring and to explore the practices of induction and mentoring in a particular context. Therefore, the interpretive approach served my research purpose best.

The interpretive perspective leads to what many researchers term naturalistic research. This research is conducted in natural, uncontrived, real-world contexts with the researcher not being intrusive (Cohen, Manion and Morrison, 2007). Therefore, situations are examined from the viewpoint of participants and, most definitely, participants’ behaviour is context-driven. I concur with the ontological assumption i.e. the theory of reality, that there are multiple realities (Cohen, Manion and Morrison, 2007). In my study, the concepts of induction and mentoring were understood and enacted differently by the research participants because their views were shaped by their beliefs, values and the context in which they interacted. With regard to my epistemological stance, by which I mean the very basis of how knowledge is formed, acquired, and communicated (Cohen *et al*, 2007), I acknowledge that knowledge in my study was created by the numerous interactions of the participants and the researcher.

Irrevocably, my research was not to make generalizations but rather to obtain a “rich, thick description” (Cohen, *et al*, 2007, p.21). In order to achieve this, I relied largely on qualitative data and, bearing in mind my views on paradigms, I chose a case-study approach of inquiry as it facilitated a better understanding of the complexities of human interactions through both qualitative and quantitative data analysis processes.

3.4 METHODOLOGY: A CASE STUDY APPROACH

In this section, I elaborate upon the research methodology used in the study. I also present an argument in support of why I employed a case study to frame the investigation of my research questions. Within the vast body of literature on qualitative research, case studies have been extensively discussed by authors who offer a variety of detail in helping us to understand the meaning of a case study. The majority of definitions make reference to the fact that a case study is a holistic research method due to the usage of numerous sources of evidence (see for example Bassey, 1999 and Cohen, Manion and Morrison, 2007). Bell, (1999, p.10) confirms this view by describing a case study as “an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance”. Therefore, large amounts of data provided me with the opportunity to derive more detail from the case in question.

In attempting to understand a case study approach further, Stake (1995, p. xi) emphasises that a case study is a study of the “particularity and complexity of a single case, coming to understand its activity within important circumstances”. Wellington (2000) concurs and emphasizes that “it is a detailed examination of one setting, or a single unit” (p.90). As a result, a case study attempts to provide an understanding for the reader, through a detailed description of the experiences and issues in the case.

The rationale for me engaging in case study research was due to the fact that it encompasses elements such as ‘particularity’, ‘complexity’, ‘thick description’, ‘detailed examination’, ‘rich data’, large volumes of data’, amongst others (see for example, Bassey, 1999 and Cohen *et al*, 2007). The elements highlighted above provided me with the opportunity to intensively investigate the issues of induction and mentoring within a particular school. Therefore, for the purposes of my study, the school at which I work was my case and I focused on the relationships between seven novice educators and seven teacher leaders as the unit of my analysis.

In unpacking case study research further, the literature suggests that different case studies have distinct purposes. Stake (1995) makes a distinction between three types of case studies. The intrinsic case study, the first of Stakes' three types, is undertaken to gain a better understanding of the case because it is of interest in itself, whereas an instrumental case study, the second type, provides insight or clarifies a particular issue. A collective case study, the third type, Stake explains, involves a study of a number of different cases. It is evident that my research could be described as intrinsic due to my desire to explore the practices of mentoring and induction in a particular context. I believe that my case study is also a descriptive one due to the fact that I wanted to fully describe induction and mentoring within a particular context. This is in keeping with the view of Johnson & Christensen (2012, p.22) who describe description as "attempting to describe the characteristics of a phenomenon". Furthermore, descriptive case studies provide an invaluable source of information pertaining to areas in education where there exists a dire need.

3.4.1 Strengths of the Case Study Approach

The merit of using a case study approach as opposed to other research methodologies is varied. My discussion below highlights the advantages of case study research which justifies my choice of methodology.

Firstly, case studies facilitate the usage of both quantitative and qualitative data collection methods. Hence it provided me with the opportunity of utilizing multi-data collection methods including questionnaires, journal writing, interviews and observation to collect data so that a rich description could be provided. Secondly, Bell (1999), p.10) argues that a case study "allows a researcher to concentrate on a situation and to identify various interactive processes at work, many of these processes could remain hidden in a large scale survey". It allowed me to understand the nature of the relationship between the novice educators and the teacher leaders during the induction and mentoring processes. Thirdly, due to the uniqueness of case studies, there exists a "capacity for understanding complexity in particular contexts" (Bassey, 1999, p.36). In keeping with the literature, case study as a research approach, facilitated the understanding of why some mentoring relationships worked and others did not. The methodology helped reveal the underlying factors influencing the mentoring

relationships, either positively or negatively. Furthermore, Bell (1999) contends that “if case studies are carried out systematically and critically, if they are aimed at the improvement of education, if they are reliable, and if, by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research” (p.12). As a result, a clear picture depicting the various relationships between novice educators and teacher leaders was created and presented in this dissertation. Finally, there exists a number of positives that prompted me to be passionate about the use of a case study, such as the strength of case studies on reality and the possibility of the research to be undertaken by a single researcher. However, there exists two sides to every coin and I need to acknowledge some of the limitations of this methodology.

3.4.2 Limitations of the approach

“Qualitative inquiry is subjective” (Stake, 1995, p.45). This very quote brings in elements of biasness, personality, integrity, sensitivity and inexperience of the researcher. Biasness and subjectivity cannot be totally eradicated due to the nature of the research methodology and a person’s own belief systems. However, I engaged in techniques such as triangulation and reflexivity to minimize biasness. A major shortcoming of case study is that “it is difficult to generalize from a single case” (Bassey, 1999, p.36). As Cohen *et al* (2007) mention, case studies possess a restricted applicability. However, this does not concern my study, as I had no intention of generalizing my findings but rather was interested to describe the occurrences in a particular context. In this regard, I made a sincere effort to uphold the principles of good researchers.

3.4.3 The Case Site

My intention in this section is to sketch a portrait of my case, the school, in which I conducted my research. The school is situated in one of the suburbs of Pietermaritzburg. The school, a High School, catering for Grades 8-12, is an ex-Model C school set in the most tranquil surroundings. Upon entry through large gates one is awestruck at the magnificent gardens, breathtaking landscapes, a sparkling pool and comprehensive sporting facilities. The infrastructure on the educational front also boasts well equipped fully furnished classrooms, specialist rooms for the large variety of subjects offered such as laboratories,

kitchens, computer rooms, team teaching rooms and a fully fledged resource centre. Opportunities for learners extend beyond academics and sport to encompass cultural activities and a club which fundraises for charitable organizations. In essence, a truly holistic development of the learner is envisaged.

The pass rate obtained by the school is highly commendable, ranging from 97% to 100% during the past 5 years. This is achieved with the assistance of the staff. The staff has a complement of 60 members; 32 educators are state-paid and 28 are paid by the school's Governing Body. The administrative team comprises seven members and two Sports Co-ordinators. The SMT comprises a principal, two Deputy Principals of which one is newly appointed; six HODs, some of which are appointed by the Governing Body, and a fully qualified Counsellor. The schools' Governing Body plays a vital supportive role in the school's functioning.

The school fees per learner per annum is approximately R14 000. This then makes it possible for the school to offer a variety of extra-mural activities and for the Governing Body to employ additional teachers to help reduce the learner-educator ratio and, as a result, aids in providing learners with much needed individual attention.

The staff comprises 82% female educators and only 18% male. In terms of the nature of their employment, 48% of the staff is employed by the Department of Education and 52% is employed by the Governing Body. The majority (87%) of the educators are qualified. Over 63% of staff members also indicated that they had been teaching for more than 10 years. Therefore, the majority was experienced. As a result, valuable input was provided by the educators due to their experiences of induction and mentoring.

The demographics of the school have changed over the past five years, with the majority of learners being black and male. This, to a certain extent, poses a problem in terms of defining who the community really is and parental involvement has declined in the last few years as

the majority of the learners who attend this school come from the nearby township. The learner enrolment is 950.

The rationale for me choosing the school in which I work as my research site is that, in order to obtain a rich description of the research, one needs to spend an extended time at the research site. As a full time educator with the interests of my learners at heart, I realized that spending time in another institution would be an injustice to my own school. Furthermore, viewing the novice educators in my own school prompted me to engage in this study. Therefore, my school was my choice in which to undertake the study. However, I must acknowledge that negatives to familiarity and the way I positioned myself in the research did exist. I acknowledge that I could not eradicate this limitation but, during the data collection process, I always reiterated to the participants to view me as a researcher, and not as their colleague. Furthermore, I also emphasized that the issues of confidentiality would not be compromised.

3.4.4 Access Issues

I concur with the views of Cohen *et al* (2007) who state that “investigators cannot expect access to a school, college or university as a matter of right and they need to demonstrate that they are worthy as researchers and human beings to be accorded the facilities to conduct their investigations” (p.55). It is therefore evident that access is a negotiated process. Furthermore, friendly relations and cooperation are essential to negotiate conditions when undertaking research. This is due to the fact that a case study is prolonged due to the variety of research methods employed. I was particularly sensitive to the fact that my research would not in any way impact on the education programme of the school. Interviews were conducted outside teaching hours on dates and times chosen by the participants.

The first stage of access to the school involved gaining official consent from various concerned parties. Stake (1995) mentions that a case study researcher will need to identify a ‘gatekeeper’ who will assist in providing access to the site and participants. In many schools, that duty is the prerogative of the principal. The principal in my school was very obliging and

engaged me in a discussion on relevant educational developments and granted me permission to conduct my research at the school. I was provided with the opportunity to brief the staff on the nature of my study and written consent was obtained from both primary and secondary participants (Appendix B & C). During this process of access, I ensured that access and negotiation was obtained in an ethical manner.

3.4.5 Sampling and Participants

Sampling is an important consideration in both qualitative and quantitative research. Due to the fact that my research was qualitative in nature, the onus lay on me, the researcher, to be able to justify and carefully explain the sampling procedure followed. However, Stake (1995) says that “case study research is not sampling research and our obligation is to understand a particular case and not conducted primarily to understand other cases” (p.4). A non-probability sample was used due to the fact that I “targeted a particular group, in full knowledge that it does not represent the wider population” (Cohen *et al*, 2007, p.113). Furthermore, a non-probability sample is generally used by a smaller scale research as my study was. Problems of non-representativeness arose but my intention was not to generalize the findings and therefore the inexpensive and less complicated sampling technique suited my purpose. The sampling type was purposive and convenient; convenient because of my choice of my own school and purposive because the participants included in the study were selected because they provided me with an opportunity to access “knowledgeable people” (Cohen *et al*, 2007, p.114); those that had experience in the issues investigated.

The primary participants were seven novice educators, seven mentors and one SMT member. To ensure anonymity, I will not indicate which SMT member was willing to share his knowledge, experience and the management’s perspective on issues relating to my research. It did not pose a challenge in choosing the above sample. In choosing the novice educators, I was guided by the definition that a novice educator is a beginner teacher or a new entrant to the profession with 0 – 3 years teaching experience (Lewis, 2006). This assisted me in identifying the novice educators. Similarly, the choice of the mentors was guided by the novice educator pointing me to individuals in their departments who fulfilled or were meant to fulfil such roles. The secondary participants of my study included 40 members of the staff

who completed a questionnaire. These participants provided input during the initial stages of the research which provided an overview of induction and mentoring.

I discussed my role as researcher with the participants and respected them for their willingness to make a contribution during the journey of my study.

3.5 DATA COLLECTION

As a qualitative researcher, I was able to use a variety of techniques to gather information, thereby capitalizing on the strengths of a variety of data collection instruments. Cohen *et al* (2007, p.181) argue that “no single prescription exists for data collection, but the issue of fitness of purpose is most important”. Being a novice researcher, I had to develop the necessary skills in order to be involved in a meaningful case study. At the outset, I planned a time frame when I would collect data. However, I was faced with challenges of the National Teacher strike of 2010. During this period it was very difficult to collect data and thereafter, the primary participants also felt the stress of trying to complete their school curriculum in a limited time. Thereafter, I had to best adapt the plan to achieve my outcomes. The data collection process lasted for a period of eight months. As a result of these amendments, I concur with Yin (1984) who feels that data collection in a case study is not necessarily routine.

In this next section, I present the data collection methods and techniques utilized, as well as a motivation for my choices. Furthermore, the benefits and limitations of each method are addressed. My primary sources of data were the participants themselves and data were gathered through the completion of questionnaires, interviews, journal writing and observations.

