AN ENQUIRY INTO THE MANAGEMENT OF INDUCTION AND MENTORING IN AN URBAN SECONDARY SCHOOL IN PHOENIX, NORTH DURBAN REGION, KWAZULU NATAL DEPARTMENT OF EDUCATION AND CULTURE

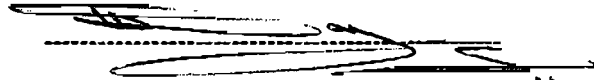by

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DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or

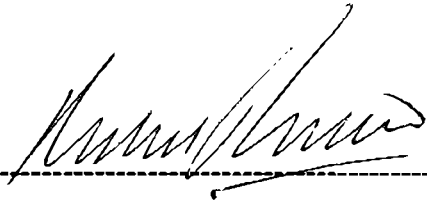quoted have been indicated and acknowledged by means of complete references.

H. DAYARAM

Durban, November 2002

STATEMENT BY SUPERVISOR

THIS MINI DISSERTATION IS SUBMITTED WITH/WITHOUT MY APPROVAL.

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PROFESSOR M. THURLOW

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Abstract

The broad theme of this investigation is Human Resource Management (HRM) in education. It has been widely publicised both in the media and other areas that the salary bill for state paid educators represents the major area of expenditure. More than ninety percent of the education budget in the KwaZulu Natal Department of Education and Culture is spent on the salary bill. It therefore becomes necessary to ensure that newly appointed educators and those appointed into promotion posts who are earning these salaries do justice in their jobs and produce the goods. School management teams have to ensure that these newcomers settle into their new jobs as quickly and effectively as possible. A newcomer into the teaching profession will have to cope with increasingly complex situations such as heterogeneous pupil population, teacher rationalisation, new curricula, teacher redeployment and increased pupil/teacher ratios. It is therefore important that educators, who are the most expensive asset in the school, are managed effectively.

The first few days on the plant is considered to be important in any profession, as this will determine whether the employee will continue to provide his/her service or resign. With education as well, the induction of educators has to be managed by the school as quickly as possible to enable and to empower the inductee in becoming an effective educator. While some aspects of induction and mentoring are instituted in an informal way at the school under investigation, many other areas are sorely neglected. The management of people in South African schools is circumscribed through legislation and regulation. The professional development of educators therefore rests with management and must be in line with legislation prescribed in government gazettes. However not much attention is being given to induction and mentoring programmes

which focus on utilising and empowering the human capital (staff members) at the school. The challenge for school level management is to come to terms with what it means to manage the performance and productivity of people in ways, which meets the aspirations of the people and the needs of the organisation.

This project has attempted to investigate the management of induction and mentoring at a school in Phoenix, north of Durban. It has been found that no formal programmes on induction and mentoring exist at the school. It is therefore recommended that management together with, and in consultation with staff members, draw up and implement a policy on induction and mentoring. This will ensure that with guidance and training (induction and mentoring), new human resources will be best utilised to suit the needs of the school.

LIST OF TABLES

LIST OF ABBREVIATIONS

COTEP   Committee On Teacher Education Policy

DAS   Developmental Appraisal System

DES   Department of Education and Science

DOE   Department OF Education

ELRC   Education Labour Relations Council

HOD   Head Of Department

HRM   Human Resource Management

NQT   Newly Qualified Teacher

OBE   Outcomes Based Education

PPN   Post Provisioning Norm

PTS   Phoenix Technical School

R&R   Rationalisation and Redeployment

SMT   School Management Team

UTE   Unprotected Temporary Educator

CONTENTS

CHAPTER 1

Introduction to the project

Introduction

Since South Africa achieved democracy in 1994, many changes have occurred in the country both politically and in education as well. Various departments of education that existed during the apartheid regime were combined to function under one umbrella body, namely, the Department of Education and Culture. In the process devolution of educational authority was passed onto the nine provinces which resulted in the Kwa Zulu Natal Department of Education and Culture being responsible for education in this province.

It has been suggested that effective human resource management is the key to the provision of high quality educational experiences (O'Neill et al., 1994: 4). In this connection, the underlying purpose of effective human resources management is to promote and ensure quality, commitment and performance in respect of the people who work in a school

Although the management of human resources in schools involves a range of interpersonal and personnel related processes (e.g. motivation, morale building, communication, etc.), there are certain formal applications, which impact upon the professional lives and careers of all educators. These applications include recruitment and selection; induction and mentoring; appraisal and continuing staff or professional development.