3.5.1 Questionnaires

At the first level of the research process, my aim was to determine the extent of induction and mentoring occurring and the form it took at the case study school. I thereby wished to develop an account of educators' understanding of the role of induction and mentoring in practice. The questionnaire was piloted, but I must admit producing the questionnaire was a challenge and even during the process of administration of the questionnaires, I would reflect and wonder if the questionnaire was designed well enough. The questionnaire (Appendix D) employed was designed by myself and possessed both closed and open-ended questions. The former part meant that the respondent was given possible answers to choose from and this provided the biographical information about the respondent which made them more comfortable and this also assisted when comparing responses to open-ended questions. The open-ended questions provided an opportunity for respondents to explain their understandings on induction and mentoring, the need for it, whether it occurred and the form it took in the case study school. The questionnaire allowed me to get an overview concerning issues in my study, from a fairly large number of respondents at the school.

In terms of the process, the principal allowed me to brief the staff about the administration and completion of questionnaires, thus allowing me to explain and provide them with the opportunity to complete at home. Written consent was obtained from all staff members. Issues regarding anonymity and consent were also addressed. I explained that the questionnaires and consent forms would be collected separately and placed in files. I must acknowledge that completion at home also posed a limitation, where respondents may not have understood the questions or discussed it with colleagues. However, taking it home provided the respondent time to reflect and "the pressure to participate in front of the researcher is eliminated" (Cohen *et al*, 2007, p.344). My intention was to get the entire staff to complete a questionnaire, however, 40 completed questionnaires were returned from the 55 issued, a 73% response rate.

The questionnaire was not my primary source of data collection, but was nevertheless a reliable foundational source of information. Therefore the use of the questionnaire was a means to gather descriptive data and not for the purposes of generalisations. In addition to the

questionnaire, I included a range of qualitative methods to ensure that a rich case on induction and mentoring was built.

3.5.2 Journal Writing Process

My second level of the research process was qualitative in nature. Journal writing as a data collection method involves participants responding to questions by journal entries. Journal writing provides an opportunity for the participants to reflect on their experiences, make meaning and provide input on the issues raised in this tool (Cohen, Manion and Morrison, 2007). Self-reflective journals are useful as a research instrument because they provide, “valuable accounts of the perspectives and interpretations of people in a variety of educational settings and the ways in which educational personnel come to terms with the constraints and conditions in which they work” (Goodson, 1983, in Cohen *et al*, 2007, p.198).

In my study, the novice educators were invited to complete five journal entries and, in doing so, provided input on their experiences and interactions with their mentors. A different set of questions comprising four journal entries was prepared for the mentors (teacher leaders) addressing aspects of their characteristics, experiences, interactions with the novice educators and their leadership abilities.

A hardcover A4 notebook was provided to each of the primary participants and the first journal entry pasted in. I encouraged creativity and presentation in journals as the primary participants saw fit. It was my intention after each journal entry to read, comment on each entry and make it an interactive process. After the first journal entry the participants felt they would like to have all journal entry questions and work at their leisure.

The merits of journal writing are profound. Rich data was obtained and it helped me to “view situations through the eyes of the participants to catch their intentionality and their interpretations of frequently complex situations, their meaning of systems and the dynamics of the interactions as it unfolds” (Cohen, *et al*, 2007, p.384). Furthermore, the participants on their journey of reflection discovered things that they had not previously realized. However,

I must admit that this methodology of data collection does pose a few challenges. It is difficult to persuade the participants to maintain their consistency and motivation. Bell (1999, p.147) also acknowledges that “if participants are not fully in sympathy with the task, they will not complete them thoroughly”. Journal writing is time consuming for the participants and during the process of writing, the participant could misunderstand the questions and provide irrelevant information. However, upon evaluation, the method did prove to be exceptionally useful in my study.

3.5.3 Interviews

The purpose of a research interview is to “probe a respondent’s view, perspectives or life history, i.e. the exchange should be far more in one direction than another. It is rather more than a conversation with a purpose. A voice is given to the respondent” (Wellington, 2000, p.72). The quote captures the very essence of why I interviewed seven teacher leaders, seven novice educators and an SMT member. Therefore, an interview schedule was prepared carefully in advance to elicit perceptions and responses relevant to answer the research questions. (Appendix E). The nature of the interview was fairly structured, in terms of the questions asked. However, flexibility in terms of the sequence of responses and additional information was catered for. I agree with Bell (1999, p.13) that an advantage of an interview is “its adaptability and a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which other methods may not be able to do”.

In my study, interviews were conducted in non teaching time and lasted from 10 minutes to 45 minutes each. This pointed to the fact that some participants had a variety of experiences or information to provide and others, at times, were speaking on the periphery of the topic and used it as a time to air other grievances. Participants were further provided with an opportunity to set dates and times of the interview to suit them. The venue chosen was an appropriate one for interview purposes, allowing the participant to experience the quietness and feel comfortable and also at ease. On the morning of the interview, I provided them with a copy of the interview schedule as requested by many of them. Permission was obtained to use a digital voice recorder which aided me in not omitting any data in the session and also

created a more relaxed environment in terms of eye contact. The voice recordings were transcribed.

Interviews have their limitations such as power relations and biasness creeping in. However, Gavron, (1966) cited in Bell (1999, p.159) says that “it is difficult to see how this (bias) can be avoided completely, but awareness of the problem and constant self control can help”. On the contrary, the strength of this method prompted me to use it, but being aware to do so in an ethical manner as far as possible was critical to the process. The data was most useful in answering issues surrounding my study.

3.5.4 Observation

As stated earlier, the research process included collecting data using an observation schedule. Observation is defined as the “watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest” (Johnson & Christensen, 2012, p.206). Observation may be more reliable than what people say in many instances and it can be “particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave” (Bell, 1999, p.156). Therefore direct observation afforded me the opportunity to experience reality. Furthermore, observation in my own school provided me with a fresh perspective on things I might have taken for granted. Wellington (2000) regards observation as an important part of a case study and the type of observation I engaged in was systematic due to an observation schedule prepared beforehand (Appendix H). In addition, I made field notes which provided rich data and facilitated analysis.

Direct observations have the potential to “yield more valid and authentic data” (Cohen, Manion and Morrison, 2007, p.397). However, observing the participants was a difficult task. Observation in one’s own school with familiar staff members can lead to one overlooking certain aspects of behaviour. Furthermore, the aspects of subjectivity and biasness could not be eliminated totally; as an observer certain aspects could be overlooked unintentionally. A further dilemma of “participant reactivity exists whereby participants change their behaviour when they are observed” (Cohen *et al*, 2007, p.260). My initial plan of observation was

delayed due to the National Teacher strikes in 2010 and teachers felt pressurized to complete a syllabus. I then left observation for a later stage. This still assisted me in accomplishing my original purpose of observation which was to observe meetings and interactions between the novice educators and teacher leaders in order to obtain a greater insight into the nature of their interactions. The observation method fulfilled a further purpose and that was of triangulation of data collected in the other methods. Triangulation is the term given when “the researcher seeks convergence and corroboration of results from different methods studying the same phenomenon” (Johnson & Christensen, 2012, p.409). I could see if what was reported was happening and if any changes occurred. For me, the tool, although rather complex, had its role in my study.

3.6 ETHICAL CONSIDERATIONS

During every step of the research process, I personally ensured that ethics was given careful consideration because of the involvement of humans. For me, ethics comprises of a set of moral principles and rules of behaviour. As Johnson & Christensen, (2012, p.99) mention, “understanding ethical principles and procedures assists a researcher in preventing abuses that could occur and helps delineate his or her responsibilities” Cavan (1977) cited in Cohen *et al* (2007, p.58) argue that “although ethics has been defined as a matter of principled sensitivity to the rights of others and while truth is good, respect for human dignity is better”. The three ethical principles, including autonomy, non maleficence and beneficence as identified by many authors, (see for example, Bell, 1999 & Cohen *et al*, 2007) were given utmost priority.

Autonomy of every participant was respected by obtaining consent of every participant. Firstly, consent and ethical clearance was obtained from the University. I must admit completing the ethical clearance form made me extremely conscious of its requirements. Ethical clearance and permission to conduct research in KZN schools was also obtained from the Department of Education (Appendix A).

Consent was also obtained from the participants. Informed consent and permission was obtained after an explanation of the procedures was provided (Appendix C). Confidentiality and anonymity was maintained by using pseudonyms, storing information in a safe place and ensuring that the identities of participants were well protected in the write up. As Bassey (1999) re-iterates, “if responsibilities are honoured, researchers can expect the freedom to do things without endangering themselves” (p.74).

Non maleficence, the principle which deals with do no harm to the research participants, was adhered to. In developing the research design, I paid attention to whether the study would do any physical, emotional, social or any other harm to the participants as suggested by various ethical guidelines. The third principle of the research being beneficial was addressed by me undertaking to do the research carefully and providing a copy to the school which could be read and reflected upon.

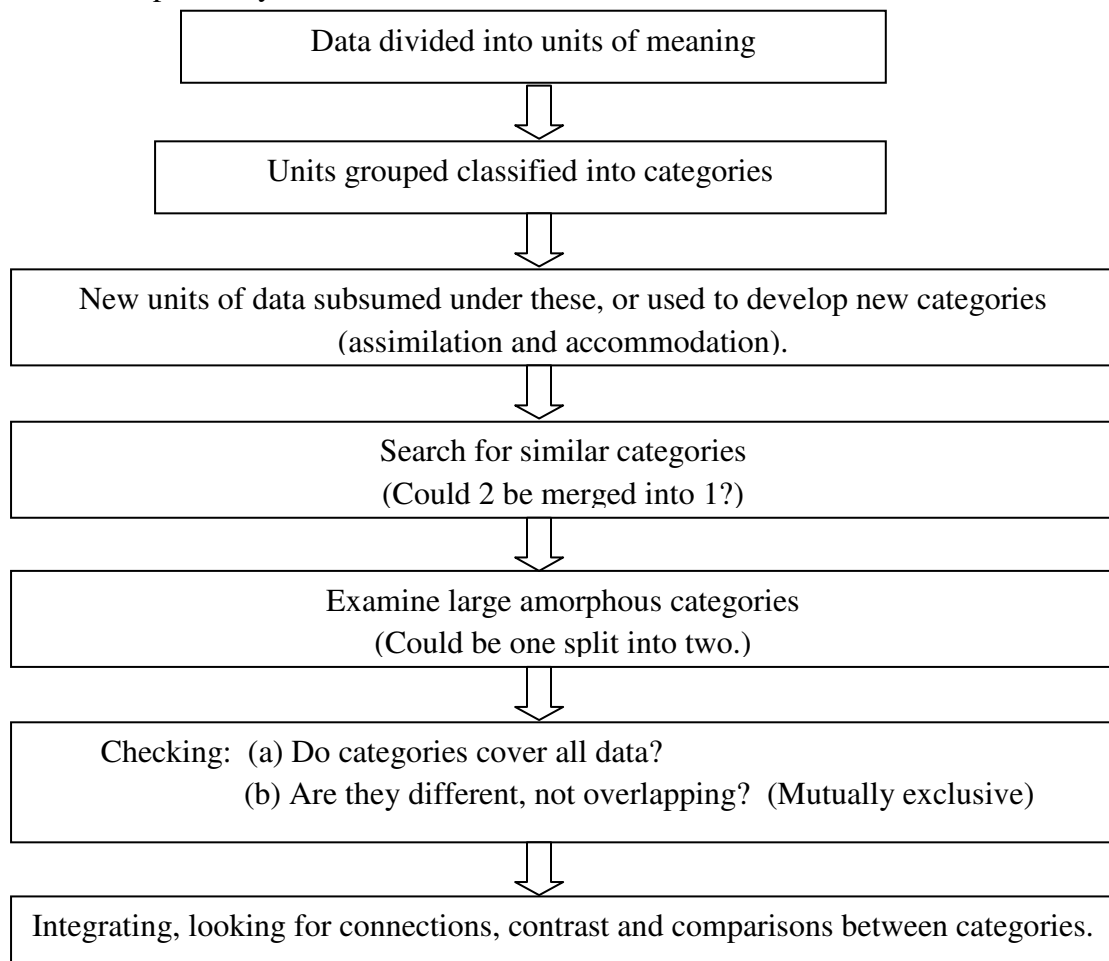
Finally, my moral conscience prompted me to be truthful in data collection, analysis and reporting of findings. I also acknowledged the variety of sources utilized. Bassey (1999, p.74) emphasizes that there needs to be “respect for educational research itself which enhances the image of research”.

3.7 DATA ANALYSIS

Data analysis is a systematic process that “organizes the data into manageable units, combines and synthesizes ideas, develops constructs, themes and illuminates the important discoveries of your research” (Anderson & Arsenault, 1999, p.131). There is general consensus that qualitative research results in large amounts of subjective rich, detailed data. The challenge then experienced was to reduce the data and interpret it in a meaningful manner. In this regard, Bassey (1999, p.84) states that “fundamentally data analysis is an intellectual struggle with an enormous amount of raw data in order to produce a meaningful and trustworthy conclusion which is supported by a concise account of how it was reached”.

I utilized the three stages in data analysis as suggested by Miles & Huberman (1994) cited in Wellington (2000, p.134) which included data reduction, data organization and data interpretation. Data reduction took place by collating, summarizing, coding and sorting data into themes or categories. Then the data were organized in a visual form on chart paper so that I could make sense of the data and, finally, I had to interpret and make meaning of the data. Cohen *et al* (2007, p.493) regard this as a thematic content analysis which “involves generating themes or concepts through the process of coding resulting in theoretical conclusions”.

Therefore, both description and thematic development using distributed leadership theory as a framework was utilized. Furthermore, Grant’s (2008) model on the zones and roles of teacher leadership helped identify the zones in which teacher leadership could be located and the roles taken up by teacher leaders (mentors) were discussed. I followed the steps identified by Wellington (2000, p.137) which assisted me in dealing with the qualitative data and the steps are self- explanatory.



Finally, I compared my themes to existing literature but was not limited by them.

3.8 VALIDITY AND TRUSTWORTHINESS

In this section I briefly examine matters that relate to the validity, reliability and objectivity in educational research. Qualitative research in the interpretive paradigm is very subjective. However, threats to validity in my study were minimized and trustworthiness enhanced by focusing on certain key issues. Bell (1999, p.103) argues that irrespective of the methodology adopted, it is critical to “assess to what extent is it likely to be reliable and valid”. According to Johnson & Cristensen, 2012 “validity is defined as the appropriateness of interpretations, inferences and actions that we make” (p. 143). Validity also focuses on the point whether an item measures or describes what it is meant to. Piloting the study and having the wording of my instruments checked by colleagues aided in this regard. As a result, threats to validity were minimized by choosing an extended period of approximately eight months to collect data, selecting appropriate methods for answering the research questions and devising my instruments carefully.

Due to the nature of my research, I aspired to promote trustworthiness. Bassey (1999, p.75) proposes that ‘trustworthiness’ is an alternative to ‘reliability’ and ‘validity’ because the ethics of respect for truth in a case study is promoted. Also there exists a need to follow the guidelines as expressed by Bassey (1999, p.75) to ensure trustworthiness. Therefore, I engaged with the data sources for a long time, checked raw data with participants, checked transcriptions carefully and provided detail in my findings. The use of multiple methods in data collection helped enhance trustworthiness by corroborating data and reducing researcher bias and subjectivity.

Finally, it was my prerogative to increase the quality and credibility of my study by ensuring that measures were put in place to uphold issues of trustworthiness and validity of my study.

3.9 CONCLUSION

In this chapter I outlined the research methodology and design of my study. I gathered in-depth, rich data to answer my research questions. Due to the subjective nature of my research, I also provided a detailed account of the steps I followed to ensure the reliability of my

research. Furthermore, ethical and trustworthiness issues pertaining to my study were also addressed. Finally, I highlighted how the data collected were analysed.

The presentation of data and a discussion of findings take place in the next chapter.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The aim of this chapter is to present and discuss the findings which emerged from the data gathered using questionnaires, individual interviews, self-reflective journals and observations as highlighted in the previous chapter. This fourth chapter is divided into various sections and each of the sections facilitates the answering of the three research questions.

This chapter takes a peek into the lives and experiences of novice educators and the role played by the teacher leaders in the lives of these novice educators in the mentoring process in the case study school. Firstly, I sketch the induction and mentoring processes at the case-study school. Thereafter, I present the themes that emerged from the data relating to induction and mentoring. A summary highlighting the findings is provided later on in the chapter. It is imperative to remind the reader of the key research questions which provided a guide in the organization and analysis of the data.

Key Research Questions:

- How do educators understand the role of induction and mentoring?
- To what extent is induction and mentoring occurring in the case-study school?
- What is the nature of relationships between the teacher leaders and novice educators in the induction and mentoring processes?

In presenting the data, I refer to the seven participant pairs as Novice Educator 1 (NE1) and Teacher Leader 1 (TL1) through to Novice Educator 7 (NE7) and Teacher Leader 7 (TL7). I refer to the School Management Team participant as SMT. The entire staff who completed the questionnaire are referred to as staff participants or staff respondents. In addition, I refer to the various data collection instruments in code form as listed in Table 1:

Instruments	Label Codes
1. Questionnaires	Q 1 – 40
2. Interviews	I
3. Journal entries	JE
4. Observation field notes	O

Table 1: Data collection instruments and their codes

4.2 INTRODUCING THE MENTORING PAIRS

TL 1 and NE 1 belong to the English Department in the case study school. The English department is a very large department in the school with many senior educators belonging to this Department; for example the Deputy Principal, HOD's from Languages and Humanities and many other senior educators. TL1 has 23 years of teaching experience and is passionate about her subject. TL1 is not a government appointed HOD or a school appointed Subject Head. She is a post level 1 educator. In terms of her selection as a mentor of NE1, it was an internal school arrangement within that Department for TL1 to offer support to NE1. NE1 has one year of teaching experience. This mentoring pair belongs to the White race group. NE1 did also seek support from other staff members on general teaching and learning issues, over and above the advice she sought from TL1.

TL2 is a Physics educator with 22 years of experience. The Physics department is a very small one with TL2 as a school appointed Subject Head and NE2 as the only other staff member. Because the Subject Head is a school appointed position, the mentoring relationship is a more formal one than in the case of TL1 and NE1. TL2 is an expert in her field of Physical Science and is also very particular about work ethic and standards. The novice educator requires support in every sphere of teaching because of her inexperience. She has been teaching for a year and this mentoring pair belongs to the White race group.

NE3 is an ex-student of the case study school who was supported by TL3, as the Subject Head, in the Consumer Studies Department. The Subject Head's position is a school arrangement. The Department is a very small one with TL3, NE3 and one other educator. The Subject Head has over 10 years experience and the novice educator just over a year of experience. Both these female educators belong to the White Race group. Over my period of study, this Department was further condensed with the other educator taking up a position in the school library.

TL4 has 20 years experience in the Dramatic Arts Arena and is a female of Indian descent. The Drama Department is a fairly small one with three members. TL4 heads the subject by an internal arrangement in the school. NE4 is a young White female educator with six months of teaching experience, who had to seek guidance from the Subject Head as there was no one else equipped to do so in that Department.

NE5 is a very young educator that initially joined the school on a learnership. She belongs to the Indian Race Group and teaches in the Life Sciences Department. TL5 is not a Subject Head or Department HOD and is from the White Race group. TL5's passion, enthusiasm and approach drew the novice to seek the companionship of this teacher leader initially and this then grew into a mentoring relationship. The Life Sciences Department has three other much more senior educators than TL5. NE5 also teaches in another department and, in my study, she makes a comparison of her experiences in different departments. However, for the purposes of the study she describes her relationship in the Life Sciences department as this is her teaching specialisation.

The mentoring relationship of the sixth pair differs slightly. This Department consists of four Geographers in total. TL6 is a young Subject Head. The position of Subject Head is an internal arrangement at the school. The Subject Head is fairly new in the position. NE6 is also young and schooled at this same school, probably at the same time as TL5. Both TL6 and NE6 belong to the White Race Group. NE6, in addition to being mentored by TL6, also interacts with other educators about teaching and learning from whom she seeks guidance.

In the final mentoring pair, TL7 is the Subject Head in the Life Orientation Department. As previously mentioned, the Subject Head position is an internal arrangement at this school. There are in excess of five members in the LO Department. Many of the members in this Department belong, firstly, to other Departments and have also agreed to teach in this learning area. Therefore, the educators in this Department also have their allegiance elsewhere. This Department also has a senior educator who is a qualified counsellor. NE7 has previously been at this school while he was on learnership and now he has returned as an educator after spending some time overseas. As a result, this novice also provides a comparison of his mentoring experiences in the school, before and after his time overseas. He has approximately two years of experience and, like his Subject Head, belongs to the White Race group.

A discussion of the first research question provides input on educators' understanding of the role of induction and mentoring.

4.3 EDUCATORS' UNDERSTANDING OF THE ROLE OF INDUCTION AND MENTORING

4.3.1 Educators' understanding of Induction

There was a general consensus amongst the school staff as a whole in defining the term induction. Over 50% of the staff respondents identified induction as being "*introduced*". Similar ideas were shared by other respondents who indicated that induction means to be "*initiated*" or "*orientated*". All responses elicited were appropriate and contributed to

defining the term. A majority of the respondents mentioned being introduced to the “*school system*”, “*procedures*”, “*practices*”, “*environment*”, “*routines*” and “*running of the school*”. It was therefore evident that introduction to the school policies and procedures could also be a “*formal process*” as mentioned by some respondents. It is evident from these responses that the majority of the respondents’ views on induction were limited when compared with the literature on induction. Coleman (2003) argues that induction goes beyond the practical elements of information sharing and introduction and should include support for development. Only one staff respondent alluded to the aspect of support by mentioning that induction is “*providing capacity to perform a lot better*” (Q, 26).

Some of the staff members viewed induction as a “*ceremony*” which is also linked to a formal process. The word “*environment*” was also used in relation to induction and was also closely linked to the “*culture and nature of the organization*” (Q, 12). Induction was then defined by one of the staff members as “*being introduced, familiarizing the individual with policies, procedures, culture and nature of the organization*” (Q, 12). Furthermore, in defining the term, a staff member captured the essence of induction in the following quote, “*being shown the ropes*” in a new school environment (Q, 36). Therefore, the study concurs with literature in defining the concept of induction (see for example Middlewood, 2003; Coleman, 2003 & Tickle, 2000). In fact it provided a variety of words which could add positively in developing the definition further. Furthermore, upon summarizing key aspects of the questionnaires, this study also indicated that induction was *introducing and orientating new educators regarding the school policies, procedures, culture in a dynamic school environment* (Q1-40).

4.3.2 Educators’ understanding of Mentoring

Of the staff participants, 95% provided their input on their understanding of mentoring which contributed to the research findings. The other 5% of the respondents unfortunately admitted to their “*little understanding*” of mentoring and they “*wondered if the school had such a thing*” (Q, 18). Over 50% of the respondents identified mentoring as “*helping*”, “*teaching*”, “*assisting*”, “*guiding*” and “*supporting*” new educators. The data revealed that “*a support system was vital for settling in and growth of a new educator*” (Q, 30). Furthermore, mentoring was also identified as “*assisting and guiding someone new, as they merge*

smoothly into the school system” (Q, 10). As a result, evidence pointed to mentors helping novice educators in various facets of the teaching profession.

Approximately 20% of the staff participants emphasized that, in the mentoring process, assistance was provided in subject related issues. The following quotes elucidate the above point: *“imparting subject specific information”* (Q, 1), *“assisting with subject content and showing the ropes regarding subject requirements”* (Q, 28). However, this view on mentoring is again limited as the literature makes reference to both a subject and a phase mentor. Furthermore, it was the view of TL4 that *“mentoring is the assistance that you would have to provide over their period of development”* (I, p.2) and she extended the boundaries of our understanding as revealed in the following excerpt:

Mentoring is about the wholeness of a school culture and it is not only subject specific. It is about the curricula; it is about the traditions of the school, processes, the discipline issue, the manner in which the school operates in terms of its specific policies – all of that (I, p.2).

The study also alluded to mentoring being a process and a *“long term thing”* (I, N.E 2, p.2). Of the staff participants, 20% mentioned that mentoring involves *“experienced helping less experienced or novice educators”* (Q, 5). This view was also expressed by a novice educator who said that *“mentorship for me is a big thing because I think we can learn a lot from the more experienced teachers, especially having not been – not having done an educational degree myself”* (I, N.E4, p.7). This view is in keeping with literature on the aspect of apprenticeship where, historically, a master and apprentice were in a learning relationship in a particular field of study (Wenger, 1998). However, the study also revealed and concurs with other literature which suggests that many educators felt that the relationship went beyond the apprenticeship relationship and such a relationship *“works both ways by educators bouncing off ideas”* (Q, 25).