In many countries, as well as South Africa, some of these applications are circumscribed by legislation or regulation. For example, in the local context, recruitment and selection, although involving the schools directly, are governed by provincial government regulation and resolutions of the Education Labour Relations Council (ELRC). Similarly, there are formal procedures and processes, based on further resolution in the ELRC, which define and regulate the Developmental Appraisal System (DAS) in South Africa.

However, at present, there appears to be no regulated, formal requirement in South Africa, relating to the critical processes of induction (managing to give people the best possible start) and mentoring (giving the best kind of support). The absence of formal directives related to these processes does not mean that they are not important. Indeed, they are critical processes in relation to the underlying purpose of human resource management. In this connection, O'Neill et al., (1994:41) have argued that 'even where there are no formal procedures, management principles need to be applied to every aspect of people performance'. The extension of this argument is that everyone is in need of induction and mentoring, even if there is no formal requirement for these.

Whereas it is likely that new staff in South African schools experience something which may pass broadly for induction and/or mentoring, limited evidence available limits suggests that in very few cases are these processes carefully planned and managed. If this is so, then this represents a major limitation in the effective management of human resources and comprises the underlying purpose of effective people management.

It is in this context, that this project attempts an investigation, into the situation related to induction and mentoring in an urban secondary school in the North Durban Region of the KwaZulu Natal Department of Education and Culture. The underlying intention is to explore the current situation and to assess the extent and quality of staff experiences which might be related to induction and mentoring processes and, based on the findings, to make workable recommendations for the more effective planning and management of the processes.

The topic of this study is therefore: **An enquiry into the management of induction and mentoring in an urban secondary school in Phoenix, North Durban Region, KwaZulu Natal Department of Education and Culture.**

Aims and purpose of the project

The aim of this project is to critically assess current procedures and practice in light of the literature on good practice, and also to identify practical solutions, if any, to the implementation problems identified. The following key issues will be addressed during the assessment:

- The purpose of induction and mentoring within the general context of effective human resource management and what are suggested to be best practices in the management of these;

- The school's 'official' perspective on induction and mentoring and what provision, either formal or informal, is made of these;

- The experience of educators in relation to the nature and extent of induction and mentoring, and what do they believe needs to be done to make induction and mentoring more effective;

- Drawing from both the literature reviewed and the findings of the critical assessment of current practice, in order to make practical recommendations as to what the school should do to develop a policy on induction and mentoring and to improve their management.

Limitations of the study

It is hypothesised that induction and mentoring in South African schools are not guided by any formal prescription or resolution, that there are no 'official' guidelines against which to judge the effectiveness of any school's induction and mentoring practices. This therefore means that, assessment will have to draw upon the general literature on induction and mentoring as well as making use of generic examples of 'good practice'.

Furthermore although in an ideal sense every school might be expected to have a composite policy relating to all human resource applications, it is unlikely, that such policies exist in the majority of schools. Consequently considering the limited scope of a mini-dissertation, the writer is circumscribed to consider induction and mentoring in a particular institution.

Within this limitation, the writer will attempt to determine the extent of 'official' intention related to the processes, and will investigate the perceptions of educators regarding their experiences and suggestions relevant to the processes. It is also hoped

that this investigation will offer concrete suggestions on how the management of the processes might be managed more effectively, considering that, while certain aspects of good management are likely to be generic for all schools, the management of induction and mentoring must also take into account the specific context and culture of any given school.

Furthermore the following should be noted:

- There is a general shortage of relevant literature on the management on induction and mentoring in the South African context;

- This study is confined to one secondary school in the Phoenix district of the North Durban Region of the KwaZulu Natal Department of Education and Culture and no attempt is made to compare the management of induction and mentoring to other schools in the same area or in the the the rest of the province or country.

- This study confines itself to interviews, discussions and questionnaires with the principal and staff members of the school and does not include officials from the Education Department.

Method of study

This investigation employed a case study method to elicit data. The school where the writer is an educator provided the basis for the research. Questionnaires were distributed to staff members and where necessary interviews conducted. The principal of the school was interviewed.

Structure of the study

This investigation is made up of 6 chapters. Chapter 1 provides an introduction to the project and gives an overview of what is to follow.

Chapter 2 focuses on the importance and the management of induction. It begins with the findings and investigations of various authors on induction and mentoring. This is followed by the purpose of having induction programmes at schools. Thereafter reasons are furnished for the implementation of induction programmes at schools. Some of the experiences of newly appointed educators will be highlighted. In this chapter the process to identify inductors and mentors is also investigated and concludes with how to effectively manage an induction programme.