Finally, a single respondent summed up mentoring as “*a sounding board for all uncertainties, developing of skills in an informal manner and with a gentle guidance*” (Q, 40). The above definition encompasses aspects of development in a progressive manner in the mentoring process by providing a nurturing environment. This is definitely a role that could be fulfilled by teacher leaders.

4.3.3 The necessity of Induction and Mentoring

4.3.3.1 Anxiety Reduction

The participants in the study, across the data sets, all strongly indicated that there was a need for induction and mentoring. Hence, all responses were clearly in the affirmative, a “yes”. Novice educators provided their valuable input on the necessity of such processes by highlighting their experiences of induction and mentoring, both during the interview and journal writing process. For example, NE5 explained: “*During the first few weeks of teaching, I was feeling nervous, uneasy, doubtful, anxious and a little scared*” (JE 9, p.2).

The following excerpt captures the experiences of NE2:

During the first few weeks at school, I felt overwhelmed. Everything was new. University does not prepare you for teaching. This is a stressful time of my life as I felt as if I was not prepared to deal with the learners and also not prepared for the content I was going to teach. Every night I would stay up to prepare for the next day and every day I would question if I was actually prepared enough. During the lessons some would go remarkably well and sometimes it would be a terrible lesson, according to me. After each lesson I would question what I could do differently. I would question every day if I was supposed to be a teacher. Was I good enough, should I carry on, how could I improve? I actually had to tell myself that I would be a useless teacher for at least two years to get over the anxiety of not being my best (JE 4, p.1).

These emotions were expressed by all the novice educators. This elucidated that novice educators experienced difficulties in their initial years as a novice. The fears of a new environment, policies, teaching and many other roles which an educator had to fulfil stimulated anxiety within many novice educators.

Furthermore, this highlighted the fact that the novice experienced anxiety and hence the need for induction and mentoring is further heightened. The participant further emphasized that *“my mentor in the first year was fantastic. She showed me the procedure of the school and answered any of my questions that I had, no matter how irritating the question was. She made me feel comfortable in my teaching and encouraged me almost on a daily basis during this difficult time when you are responsible for other people’s futures”* (JE 4, NE 2, p.2). It would seem that if a novice is paired with a good mentor, then the mentor is able to help reduce the anxiety experienced. Approximately 90% of the staff participants were of the view that *“induction and mentoring provides a sense of belonging, reassurance, ease and confidence”* (Q, 21).

4.3.3.2 The weight of responsibility

The necessity of induction and mentoring also found its links to the responsibility the teaching profession encompasses. Responsibility is one of the necessities of teaching and learning and most of the novice educators emphasized that, as a teacher, one is responsible for others. This is captured in the following journal extract:

I believe that it is complicated and difficult time of one’s life as University life is less demanding and most importantly you are not responsible for other people. When one begins to teach, you are now responsible for other people and other people’s future. It is a big responsibility. When I became a teacher I realized that I can impact on a learner’s life positively. However, I didn’t realize how easy it was to harm learners with what you said and also with the wrong teaching methods. The responsibility is a lot of pressure and for someone like me who wants everything to be perfect, it was a very difficult time (JE 4, NE 2, p.1).

In line with this thinking, NE 4 also mentioned that *“the responsibility is huge and one cannot be left floundering as it impacts on learners”* (JE7, p.4). Furthermore, NE7 advocated the need for mentoring by mentioning that *“there is accountability and it is nice to work with someone to ensure that you are doing the right thing in the classroom”* (I, p.7).

4.3.3.3 Role modelling

The need for subject mentoring was highlighted by NE 5 who had experienced two different approaches with regard to mentoring because of teaching two very different subjects in the curriculum.

With no mentoring it just becomes another subject, it is not something where you put your all into it, whereas a lot of analysis goes into the other subject where I receive a lot of mentoring. So, on the whole, mentoring plays a part in your relationship with the colleague as well as your personal development, because it changes your whole thought and outlook on the subject and how you want to teach it (I, N.E5, p.39).

This evidence suggested that, with mentoring, interest and development were stimulated, novice educators were eager to learn and emulate their mentors. In this regard, NE5 linked mentoring and role modelling. She explained that “*a mentor is actually a role model, you can observe and learn by just watching them teach, watching their reactions to discipline issues*” (I, N.E5, p.40). The aspect of a role-model was further reflected upon by a staff member who mentioned that the “*mentor is a role-model who can mould the new teacher*” (Q, 14). In the South African context, the word ‘mould’ may be understood in the context of Fundamental Pedagogics, whereby the novice has no power. This has its roots in apartheid history. On the contrary, the data in my study suggested that “*new teacher’s face challenges, nurturing is required but not to be spoon-fed. This helps create security but also gives them confidence so skills could develop creatively*” (Q, 34).

Furthermore, the need for induction and mentoring was attributed to the fact that the case study school “*is a large one with many staff members and newcomers who will need to be mentored*” (I, TL7, p.105).

As a result, the study indicated that there were many benefits of these processes. As one of the staff participants mentioned, “*it is absolutely imperative and it has a positive spin-off for all concerned*” (Q, 8). The need for induction and mentoring, as revealed in the study, concurs with the literature which argues that this relationship is mutually rewarding (see for

example Kerry & Hayes 1995 and Bleach, 1999). My findings served to confirm the view expressed by Boles & Troen who mention that the roles played by mentoring, supervision and professional development are no longer “add-ons, but integral components of a system built on power-sharing, teamwork and collaboration” (2005, p.1) Finally, the role played by induction and mentoring in the educational context must not be underestimated and the need for it cannot be over-emphasized. These sentiments were re-iterated by TL1 who wrote the following on the need for induction and mentoring:

Emphatically so! Young teachers invariably have to intuit so much about a relentlessly impersonal system that is so much larger than they are. It is an intensely vulnerable stage, mixed in insecurities and constant evaluation. Said teachers need a ‘safe’ place where they can interface with more experienced teachers, whose ‘hands-on’ mentoring can save them from a great deal of unnecessary heartache as they navigate the ‘minefield’ that is the classroom (JE 1, TL 1, p.2).

Finally, my findings confirmed the literature that induction and mentoring were essential in novice educators’ entry into the profession to provide support and help them settle quickly; thus enabling them to be inspired and be able to fulfil the roles on their wonderful journey as an educator.

4.3.4 Who requires Induction & Mentoring?

The study showed that majority of the staff respondents felt that all educators who arrived at a particular school for the first time required induction. As previously established, the objective of induction according to the participants, was to familiarize an individual with the procedures, policies and daily activities in a particular school. So, in keeping with the definition and literature, the data suggested that any individual new to a particular school should experience induction in order to familiarize himself or herself with procedures in that particular context.

The pie-chart (Figure 2) depicts the participants' views on who needs to be mentored. Of the staff participants, 75% felt that only novice educators needed mentoring. This may be true, to a certain extent, in that novices do need mentoring. However, the view that only novice or new educators required mentoring is limited. In line with this view, 25% of the participants felt that mentoring was not only for novice educators. For example, a staff participant stated that *"anyone out of the profession for a long time may require mentoring"* (Q, 10). There was some indication amongst this group of participants that *"any staff member at any point may require mentoring"* (Q, 22). One particular response suggested that *"even experienced educators may need mentoring"* (Q, 6). This is perhaps true, due to the fact of continuous changes in curriculum and assessment techniques as experienced by educators in the post-apartheid educational arena in South Africa. Some experienced educators would then need to be supported in changing their techniques and adapting the content for the ever-changing environment.

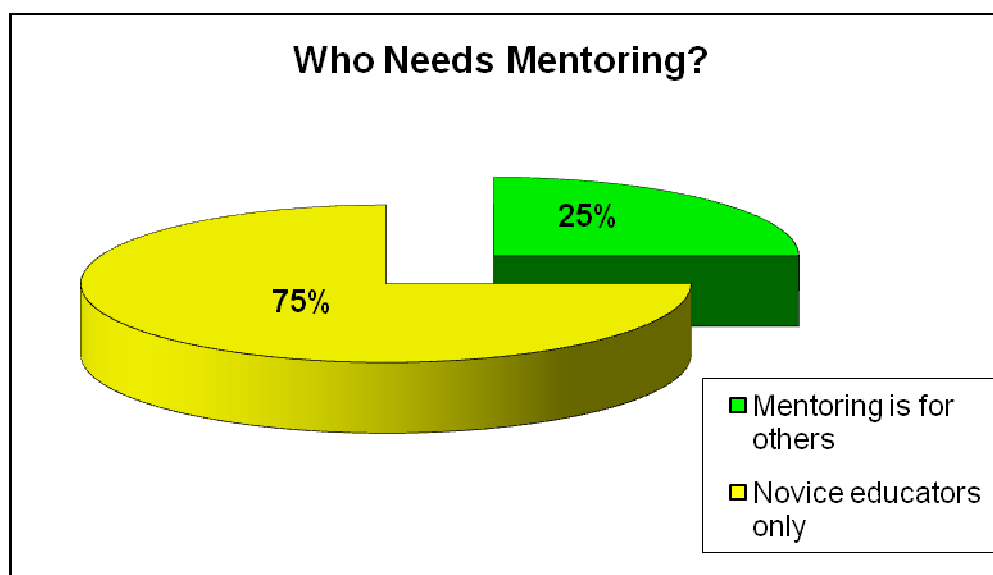


Figure 2: Participants' views on who needs mentoring

Having established the need for induction and mentoring for both novice teachers as well as more experienced teachers, we need to find out to what extent it was occurring at the case-study school and the form it took.

4.4 THE OCCURRENCE OF INDUCTION AND MENTORING IN THE CASE- STUDY SCHOOL

4.4.1 The non existence of policies and structures

The SMT member mentioned that *“there is a policy on induction and mentoring and it is captured in the handbook”* (I, SMT, p.1). However, he also mentioned that *“ in terms of mentoring specifically, there is no specific policy, however, senior teachers have been known to take novice teachers under their wing and nurture and mentor them”* (I, SMT, p.1). This alluded to the notion that it perhaps occurred informally. Approximately 70% of the staff participants stated that there were no policies on induction and mentoring at the school. This is emphasized by the words of a staff participant who re- iterated that *“there are no such issues as a formalized approach, specific responsibilities have not been collated in any formal document”* (Q,1). The input provided by a staff participant heightened the view expressed by many: *“I have not seen a blueprint; however, the principal does allude to policy existence”* (Q,26).

This view was confirmed by six of the seven of the novice educators who indicated in the affirmative that policies were non-existent. As NE7 mentioned, *“I don’t have knowledge of any policies”* (I, p.1). All seven teacher leaders concurred that there were no policies that they were aware of [see for example, TL4, p.2). However, as the SMT member mentioned a handbook, 14% of the novices mentioned receiving a handbook that assisted in general induction. No documents were mentioned with respect to the mentoring process. However, TL2 argued that *“you get thrown a 100 page handbook which adds to the confusion and anxiety of the novice as the last thing on their mind is to read the file”* (I, TL2, p. 3). It is disheartening if policies pertaining to mentoring and induction, both of which are a part of the professional development process, were not developed or in existence.

There was general consensus that without policies, there were limited structures for induction and mentoring in place. Of the staff participants, 50% mentioned that there were structures in place. Examples of structures include programmes, policies and supporting tools in induction and mentoring. In the responses, the following was mentioned: *“Yes, new teachers are*

introduced to staff and the different heads of department are asked to guide new teachers” (See for example Q, 8). On the contrary, the other 50% felt that there were no structures in place. This was highlighted in *“nothing formal, there were structures previously, but it appears to have fallen away and at times it occurs in a rather ad hoc basis”* (see for example Q, 19). Novice educators and teacher leaders admitted that, due to a lack of policies, not many structures on induction and mentoring existed at the case-study school and where induction and mentoring happened, it occurred informally.

4.4.2 The informality of the induction and mentoring process

Of the staff participants, 75% mentioned that the mentoring process took place informally. The study also revealed, however, that some staff participants felt that induction occurred formally. This is in keeping with the examples of induction provided by them: *“introduction to the staff”*; *“given a handbook and explained the procedures a day before the academic year commences”* (Q, 1-40). Similarly, novice educators all agreed that it occurred informally. NE6 highlighted that *“the staff are friendly and willing to help, I sit at tea-break and we will have very informal meetings about subject matters or maybe tests or things like that we’re doing. I don’t find it systematic or organized but I do find it works for me”* (I, NE6, p.3). She further acknowledged that being a learner at the same school, prior to becoming a teacher, helped familiarize her with the procedures. NE1 also described her experiences as being *“very informal and initiated by me. Interactions initiated by the mentor have been more in terms of disciplining me or cautioning me against certain things”* (I, NE1, p.3).

NE 7 provided a comparison of his induction and mentoring experiences in the case study school. He explained that his experiences when he first joined the staff on a learnership were different to his recent experiences after a stint of teaching in the United Kingdom. In relation to his first experiences of mentoring, he described how *“my mentor used to have meetings with me and see how I was doing. It was nice to know that there was someone there to go to if I had any problems* (I, p.2).

However, when he returned to the case study school a few years later, the mentoring process was less structured and his view was expressed in the following quote: *“I think it could be beneficial with some formality, so that you know everything a newcomer needs to”* (I, N.E 7, p. 4). He recommended a little more structure and nurturing and mentioned that, in the UK as a supply teacher, when one arrived at a new school; *“all information and support is readily available in a systematic manner* (I, N.E 7, p. 8).

TL5 also conceded that *“induction and mentoring occurs on an informal basis”* (I, p. 91). The role was fulfilled as and when the novice required it. This then raises the question that if the novice does not approach the mentor, there is a possibility of support being limited. One particular teacher leader mentioned that the SMT served as mentors, however, *“it is unclear who to approach. They need to define their portfolios and be more accessible”* (I, T.L 7, p. 6). In summary, the evidence indicated that although induction and mentoring occurred in some cases, there was a outcry out for some formal structure and that management needed to be more active in this regard.

4.4.3 Induction and Mentoring: Is it a restricted reality?

Of the staff participants, approximately 60% identified examples of mentoring that they had observed. The examples provided were indicative of mentoring and hence this pointed to the fact that mentoring occurred in the case study school. The examples of mentoring emphasized that *“people in a particular subject area voluntarily take on the job of mentoring a new teacher”* (Q, 19). This draws ones’ attention to the fact that individuals took the initiative to assist novice educators. This is in keeping with the views expressed in the literature that *“teacher leaders take the initiative and hence their leadership roles by assisting colleagues”* (Grant, 2008, p.93). Other input of the staff participants on mentoring suggested that novices were allocated to someone in their department to aid them. There was also a comment questioning the assigning and appointment of subject mentors, *“it is assumed that this is effective”* (Q, 37).

Surprisingly, only 45% of the staff participants could provide appropriate examples of induction witnessed at the case-study school. The SMT member was aware of the happenings at the case-study school and mentioned that, *“to be quite honest, I think in some of the learning areas, mentoring and induction has fallen away”* (I, SMT, p. 2). This was a very sad situation to leave the novices unsupported as they are required to quickly settle and contribute effectively to the profession. The SMT member further acknowledged that *“it is loosely left to departments to assist the novice, and in some cases it is not occurring, so it is a struggle”* (I, SMT, p. 2).

4.4.4 Possibilities for induction and mentoring in the case study school

There was consensus amongst teacher leaders and novice educators that, although induction and mentoring was taking place, *“I just think that somebody should be formally in charge of this and draft a policy and everybody should adhere to it, there should be some sort of monitoring of the process and there has to be regular meetings of sorts, like feedback on the process and whether the policy is working and what is wrong and constant revision of what is implemented”* (I, T.L2, p.4).

Furthermore, the SMT member also recommended the need to establish structures such as policies and programmes and he firmly made reference to future plans on induction and mentoring. The following excerpt captured his vision for the school:

I think, in terms of where I would like to see professional development go in this school, my vision is that there must be a firm policy in professional development and included in that would be the whole issue of induction and mentoring. Somebody needs to overlook the process and report on outcomes achieved or not (I, SMT, p. 116).

It is evident that the SMT member definitely shared progressive ideas on how to improve the mentoring and induction processes. However, the challenge still remained as the SMT member, in all honesty, revealed that, *“my biggest battle, as I have told you, is to re-culture the organization, there are pockets of resistance here”* (I, SMT, p.6). The study alluded to the need to establish structures more formally to facilitate the induction and mentoring processes

optimally. The literature supports this notion by highlighting the fact that tomorrow's organizational values cannot be implemented without the necessary training in the new environment (Patterson, 1993, cited in Katzenmeyer & Moller, 2001).

A deeper understanding of the relationship between the seven teacher leaders and the seven novices is required. The next section attempts to depict these relationships.

4.5 THE NATURE OF THE RELATIONSHIPS DURING THE INDUCTION AND MENTORING PROCESSES

The extent of the induction and mentoring processes and the form it took indicated that a variety of experiences pertaining to induction and mentoring processes existed in the case study. These experiences ranged from positive experiences to the other extreme of restricted experience or no experience at all. As a result, of more interest to me was the nature of the relationships between the seven novice educators and their mentors, the seven teacher leaders. Of the novice educators, six out of seven agreed that there was someone who made them feel comfortable when they first arrived at school. In five out of seven cases, these individuals were their mentors and two out of seven were made to feel at ease by other staff members (JE 2,4,6,7,9,11, NE 1-7). The following section attempts to unravel the nature of these relationships.

I have provided a discussion on the nature of their relationships under various categories. These categories were developed after a careful understanding of their relationships and grouped from the strongest (positive) to the weakest (negative) of these relationships. Therefore, each teacher leader and his/her novice in their pairs are discussed.

4.5.1 Mutually beneficial mentoring relationship

The mentoring relationship between TL5 and NE5 epitomized a mutually beneficial relationship within the Life Sciences department. This is in keeping with the literature as advocated by Kerry and Hayes (1995) who mention that mentoring relations can be mutually rewarding. NE5 was particularly young and TL5 was neither the subject head nor HOD. The mentoring relationship was thus emergent rather than formal. This emergent relationship was a direct result of distributed leadership and it is evident that the boundaries of leadership are extended (Gronn, 2000). The Novice mentioned that *“during their first meeting I immediately sensed the positive vibe and friendly atmosphere within the department especially coming from this person, and from that day onwards I approached her for any assistance”* (JE9, p.3). TL5 mentioned that *“I’ve been a friend first. Without a genuine interest in her, she would feel I was interfering/ bossing or asserting myself”* (JE8, p.5). Therefore, this pair chose to be in a mentoring relationship and it was not imposed. This is in keeping with the literature which suggests that *“if we wish to see classical mentoring relationships develop; we will ensure that the protégé and mentor have a voice in choosing each other”* (Gehrke, 1998, p.44). The novices described her teacher leader as being *“very, positive, fun, down- to-earth, helpful, caring, straight forward personality, patient, passionate, who does her job with pride, fairness, honour and confidence. Her love for teaching is what makes her so eager and willing to teach / mentor another upcoming teacher”* (JE9, NE5, p.5). The following revelation by NE5 clearly explained their relationship: *“My mentor was willing to help, always understanding, knows her content, she is fair, encouraging and non-intimidating. She never made me unequal and I felt comfortable to ask anything”* (I, p.6) The characteristics identified revealed that this TL was someone who had all the special attributes of a mentor and was someone that also displayed strength of character and who was able to offer guidance and support. This concurs with the literature which argues that, for a mentor to be successful, certain favourable traits are required (Bleach, 1997). The interactions between NE 5 and TL 5 are further captured in the following excerpt:

I felt very comfortable and optimistic during those meetings. I knew that I had a lot to learn and get used to, but at the same time I knew each thing I learnt would make everything easier to do and more pleasurable (JE9, NE 5, p.5)

TL5 mentioned that *“I have directed her, supported decisions she has made, been of practical hands-on-help, informed her content- knowledge and provided ample opportunities for her to observe”* (JE8, p.8). The data suggests that the relationship was supportive. TL5 further explained that *““I would never override her and assert dominance over her as that would undermine her abilities”* (JE 8, TL5 , p. 6). NE5 concluded that her relationship with her mentor was a *“balanced one. I can still seek advice or help regarding the teaching content and at the same time perhaps offer her advice or tips in the teaching content”* (JE9, NE5, p.6). Furthermore, the data revealed that this was a mutually beneficial relationship built on trust, understanding and support. In this regard TL5 concurred that *“as friends we help each other out. There is a lot of give and take”* (JE8, p.6). Conclusively TL5 acknowledged the advantages of being in a mentoring relationship by stating that:

Mentoring in its true form, it requires gentleness and humility as one can learn so much from novice teachers themselves. Their ability to experiment and take risks in the classroom situation, as well as their innovative, stimulating ideas, serves as a refresher course for my own teaching. In short, mentoring prevents me from stagnating or becoming complacent and serves to enrich and broaden my own methodologies (JE 8, p. 7).

The data strongly suggested that this mentoring relationship was working and that both valued each other's contributions as equals. The above quote is in keeping with the *“I –Thou relationship”* advocated by Buber, in Gehrke 1998 who mentions that *“self-development is the by- product of the I-thou relationship – the stretching to be more because someone believes in your potential”* (p. 44). The study also revealed that TL5 believed that NE5 had the potential and hence the support offered had positive effects both ways. This is a clear example of distributed leadership and its merits because the teacher leader and novice educator worked together and pooled their expertise (Gronn, 2000). My observations of departmental meetings led me to believe that this mutually beneficial mentoring relationship was allowed to develop because of the enabling work environment of the Life Sciences Department: *“ All made positive contributions at the meeting and views were acknowledged”* (O, p.2).

The next category of mentoring relationship I move on to describe is also a beneficial one but not a mutually beneficial one. It benefitted the novice educator but did not appear to benefit the teacher leader to any great extent.

4.5.2 A kind and nurturing mentoring relationship

Two pairs of mentoring relationships fell into this second mentoring category in the case study school. The kind and friendly mentoring experienced is in keeping with the literature on a 'caring' relationship between the mentor and mentee (Anderson, 1987).

The first mentoring relationship which fell into this category was TL3 and NE 3. They belonged to a small Consumer Studies department that helped develop culinary skills in the learners. The Novice educator described how her mentor was *"friendly, helpful, experienced and she showed me the in and out of teaching and always tried to include me in everything"* (NE3, JE6, p.3). TL3 responded that *"I have tried to be as compassionate and understanding as possible, taking the pressure off her at work during times of difficulties"* (JE5, p.6). The nature of the relationship allowed for the novice *"to grow"* and TL3 mentioned that *"it has boosted my self-confidence and my own mentoring experiences made me realize how I never want to be"* (JE5, p.6). When I observed this mentoring relationship, it was evident that a lot of sharing took place. *"The TL opened up her cupboards and shared resources and also had whole-hearted discussions with the novice"* (O, p.2). TL3 confidently stated that *"the novice could run the department if anything happened to her"* (I, p. 8). NE3 confirmed that *"my mentor was very helpful, she helped with files and gave me all the notes I needed and she helped to organize everything for me"* (I, p.5).

The second mentoring relationship which fell into this category was NE2 and TL2. They belonged to the Physical Science Department. TL2 was a subject head by an internal arrangement in the school. As mentioned earlier, there were only two educators who belonged to this department. The nature of the subject was very demanding and, as a result, the novice experienced feelings of being ‘*overwhelmed*’ (JE4, NE2, p.2). The novice’s interactions are reflected in the following excerpt:

Our meetings were always supportive. We had some formal ones where we would discuss what needed to be taught over the next few days. We would have lots of informal chats where I would ask for help or she would explain the syllabus. I did feel overwhelmed however, my mentor always was able to calm me down and make me feel like I was doing fine. I was more than welcome to ask the silliest of questions (JE 4, N.E 2, p.2).

It was evident that TL2 was supportive and caring towards NE2. NE2 was of the view that her mentor “*helped develop strategies to discipline learners and provided assistance in every other area*” (I, p.7). NE2 further emphasized that her mentor was very “*meticulous, possessed a strong will and experience*” (JE4, p.3). The novice conclusively mentioned that “*we are more than colleagues, we have become friends and I respect her as a leader*” (JE4, NE2, p.4). The nature of this relationship was confirmed by TL2 who said that “*I believe my relationship with the novice educator is an open and honest one. I support her and I lead by example*” (JE3, TL2, p.4). The data definitely pointed to the fact that this relationship had positive outcomes due to the supportive nature of the mentor and the positive qualities of the mentor as identified by the novice. This is indicative that collaboration exists which is an outcome as previously mentioned of distributing leadership. Evidence indicates that the qualities or characteristics of mentors played a pivotal role in their relationships. However, TL2 emphasized the need for support from management on mentoring issues as “*the lack thereof, can lead to an overburden on some individuals*” (I, TL2, p.6).

These relationships were beneficial to the novices; however, the teacher leaders did not mention any benefits they experienced by being in this relationship. In fact TL2 interestingly expressed that “*mentoring does not develop leadership*” (JE3, p.5). The nature of this

relationship is indicative of the "actions" and "routines" which have improved practice as advocated in the theoretical framework (Spillane, 2006, p.18).