Chapter 3 examines the concept of mentoring. It begins with a definition of mentoring and the reasons for having mentoring programmes at schools. It proceeds to explain the role of the mentor and the qualities that are to be met by a mentor. Thereafter the importance of educators as mentors is explained and the chapter concludes with identifying the advantages and disadvantages associated with induction and mentoring programmes.

Chapter 4 provides an explanation of the methodology used to gather data for the investigation. It describes the population and sampling process and the questionnaires as measuring instruments.

Chapter 5 examines the current position with regard to the implementation and management of induction and mentoring programmes at Phoenix Technical School (PTS). It focuses on the procedures adopted by the management of the school with regard to induction and mentoring programmes and also seeks to identify problems being experienced by them. The chapter also provides a detailed account of the experiences of educators at the school in relation to the nature and extent of induction and mentoring. Their experiences of what they believe needs to be done to make induction and mentoring more effective at their school, is also given. This chapter proceeds with an analysis of staff responses to a questionnaire and an assessment and recommendation of the work of Coleman (1997) and Middlewood (2002). Finally the chapter concludes with suggestions from the educators for successful implementation and management of induction and mentoring.

Chapter 6 is the final chapter and in this chapter attempts are made to offer solutions to improve the implementation and management of induction and mentoring at PTS and concludes with a brief summary of the project.

Conclusion

This chapter provided an overview of the whole project. The following chapter will focus on induction.

CHAPTER 2

INDUCTION

Introduction

In this chapter, a review of sources consulted on the induction of newly qualified

educators as well as experienced educators transferred or promoted to new schools,

will be given. In this and the following chapters the term educator and teacher will be

used. If one or the other is used it means the same. The main focus in this chapter will

be on the following aspects:

- What is meant by induction.

- The purpose of induction.

- Who is involved in induction.

- Problems encountered by newly appointed educators

- Managing the induction process.

- Conclusion

What is meant by induction?

The term induction is derived from the Latin word 'inducere' which means 'to guide

into' (Fowler and Fowler, 1990:603). The induction phase is a 'formal phase where

the beginner is introduced and guided into the practice of teaching' (Cole and McNay,

1988:5). They argue that the aim is to 'facilitate the change from student (in the case

of newly qualified educators) to teachers' thus ensuring that the 'novice not only

survives the rigours of the first year but moves to more advanced, effective and

professional activities' (ibid.).

Middlewood (2002:120) is of the view that induction is essentially the process by which a newly appointed person is initiated into the job and the organisation. In the case of beginner educators, it is clearly also an invitation into the teaching profession. Without doubt, effective induction practices means 'never having to say you're sorry you got the damned job' but most importantly, '...they also provide a foundation for a career where learning and development are considered to be on-going' (Earley and Kinder, 1994:143).

After a person has been hired, two processes follow. Firstly, the individual is placed in the post and thereafter oriented into the school community. Both these processes are inter-related. Both processes are continuous, because some staff members will be reassigned to different posts each year and will therefore require a certain amount of induction. Induction encompasses the 'familiarisation process involved in taking up a post in a new school or a new responsibility in the same school' (Emerson and Goddard, 1993:89)

Some writers (Coleman, 1997; Drucker, 1988; Emerson and Goddard, 1993; and O'Neill, 1994) support this view when they state that induction may 'frequently be associated with young, newly qualified entrants to the profession, all new recruits to a school ...(who) may expect some brief, general programme of induction'. Placement and induction should therefore not be viewed as a one-time task but rather as an ongoing process.

Rebore (1987:128) describes induction as 'the process designed to acquaint newly employed individuals with the community, the school district, and with their

colleagues'. He states further that 'reassigned colleagues need to be acquainted with their new school, programme and colleagues'.

Trethowan and Smith (1984:1) identify induction as a process 'which enables a newcomer to become a fully effective member of an organisation as quickly and easily as possible'.

The purpose of induction

Once the employee has been hired, there ensues a period in which he or she learns the ropes, learns how to get along in the organisation, how to work, how to fit in, how to master the particulars of the job, and so on. It is important that the activities, which make up this component, are seen as part of a total process with long range consequences for the attitude of the new incumbent. Petersen et al., (1979:23) allude to the foregoing by indicating that '... the goal of these processes should be able to facilitate the employees becoming productive and useful members of the organisation both in the short term and in terms of long range potential'.

Many writers (Drucker, 1988; Emerson and Goddard, 1993 ; and O'Neill, 1994) are in agreement when they state that for new staff members to be effective in their jobs, they need to be inducted into their new post. This serves to enhance the performance of the new staff member and in the long term will benefit the learner and the school.

Induction according to Calderhead (1992) serves to fulfil many functions, some of which are:

- Easing the transition from college or university to school.
- Promoting the initial professional development of the teacher.

- Ensuring that appropriate skills and work habits are acquired at a crucial, formative stage in the teacher's career.
- Developing professional attitudes towards teaching.
- Reducing the dropout rate through providing appropriate support during a potentially troubling time and thereby increasing job satisfaction (Calderhead, 1992:11).

Mentz (cited in Buchner and Hay, 1988(a): 244) suggests that ' beginner teachers must be introduced as gradually as possible, in order that teaching can maintain a steady pace' because, as Calitz (1990:293) maintains, 'until teachers have adjusted effectively, they will not be able to contribute maximally to the organisation and will not achieve personal satisfaction'. Nor will they, according to Korthagen and Lagerwerf (1996:183), 'be able to develop and build on to their theories of teaching and learning'.

Sharrat and Sharrat (1991) identify three purposes of induction. They say it helps:

- To improve the quality of instructional offerings and personnel in schools.
- To provide long term stability of programmes.
- To reduce wasted resources resulting from high attrition rates (Sharrat and Sharrat, 1991:17).

In order for a newcomer to become a fully effective member of a school as quickly and easily as possible, Coleman (1997:156) advises that the new recruit will need 'basic information about the school ... the people in it and routine and procedures'. They will need to 'develop their skills and competencies in the job and they should grow in their understanding of the ethos and culture of the institution' (ibid.).

O'Neill et.al., (1994:68) sums up the purposes of induction in schools as 'socialisation, achieving competence and exposure to institutional culture'.

Socialisation

The so-called 'socialisation' of inductees is the most important issue in induction in effective schools. Schein (1978) identifies five elements in the process of socialisation:

- Accepting the reality of the organisation (i.e. the constraints governing individual behaviour).
- Dealing with resistance to change (i.e. the problems involved in getting personal views and ideas accepted by others).
- Learning how to work realistically in the new job, in terms of coping with too much or too little organisation and too much or too little job definition (i.e. the amount of autonomy and feedback available).
- Dealing with the boss and understanding the reward system (i.e. the amount of independence given and what the organisation defines as high performance).
- Locating one's place in the organisation and developing an identity (i.e. understanding how an individual fits into the organisation)
  (Schein, 1978:36 et. seq.).

Achieving competence

The implication for the management of schools according to O'Neill et al., (1994: 68) is that, firstly, the influence, reactions and attitudes of colleagues, managers and other employees have a significant impact on the success or failure of the induction. Secondly, the performance of the inductee, and thereby the performance of the organisation, will be affected by the success of that induction.

For the inductee to perform effectively in his post, Kakabadse et al., (1987) suggests three stages:

- Getting used to the place, i.e. overcoming the initial shock and immobilisation of the new organisation and the job demands.
- Re-learning, i.e. recognising that new skills have to be learned or how learned skills have to be re-applied.
- Becoming effective, i.e. consolidating one's position in the organisation by applying new behaviours and skills or integrating newly formed attitudes with ones held from the past (Kakabadse, 1987:8).

Exposure to institutional culture

According to Hunt (1986:213) the most important facet of induction is the 'transfer of loyalties to the new organisation'. Loyalty is very closely linked with the schools culture and values and this will have been considered in the management of the recruitment and selection process. Researchers (Day et. al., 1985; Bell, 1988 and Southworth, 1990) agree that induction is part of the appointment process. Bell (1988:121) argues that 'the appointment process does not end when the successful candidate has accepted the post'. The appointment is in fact, the start of another process, that of induction. The induction process therefore begins immediately after the successful applicant has accepted the post.

The Department of Education (DOE) in their endeavour to promote induction programmes at schools, advocates that:

> A well-organised school will have a carefully planned induction
> programme. This programme will help newcomers (principals and
> teachers) learn about the school. In particular, it ensures that they
> learn about the values, ethos and procedures at the school. It also
> ensures that the newcomers know what is expected of them, and
> help them to become members of the school (DOE, 2000:30).

Wessencraft (1982) classifies the purpose of induction into three major areas:

- **Orientation:** getting to know the school staff; the staff and their roles; administrative procedures; rules and the conventions; pupils and the catchment area.
- **Adaptation:** learning to work in a team; taking increasing responsibility within and beyond the curriculum; using internal and external resources and agencies
- **Professional development:** assessing pupils' performance; keeping records; parent-teacher relationships; reappraisal of classroom skills; maintenance of standards; in-service courses (Wessencraft, 1982:148 et.seq.).