4.5.3 An ambivalent mentoring relationship

The third category of mentoring which emerged in my study was what I call an “ambivalent” mentoring relationship. There was only one mentoring relationship in this category. NE 1 and TL 1 belong to a very large English Department. As previously mentioned, the TL was a senior educator but not the Subject Head. TL1 displayed subject matter expertise. The literature suggests that expertise results in the taking up of leadership roles (Lieberman & Miller, 2006). NE 1 mentioned that her mentor always availed herself and served as a mentor. She was specifically supported with marking and assessment standards. NE1 acknowledged *“my mentor has always been accommodating in moderating all my marking and in this way she has helped me to develop as a professional”* (JE2, NE2, p.6). In keeping with the argument of professionalism, TL1 expressed her views on leading and mentoring as *“mentoring, I believe requires a delicate balance between actively guiding someone and allowing her sufficient independence to develop her own teaching style. In this context, any manifestation of leadership should be subtle and sensitive, as opposed to prescriptive”* (JE 1, p. 7). This data concurred with ideal leadership trends and illustrated that teacher leaders take up their roles in their informal capacity with the intention of developing potential and hence leadership. TL1 further elaborated that *“generally our relationship is a very cordial one characterized by mutual respect. As I have indicated, I am in awe of this novice teacher’s composure and equanimity overall, bearing in mind that my initial years of teaching were rather tearful on occasion”* (JE1, p.5). Her conclusive thought on their relationship was *“my overall assessment of this process is that the novice has become independent in a short space of time. She has mastered a diverse range of skills and is very confident”* (O, TL1, p.1).

The data presented thus far on this relationship suggest that it was a beneficial one. However, the novice highlighted negatives that she experienced in the mentoring process. She mentioned that *“my mentor was a little awkward, but I know that everything she tells me is with good intentions – especially with her constructive criticism of me”* (JE2, NE1, p.6). NE

1 mentioned that she experienced varied emotions during her interactions with TL1 such as ‘supported’, ‘undermined’, ‘patronized’ and ‘uncomfortable’ (JE 2, p.9). Some curriculum issues also posed a problem for NE1: “*The work packs were provided with no model answers and this can be problematic at times*” (JE2, p.7) She felt that when it came to the development of resources “*there was little positivity in accepting any change*” (JE2, p.7). These comments led to the contradictions of what the relationship between TL1 and NE 1 actually was. The data revealed that the positives outweighed the negatives in this mentoring relationship between TL1 and NE1. Furthermore, one wonders whether multiple senior members in this department had an adverse impact on this relationship, because NE1 approached other educators in her department for guidance as well (JE, p.4&5). By drawing support from a range of people, it could be misleading and inaccurate as suggested by Middlwood (2003). Was TL1 undermined because she was a Post level 1 teacher? Were power dynamics related to positioning at play in this department?

The data suggested that TL5, TL3, TL2 and TL1, discussed thus far, seriously took up their mentoring role as part of their informal and formal teacher leader activities. This is an example of emergent teacher leadership – leadership beyond formal position where teachers work “collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust” (Grant, 2008, p 88). There is a leaning to the leadership in these relationships being ‘dispersed’ as advocated by Grant (2010), because leadership is emergent and the power relations are shifted away from formal leaders (p.63). This is in keeping with the distributed leadership theory.

4.5.4 A Fledgling relationship

The mentoring relationship between TL6 and NE6 in the Geography department could best be described as a fledgling relationship. According to the dictionary, the word ‘fledgling’ has connotations of being young and inexperienced. TL6 and NE6 depicted a young mentoring relationship. TL6, as described earlier in this chapter, was a newly internally appointed subject head. The novice and the Teacher leader were of a similar age. TL6 said that she had provided “*resources, tests, revision worksheets and provided advice either on a personal or professional level*

depending on the situation that presented itself” (JE10, p.3). NE6 stated that *“I was assisted slightly in developing my programmes, but I did a great deal on my own”* (JE11, p.4).

However, NE6 then acknowledged receiving guidance from her mentor but also from other senior staff in the setting of tests and examinations. NE6 advocated that she was appreciative of the help received from *“a number of different people”* (JE11, p.5). TL6 mentioned that *“I have found that the novice educator insists she is not requiring assistance”* (JE 10, TL 6.p. 4). This definitely raised a few concerns on the nature of their relationship. TL6 acknowledged that *“because we are of a similar age we found it difficult to have a professional mentor-novice educator relationship, especially when third parties get involved and I feel that my novice does not accept the decisions made”* (JE 10, p. 6).

The findings in this mentoring relationship strongly suggest that the relationship was not working, perhaps due to the similar ages of the pair. It would seem that the novice did not take the mentor seriously due to the mentor’s minimal experience and, as a result, sought assistance from others. The data concurred with the view expressed in the literature that *“in order to assume a mentor role, the mentor must be more mature, more advanced or more experienced – not a peer”* (Gehrke, 1998, p.43). These could have been factors preventing this relationship from developing fully. TL6 concluded: *“I feel that I can’t give professional advice, as I am not qualified to do so and therefore I can’t lead effectively”* (JE10, p.7). In terms of the leadership practice, the situation has impacted on their interactions (Spillane, 2006). On the other hand the issue of ‘third party influences’ must be considered. Third party influences could be other individuals in the department who are senior or perhaps in a position of power. One needs to consider, who were they? Were they instrumental in the breakdown of this relationship? The negative issues raised in this relationship clearly indicated that it was not fully beneficial to either party.

4.5.5 A Minimalist relationship

A minimalist relationship, to my mind, is indicative of a very limited mentoring relationship with no positive spin-offs. Disappointingly, two pairs of mentoring relationships belonged to this category.

The first mentoring relationship that fell into this category was TL7 and NE7 who belonged to the Life Orientation department. TL7 was the subject head. As previously explained, the novice had been at the case study school previously on a learnership and returned after teaching in the UK for a while. NE7 provided a comparison of his previous mentoring experiences to his current experiences. *“I can’t say that my current mentor made me feel comfortable as I just got on with my own things”* (JE13, p.10). The data suggested that previous experiences were more structured: *“We would meet every two weeks to discuss my progress as well as my studies”* (JE13, p. 9). By focusing on his previous experiences and providing input on those experiences is indicative that his current experiences of mentoring were limited.

In attempting to describe the new mentoring relationship, NE7 mentioned that *“my mentor gave me learning material and told me about the tests. She is supportive and can offer help”* (JE, 13, p.11). NE7 also indicated he teaches another subject *“where there is no assistance in technology as I am the only teacher”* (JE13, p.12). From his descriptions and data provided of his interactions and the nature of the mentoring relationship with TL7, the evidence pointed to the fact that mentoring was limited. NE7 explained that for him, *“there was more mentoring and induction in England, where you worked for one day, than for new teachers here, where they will work for a long time”* (JE13, p.18).

TL7’s responses across the data sets provided general views on the issues at hand. She did not specifically describe her relationship with the novice. However, she mentioned that *“the mentor /mentee relationship is mutually satisfying because the mentor gets the satisfaction of watching someone grow who values his/her insight”* (JE 12, p. 13). Due to her not describing their relationship specifically and theorizing on various issues, the data did not reveal that

their mentoring relationship was beneficial (JE, 12). In fact, mentoring took place at a minimal level, as previously highlighted by NE7 and the fact that TL7 discussed literature pertaining to induction and mentoring and seldom focused on their mentoring relationship specifically. An observation of a meeting revealed “*information on a grade 12 project being rigidly cascaded with no interaction by NE7*” (O, p.2).

However, it must be acknowledged that TL7 provided an interesting perspective on “*the belief that people in positions of formal authority are leaders is a fallacy and this undermines performance, in all aspects of life*” (JE 12, p. 20). This view is supported by current views of leadership and is defined by Donaldson: “*strong leadership in schools results from the participation of many people, each leading in his or her own way*” (2006, p 29).

This particular mentor also acknowledged that; “*we all must lead if we are to create sustainable change and make our world better*” (JE 12, TL 7, p.20). This data suggested that the mentor had the knowledge on all the relevant issues and enjoyed theorizing but the mentoring experience was not further enhanced in practice.

The second mentoring relationship which fell into this minimalist category was NE4 and TL4. The nature of the relationship between NE4 and TL4 was definitely restricted and support was not offered to the novice by the teacher leader. It was very disheartening to hear about the experiences of NE4 who, sounding dejected, admitted that “*I had to find my own way around; there is no induction and mentoring in order to help look like you are in control. I bravely told the principal everything is fine*” (I, p. 4). TL4’s experiences of this mentoring relationship were that “*sometimes mentoring can be quite difficult because of your experience and you work quite differently from your mentor. I am not complaining that we have to take them under our wings by all means you have to understand that, but I think there is no formal structure within the school*” (I, TL4, p.5). This evidence suggested a break-down in communication between TL4 and NE4.

NE4's experience indicated limited support and informal discussions. This is captured in *"interactions are quite informal and I was receiving very little support professionally and to gather a Programme of Assessment and a terms work was a constant struggle and it left me floundering which impacts on learners"* (JE 7, p. 4). As an indicator of this minimalist mentoring relationship, it was no surprise that TL4 did not hand in her journal book to me during the data collection process and I was not invited to observe a mentoring session. Therefore, in order to enhance the trustworthiness of my findings, I requested that both parties submit a written document in place of the observation. In this document, NE4 stated in no uncertain terms that *"the laid-back approach of the subject Head results in meetings rarely occurring; information of any kind is rarely forthcoming and in an attempt to acquire assistance I have now contacted other schools"* (O4). Unfortunately, this mentoring relationship did not develop due to the different personalities of NE4 and TL4. This highlights the stark reality of the differences in the nature of relationships between novice educators and mentors.

4.6 CONCLUSION

What the study attempted to do was to explore induction and mentoring at a particular school. From the data, educators' understanding of the role of induction and mentoring was established. The need for the above processes was clearly articulated by the participants. Novice educators, mentors and the staff all agreed on the importance of the two processes in enhancing professional development. To what extent induction and mentoring occurred at the school was established. The findings indicated that it was and it did not occur in some instances. All participants agreed that the processes occurred quite informally. The research firmly establishes that the nature of mentoring relationships make an important contribution to novice educators experiences and also has an implication for the teacher leaders in the relationship. The significance that novices place on induction and mentoring suggests a need for more formal structures at this school. The SMT also acknowledged the need to include these processes as part of a professional development programme. As a result, the professional development initiative would possess an element of structure and formality and perhaps indirectly it could enhance the enactment of teacher leadership. All of these processes carried out effectively leads to the professionalizing of teachers.

The ensuing chapter summarises these findings, offers concluding remarks on induction and mentoring and it presents a few suggestions for future research.

CHAPTER FIVE

CONCLUDING DISCUSSION

5.1 INTRODUCTION

This chapter summarises the main findings of my research. I begin with a brief discussion of educators' understanding of the role of induction and mentoring, followed by an examination of the extent to which induction and mentoring occurred in the case study school and finally a deeper understanding of the nature of the relationship between teacher leaders and novice educators is provided. Thereafter, I outline the limitations of the study and also reflect on this dissertation journey. Finally, propositions for further research are highlighted and concluding thoughts are shared.

My study aimed at exploring induction and mentoring of educators at the case study school. Therefore, the focus was on understanding the complex relationships between teacher leaders and novice educators. In order to capture the enactment of mentoring and related issues and contribute to the topic which is under-researched in the South African context, novice educators' experiences were analysed and mentors' support and personal experiences were also examined. As indicated in Chapter One, my research was guided by the following questions:

1. How do educators understand the role of induction and mentoring?
2. To what extent is induction and mentoring occurring in the case-study school?
3. What is the nature of the relationships between the teacher leaders and the novice educators in the induction and mentoring processes

My primary participants were the seven novice educators and seven teacher leaders in the case study school. I engaged in multiple data collection methods which included interviews, journal writing, observations and completion of a questionnaire. As a qualitative researcher I was able to use a variety of techniques to gather information, thereby capitalizing on the strengths of a variety of data collection instruments.

5.2 SUMMARY OF FINDINGS

5.2.1 Role of Induction and Mentoring

The research indicated that there was a clear understanding of the concepts of induction and mentoring. There was a general consensus that induction involved being introduced to the environment of the school system as well as the procedures, practices, routines and the running of the school system itself. The research participants' emphasis was on the practical elements of induction which is an essential component. However, as highlighted by the literature, this is a limited understanding of induction. Coleman (2003) alludes to the fact that development and support must be included in induction. It was pleasing to note that the variety of words provided in defining induction such as *"being shown the ropes"* (Q,36) or *"familiarizing the individual with policies, procedures , culture and nature of the organization"* (Q,12) contribute in extending current definitions that exist (see for example Middlewood, 2003; Coleman, 2003; Coleman, 2003 & Tickle, 2000).

The majority of the participants provided appropriate definitions of mentoring, the common understanding being that it supported the novice in various facets of teaching. Mention was also made of the informality of the process and there was a notion that mentoring was not a top-down approach and it worked both ways with both the novices and teacher leaders sharing and learning in this relational process. This is in keeping with the views expressed in the literature on a collaborative culture which focuses on working together to achieve goals and which works from a distributed leadership perspective. As previously mentioned, TL 4 extended the boundaries of our understanding by emphasizing that mentoring is about the wholeness of a school culture including aspects such as the curricula, traditions, discipline policies and other specific policies.

The evidence also suggested that mentoring and induction played a vital role in a novice's first few years of teaching. There was a general consensus that induction and mentoring are definitely beneficial processes. The findings indicated that induction and mentoring helped alleviate anxiety experienced by novices. This sentiment was echoed by many novices who admitted that these processes made them feel at ease. It stands to reason that being shown procedures and being helped in curriculum issues will ease novices into their position and the

support offered definitely reduces tension. Furthermore, the novice educators acknowledged that the teaching profession bears a huge responsibility with it. Mention was made of the impact of educators on the lives of their learners. As a result, novice educators acknowledged the need for induction and mentoring which would help them settle quickly and thus facilitate the process of impacting positively on the lives of learners. This pointed to the fact that ethical principles of accountability, responsibility and transparency went hand in hand with the teaching profession.

The findings confirmed the need for induction and mentoring as these contribute positively in supporting educators in their early years of teaching. The question then arose as to who would require induction and mentoring? The study found that while the research participants agreed that novice educators required mentoring, they conceded that induction was also essential for anyone new to that institution. This makes sense as schools differ with regard to policies and issues pertaining to the general running of the school. In addition, some participants raised the issue that even experienced educators may require mentoring due to complex changes that schools are continually faced with. Therefore, educators at some time or the other may require support to adapt to a dynamic school environment.

5.2.2 Induction and Mentoring in the Case Study School

The research revealed that there were no policies and formal structures in place for induction and mentoring in the case study school. There was mention of a handbook to facilitate the induction process, but not all participants were aware of the handbook and for those who were aware of it, there was a general view that it was not explained and was also not updated. Although there was a lack of policies and formal structures in the school, induction and mentoring did take place, but not equally across all departments. It was also acknowledged that the processes of induction and mentoring were not in place in some departments. Furthermore, the informality in which these processes were often conducted was highlighted. The issue of the informality of these processes is, in and of itself, not a problem. However, the nature of these relationships and whether they worked is of much importance.

5.2.3 What do these various relationships reveal?

Upon closer examination of these various mentoring relationships, many questions came to my thoughts. The following questions had been already answered: What type of a relationship existed between the novice and the teacher leader? Was it a mutual learning relationship? Which relationships worked and why? I now turn to focus on what are these mentoring relationships indicating about important issues or concepts?

5.2.3.1 Emergent and Informal relationships

The relationship between TL5 and NE5 definitely was a mutually beneficial one. The data suggested that their relationship was emergent and informal. The teacher leader was not the subject head or HOD. The relationship was not imposed, but rather they were initially drawn together in a friendship and finally the mentoring relationship developed. The space within the department was an enabling one and the relationships amongst all members within this department indicated that each member's contribution was valued. As a result, opportunity was provided within the department for growth and development. Other mentoring relationships such as those between TL 3 and NE3, TL2 and NE2 and TL1 and NE1 also worked and were beneficial. It was evident that these teacher leaders took up their mentoring role seriously as part of their formal or informal mentoring activities. This concurs with the view of Harris (2004) who acknowledges that "expertise must be engaged wherever it exists within the organization rather than seeking it through only formal positions or roles" (p.13).

Upon careful reflection of those relationships that worked, it was evident that those teacher leaders possessed the qualities and attributes to be a good teacher leader by fulfilling their role as mentors. Qualities such as kind, patient, supportive, sharing ability, knowledge of curriculum and other related issues were depicted by these teacher leaders. Finally, as Donaldson (2006, p.29) mentions, we need to conduct a "litmus test to determine who is mobilizing people to improve learning?". In these strong mentoring relationships, it is clear that it is the teacher leaders, rather than the SMT, who are leading through their positive relationships which contributed to the improvement in teaching and learning. It can therefore be concluded that where the mentoring relationship works, it is rather a valuable one.

5.2.3.2 Other factors contributing to a positive mentoring relationship

The study revealed that mentoring relationships which started out as a friendship were beneficial. Quite obviously, a friend is someone that you can trust and one that displays all positive qualities. The environment created is one of support and therefore the novice will feel confident in the mentoring relationship. This relationship can only have a favourable outcome. This issue of friendship and care was also advocated by Anderson (1997).

The size of the department is not really an issue. However, I established that smaller departments work together more collaboratively and there tends to be a more supportive and caring environment that was created. It stands to reason that larger departments have to contend with the many personalities in the department and hence the distance between members in the department.

5.2.3.3 Barriers to the development of a positive mentoring relationship

The relationship between TL6 and NE6 did not develop fully into a beneficial relationship. The reason for this was that both were of a similar age and the teacher leader had not much experience as a subject head. This pointed to the fact that a novice would prefer a more experienced and slightly older mentor than themselves. As a result, it must be acknowledged that youth and inexperience hamper the development of the mentoring relationship.

The issue of power relations was existent in the English Department. NE1 acknowledged she approached others in the department as well for guidance and was at times undermined by members in the department. The data suggested that being a large department and having many senior members, did pose a challenge and raise the issue of power relations. Whom does one take an instruction from in the department? Does one take an instruction from the subject head, mentor, deputy principal or other HOD's? How does one deal with so many view points? For me positional power is a rather complex issue and did influence the various relationships in the English department.

Issues pertaining to race and gender did not impact on the mentoring relationship.

5.2.4 Conceptualising the findings

What emerged from this research on induction and mentoring is that these processes are conducted by other teachers. These teachers have taken up the initiative and worked with novice educators outside the classroom in curriculum and related activities. According to Grant (2006), teachers providing support in curriculum and related issues operate in zone two and fulfil role two of teacher leaders. As a result, there is a strong need to promote teacher leadership in the South African context. For it is these teacher leaders that provide good mentoring experiences. Mentoring has strong links to distributed leadership because the leadership role in the induction and mentoring of new educators can be performed by any teacher who has the initiative and not necessarily a Head of Department or Subject Head as was indicated in the study. Furthermore, many authors concur that distributed leadership means more than shared leadership and multiple individuals taking responsibility for leadership (Timperley, 2005; Spillane, 2006).

The mentoring relationship that was mutually beneficial indicated that it was not authorized by the principal. In fact, the best mentoring experiences were displayed in informal teacher leader relationship. In addition, ‘dispersed distributed leadership’ as explained by Grant (2010, p.63) as “bottom-up and emergent and where the power relations are shifted away from formal leaders” prove to be more beneficial and is recommended because the mentoring process is emergent from both parties. This issue of leadership being emergent as advocated by the distributed leadership theory contributed to the mentoring relationship positively because these teacher leaders, irrespective of their position, helped in developing skills and abilities. Therefore the distribution of leadership did facilitate a positive influence on organisational processes.

5.2.5 Recommendations

5.2.5.1 Recommendations for future research

An exploration of induction and mentoring of educators in the case-study school took place. However, more research on induction and mentoring needs to be conducted in South Africa. The following are suggestions for further research:

- A deeper case study of all the mentoring pairs in a school could be conducted. Furthermore, the research could be extended to additional schools. This would provide an insight into happenings in other schools and comparisons can be made.
- What do the educational policies mention about the issues of induction and mentoring in South African Schools? A document analysis on policies of induction and mentoring can be conducted.
- It would be interesting to investigate how the Department of Education assists School Management teams implement induction and mentoring policies. A study of the policy and practice with regard to induction and mentoring can be conducted, with the primary participants being relevant department officials and SMT members in schools.
- What are the factors that hamper the promotion of induction and mentoring in schools and the need to develop teacher leadership? A case study could be conducted to investigate this research problem in different schools.
- More case studies are necessary to determine whether these mentoring categories I developed are common / useful. Is there a need to develop more categories?
- Limited observations did take place, however, it would be ideal to go in to the context as an outsider and spend hours observing the mentoring relationships over an extended period.

5.2.5.2 Recommendations for practice

The case study school was an ex-Model C school. Therefore the school was in an advantageous position compared to the vast majority of schools in the country. However, despite this privileged history, there was a definite cry for mentoring and induction processes to become more formal and structured. Therefore, at the level of practice, there is a strong need for professional development in the case study school. The SMT member also acknowledged a need for a policy on professional development which encompasses induction and mentoring. By formalizing the mentoring processes and setting up the structures, there is more likelihood that the processes will occur and novices will not be left floundering. This is in keeping with literature as advocated by Smylie (1995) and Seyfarth(2005) who also explored the need for structured programmes.

The professional development experiences must expand educators' understandings of induction and mentoring. Induction and mentoring is not simply about how the case-study school works. The professional development initiative must focus on the learning relationship where both people in the mentoring pair are equal. Thus the mentoring relationship must not be thought of as hierarchical but rather as more equal where both parties have the humility to learn.

Theoretically, teacher leadership can be used as a tool to help in schools with induction and mentoring. The research indicated that teacher leaders were instrumental in the initial experiences of novice educators and, in the main, contributed positively to their development. There is a need for schools to promote and develop teacher leadership. I agree with Matthews (1996), cited in Dunklee (2000, p. 68) that “it is time educational leaders function not as gatekeepers but as door openers, bent on widening participation, insisting that others take ownership (self leadership).” It is imperative that “principals and teachers need to see beyond the trees and even beyond the forest – to see the fertile ground waiting for change and in a period of no leadership society will stand still” (Dunklee, 2000, p.68).

5.2.6 Reflections on the dissertation journey

The reality is that research is filled with unforeseen obstacles and creates a unique journey for each of us. This is due to the fact that the research process is very dependent on the human relationships developed. The path is long and is filled with tension, energy and excitement. Therefore, carrying out research has its own successes and failures, unlike a tried and tested recipe. At times on my journey I felt very lonely and grappled with certain components of the research process. However, I must admit overcoming the challenges I experienced helped in my development, both personally and academically.

Distributed leadership was the theoretical framing for my study. Criticism leveled at the distributed leadership theory is as a result of the problems in defining the concept. The issues of complexity and the varying definitions have been addressed under the section ‘what is distributed leadership’? However, Spillane (2006) in his research acknowledges that distributed leadership ‘is not a prescription of how to practice leadership’ but rather ‘a framework for thinking about leadership differently’ (p.26). Distributed leadership was a useful analytical tool in my research as it allowed me to understand the practice of mentoring through a leadership lens and I would definitely use distributed leadership as a tool in future research.

The research also had some implications for the case study school as well. Although not intentional, the study definitely stimulated critical reflection at a whole school level. The staff has become more aware of the issues surrounding induction and mentoring in the case study school. The SMT member of the school has, as a consequence, also provided a vision for the school in terms of induction and mentoring. Finally, the positives of this research journey were immense and most beneficial. As all good things must all come to an end, the final section provides the concluding thoughts.

5.2.7 Concluding Thoughts

How do we ensure that novice educators remain in the profession and quickly become effective in their classrooms? How do we ensure that induction and mentoring is taking place? How do we ensure that the mentoring relationships encompass learning and are beneficial? How do we encourage teacher leaders to take up their mentoring role? Teacher leaders contribute positively to a school. The study indicated that they can mentor new educators and support school improvement. Although the SMT and educators know a lot of the potential benefits of having teacher leaders in schools, there tends to be a lack of understanding on how to support teacher leaders. To bring about the desired outcome, I suggest that SMT members develop the potential and promote teacher leadership which will help novices and ultimately the school. I strongly agree with Moir & Bloom (2003, p.2) who suggest that “mentors are school leaders and are at the forefront of significant cultural shifts in their schools and thus will keep teachers in the profession because of their commitment to developing a supportive school culture”. Finally, an exploration of induction and mentoring revealed that induction and mentoring practices help develop beginner teachers which form the bases to professionalize teaching.

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APPENDIX A

83 Khan Road

Raisethorpe

Pietermaritzburg

3201

13 April 2010

The Research Officer

RESEARCH, STRATEGY, POLICY DEVELOPMENT AND ECMIS DIRECTORATE

PRIVATE BAG X9137

PIETERMARITZBURG

3200

Dear Sir

APPLICATION FOR CONSENT : RESEARCH IN A HIGH SCHOOL

I am an M.Ed Student (student no. 202527779) at the University KwaZulu-Natal, Pietermaritzburg. I wish to seek consent from the Provincial Department of Education to conduct research in a High school in Pietermaritzburg.

The research project is a requirement of the degree that I am engaged in. My research topic is: **An exploration of the induction and mentoring of educators: A case- study**

The rationale for this research is get insight into the experiences of novice educators and the enactment of leadership during the induction and mentoring processes. The instruments that I will use to collect data will be questionnaires administered to all educators at the institution. Interviews will be conducted with novice educators, teacher leaders and the SMT. Furthermore, novice educators and teacher leaders will be involved in a process of journal writing. Lastly, I will be involved in observation of the interactions between novice educators and teacher leaders.

My supervisor is Dr. Callie Grant (School of Education, University of KwaZulu-Natal , Pietermaritzburg) (Tel. no. 0332606120).

My research will be conducted at the High school in which I teach. I will seek the consent of my principal and participants prior to the research. Enclosed are the copies of the letter to the principal and participants. I have also enclosed a copy of the Research Proposal as submitted to the Higher Degrees Council of the University for approval. I promise to present the findings, recommendations or any report if I am requested to do so.

Thanking you in anticipation.

Yours faithfully

F. A. Kajee

APPENDIX B

University of KwaZulu-Natal

Private Bag X01

Scottsville

3209

13/04/2010

The Principal

Dear Sir

I am currently a Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg and I am presently engaged in an independent research study on the distribution of leadership in the induction and mentoring of educators. This is an emerging field of research in South Africa and it needs to be built upon. In this regard I have chosen your school as the case- study school because I believe that your school will provide valuable input in extending the boundaries of my knowledge on this practice. Therefore, I wish to get a clearer understanding on the leadership practices during induction and mentoring.

I would appreciate your permission to conduct research in your school. Please note that this is not an evaluation of performance or competence of educators. The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal.

I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. However, participants will be asked to complete a consent form. In the interest of the participants, feedback will be given to them at the end of the study. A copy of the dissertation will be made available to members of the staff.

My supervisor is Dr. C. Grant who can be contacted on 033-2606185 at the Faculty of education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 033- 3872919. You may contact my supervisor or myself should you have any queries or questions you would like answered.

Yours faithfully

F.A.KAJEE (MS)

APPENDIX C

University of KwaZulu-Natal

Private Bag X01

Scottsville

3209

13/ O4/ 2010

Dear Participant

I am currently a Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg and I am presently engaged in an independent research study on the distribution of leadership in the induction and mentoring of educators. This is an emerging field of research in South Africa and it needs to be built upon. In this regard I have chosen your school as the case- study school because I believe that your school will provide valuable input in extending the boundaries of my knowledge on this practice. Therefore, I wish to get a clearer understanding on the leadership practices during induction and mentoring.

Please note that this is not an evaluation of performance or competence of educators. The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal.

I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. However, as a participant you will be asked to complete a consent form. In the interest of the participants, feedback will be given to you at the end of the study. A copy of the completed dissertation will be made available to members of the staff.

My supervisor is Dr. C. Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 033- 3872919. You may contact my supervisor or myself should you have any queries or questions you would like answered.

Yours faithfully

F.A.KAJEE (MS)

CONSENT

I am aware that :

- I will be used as a participant and need to complete a questionnaire.
- If I am chosen as a major participant, I will be interviewed and will have to complete guided journal entries around the issues of leadership, induction and mentoring.
- The information will be used as part of Ms. Farhana Kajee's Research Project.
- If I am involved in the interview or journal writing process, I will have to make some time available.
- I am also aware that the information divulged by me will be kept strictly in confidence but that the findings of the research will be published in the form of a thesis and be reviewed by others.
- I also understand that I shall not receive any payment for my participation in this research; however, I will be contributing to a body of knowledge which will be made available upon completion of the research.

Having taken note of the above information, I freely and voluntarily agree to take part in the research process and acknowledge that I have not been forced to do so. I also understand that I am at liberty to withdraw from the project at any time, should I so desire.

DECLARATION

I _____ (full names of the participant)

hereby confirm that I understand the contents of this document and the nature of the research project. I consent to participating in the research project.

Signature of participant

Date

APPENDIX D

Leadership, Induction and Mentoring in Action

2010 – 2011

STAFF QUESTIONNAIRE

Instructions for Questionnaire

- Use a blue/black pen to complete.
- Please respond to each of the questions by placing a CROSS X, which correctly reflects your opinion and experiences.
- This questionnaire is to be answered by all educators (Level 1, HOD or SMT).
- In the interests of confidentiality, you are not required to supply your name on the questionnaire

A. BIOGRAPHICAL INFORMATION

1. GENDER

MALE	
FEMALE	

2.

AGE

21-30		31-40		41-50		51+
-------	--	-------	--	-------	--	-----

3. Your formal qualification is:

(a)

Below M+3		M+3		M+4		M+5		Above M+5	
-----------	--	-----	--	-----	--	-----	--	-----------	--

(b) Mark with an X, the qualifications you possess

3 year degree	
PGCE / HDE	
4 year teacher degree	
Teacher's Diploma	
Honour's degree	
Master's degree	
PHD Degree	

4. Nature of employment

Dept of Education		Governing Body		Permanent		Temporary	
-------------------	--	----------------	--	-----------	--	-----------	--

5. Years of teaching experience

0-5yrs		6-10 yrs		11-15 yrs		16-20 yrs		20+	
--------	--	----------	--	-----------	--	-----------	--	-----	--

6. Post Level

Level1		HOD		D.P.		PRINCIPAL	
--------	--	-----	--	------	--	-----------	--

B. OPEN-ENDED QUESTIONS

1. When I say "Induction" what comes to mind?

2. What is your understanding of educator mentoring? Please explain.

3. In your opinion is "induction" and "mentoring" necessary? Why? (Please explain/discuss each concept separately)

4. Who do you think requires induction and mentoring?

C.

1. Are there any structures in place for induction and mentoring? If so, discuss.

2. In your experience, are there any policies that exist on induction and mentoring at your school? Briefly explain.

-
-
3. Provide examples of induction and mentoring at your school that you have observed.

Induction: _____

Mentoring: _____

4. Does the induction and mentoring take place formally or informally? Please discuss.

Thank you for your time and effort.

APPENDIX E

Induction and Mentoring and Leadership in Action: 2010 – 2011

Individual Interview

This interview will be loosely structured.

As the research progresses, and based on the need arising after the administration of the questionnaire, the questions could vary.

These questions will be used to interview the principal, novice educators and teacher leaders. Triangulation of data will be enhanced.

During the interview, I would like to ascertain the following:

(Principal, teacher leader and novice educators)

1. Are you aware of any policies on induction and mentoring that exist in the school? Discuss fully.
2. What structures exist in your school to facilitate the mentoring and induction of educators?
3. Is it a systematic/organized process?
4. Are these processes formally conducted or informally and why?

5. What supporting artefacts in mentoring exist in your school? Provide examples.

(Novice educators only)

6. Describe your experiences on induction and mentoring. (Did someone meet you at the door...your feelings as a beginner educator, was basic information provided, who was involved in this process? Did you meet at specific times etc.

A few minutes will also be spent outlining the research. Ethical issues and my subjective role of researcher will be addressed.

A Dictaphone will be used to record the interview and I will jot down brief notes as the interview proceeds.

APPENDIX F

Induction, Mentoring and Leadership in Action: 2010 – 2011

Educators

Journal Entries

Please fill in the information as honestly as you can. I will ensure your anonymity at all times. This information will provide invaluable input towards central issues of my research. (You may type your journal entries or write them down neatly. Use headings and numbering as provided).

Journal Entry 1

Think about yourself when you just started teaching (perhaps the first three weeks).

1. Describe your feelings in the first few weeks.
2. What are the possible reasons for the feelings you experienced?

Journal Entry 2

Think about yourself and the person/persons that you first started developing a relationship with when you started teaching at this school.

1. Was there someone who made you feel comfortable when you first arrived? Describe the personality of this person and the way in which the person made you comfortable.
2. Describe your meetings and how did you feel during interactions with this person (was it supportive, punitive, etc)
3. What did you enjoy/dislike during these first meetings?

Journal Entry 3

Think about yourself, in the classroom as an educator during the first few years of teaching.

1. Describe your experiences regarding the following issues:
 - 1.1 Were you assisted in the development of learning programmes?
 - 1.2 Understanding content
 - 1.3 Any related classroom issues

Journal Entry 4

Think about yourself, your experiences, feelings during the situations in journal entry 3.

1. Describe your feelings during these meetings.

2. Describe the educators personality (person who assisted you).
3. What level educator assisted you? (Level 1, HOD,specify)
4. How would you describe your relationship?
5. Describe your communication patterns. (How, when, how often, etc.)

Journal Entry 5

1. Reflect on any other aspect of your experiences during the induction and mentoring processes that you would like to.

I sincerely thank you for your time and effort.

APPENDIX G

Induction, Mentoring and Leadership in Action:

2010 – 2011

Teacher Leaders

Journal Entries

Please fill in the information as honestly as you can. I will ensure your anonymity at all times. This information will provide invaluable input towards central issues of my research. (You may type your journal entries or write them down neatly. Use headings and numbering as provided).

Journal Entry 1

Think about yourself and your experiences as an educator.

1. Describe the qualities that you possess, which have assisted you on your journey as an educator.
2. As a young educator, can you recall your experiences of induction and mentoring? Briefly reflect on them.
3. In your opinion, do you think that novice educators need induction and mentoring and why?

Journal Entry 2

Think about yourself in the role as a mentor.

1. What have you done for the novice educator?
2. Is it done formally or informally?
3. Do you meet regularly and is support offered?
4. Do you provide assistance in the following areas and how:-
 - (a) Development of learning programmes;
 - (b) Content-related issues (understanding);
 - (c) Any other classroom related issue (specify).
5. In your opinion are there any supporting artefacts? Discuss.

Journal Entry 3

Reflect on the nature of interaction between yourself and the mentor (novice educator).

1. Describe your interactions (provide examples).
2. In your opinion, what is the nature of your relationship? Discuss fully.

Journal Entry 4

Think about this journaling process, your experiences and your relationships in the educational sphere.

1. Do you think of yourself as a leader and why?
2. Briefly explain the role of mentoring in developing your leadership potential.
3. In your relationship with the novice educator, reflect on your leadership (any aspect) within that particular context (provide examples).

I sincerely thank you for your time and effort!

APPENDIX H

Induction, Mentoring and Leadership in Action:

2010 – 2011

Teacher Leaders and Novice Educators

Observation Schedule

Date:

Time:

Meeting between:

1. The atmosphere during the interaction:
 - a) is non-threatening and relaxed;
 - b) is a fairly tensed one;
 - c) is a comfortable, non-threatening and supportive interaction.

2. The novice educator:-
 - a) asks questions freely;
 - b) does ask a few questions (but mostly silent);
 - c) asks questions freely and probes to find out more detail.

3. The communication process:-
 - a) is a two-way process where both parties contribute to the discussion;

- b) involves the teacher leader dominating the conversation;
 - c) involves the novice educator, dominating the conversation.
4. The meetings:-
- a) are structured with an Agenda;
 - b) are structured with an Agenda however does allow for flexibility;
 - c) incorporate any aspect that the mentor and mentee see fit for the situation.
5. The mentor:-
- a) offers support and guidance;
 - b) avoids the issues;
 - c) leaves mentee to own devices.
6. Was there evidence of:-
- a) collaboration and support;
 - b) punitive measures;
 - c) difficult to determine.
7. Is the relationship:-
- a) rigid, clearly hierarchical;
 - b) flexible, however supportive and empowering;
 - c) none of the above.
8. Did the novice educator:-
- a) benefit and appreciate interaction;
 - b) leave feeling confused;

c) remained neutral – no emotion.

9. Was there a sense of the novice educator:-

- a) being accepted into this community of practice;
- b) still on the outskirts of this community;
- c) difficult to determine.

10. The nature of the interaction:-

- a) provides opportunity for the novice educator to develop;
- b) leaves the novice educator feeling inadequate;
- c) aids the novice educator to a certain extent.

Any field notes:-