Who is involved in induction?

The induction process may involve a variety of personnel. Four models of induction

support, emerged from the research done by Earley and Kinder (1994) on induction of

newly qualified teachers and these models are as follows:

1. Mono-support, the support of a single person, usually a member of the school management team.
2. Bi-support, usually from a mentor (middle management) in addition to a central induction programme usually organised by senior management.
3. Tri-support systems, offering a combination of central meetings, middle or senior management mentor support and other officially designated mentor in the role of 'buddy' or 'critical friend' who was of similar status of the inductee.
4. Multi-support systems where support was offered at a number of levels and in addition there was evidence of co-ordination between the levels, e.g. the training of mentors in the school (cited in Coleman, 1997:158).

Cole and McNay (1988) also identify two models according to which induction

programmes can be developed and implemented and which are similar to the above

models. The first is:

> the appraisal model which focuses on teaching expertise which in turn
> focuses on technical and management competencies. The programme
> centers around competence and the development of a repertoire of
> technical teaching strategies. Evaluation and certification are important
> areas of concern (Cole and McNay, 1988:9).

Most induction programmes implemented in the United States of America are

representative of this model (Buchner and Hay, 1998:246).

The second model advocated by Cole and McNay (1988) is:

> ...the assistance or support model which does not focus only on
> competencies, but also pays attention to other critical aspects of the
> process of becoming a teacher. Professional development is viewed
> as a continuous process aided by introspection, reflection and self-
> evaluation. In order to attain this, the beginner must receive
> personal and professional assistance and guidance on entering
> teaching. Evaluation towards certification is separated from the
> programme and is conducted by individuals not directly involved

with the programme. The reasoning behind this is that teachers,
knowing that they are being evaluated, could show constraint
with the questions they ask, in the way they interact with those
involved with them and when seeking assistance (Cole and McNay, 1988:9).

Coleman (1997:158) suggests that whilst these models were derived from research on

the induction of NQTs, 'they could equally well apply to an experienced new recruit

to a school or college'.

Research conducted in Scottish colleges of further education by Gartside et. al.,

(1988), (cited in Coleman, 1997:158) indicated that it was the heads of department

(HOD's) who were mainly responsible for arranging induction programmes, often

taking the responsibility of teaching classes themselves to allow new educators to

attend induction sessions.

In developing an induction programme for the inductee, Buchner and Hays

(1998:247) recommend that it is the responsibility of the school management team

(SMT), Heads of departments (HODs), academic as well as administration staff to

identify the inductor and compile documents for the induction programme. The

inductee, inductor and subject head must plan for the year and more specifically for

the term.

Induction is generally associated with educators newly appointed into the teaching

profession and experienced educators new to a school. Therefore, 'the induction needs

of experienced and senior staff will be different from those of the new recruit'

Coleman (1997:159).

Trethowan and Smith (1984) recommend that the associate staff of a school should be included in the induction programme and that:

> Anyone who doubts the necessity for such a programme should
> consider the economic cost of operating with a caretaker,
> technician or secretary whose knowledge, skill or philosophy
> do not allow them to contribute effectively to their school (Trethowan and
> Smith, 1984:3).

Problems encountered by newly appointed educators

Too many capable educators, including many who have devoted years of preparation to their careers, resign their positions and give up teaching because of unpleasant and frustrating initial experiences in a school that lacks an effective comprehensive induction programme. The consequence is unfortunate not only for the young educator, but also for society, which loses the valuable service of a trained educator.

One of the plights of newly qualified educators is that of **practice shock**. Practice shock, as described by Buchner and Hay (1998:252), is '...when the difference between what one thinks a job is all about and what it is really all about gives rise to inner tension and, in a sense, cognitive dissonance'. Kremer-Hayon and Ben Perez (1986:414) argue that as a result of practice shock newly appointed teachers often experience enormous changes in job expectations, approaches, responsibilities and even friendships and personalities.

Although practice shock is 'not unique to teaching' (Nowlan, 1991:11) it does however seem more profound because of the relatively isolated teaching-learning situation (Buchner and Hay, 1997:86).

The literature, which includes research in South Africa, Europe and America (Badenhorst 1994), reveals that the causes of practice shock can be divided into five main groups:

- Personal factors include the wrong choice to enter teaching, attitude problems and personality attributes.
- School based problems include the ethos and organisational climate of the school, autonomy, rules and regulation.
- Teaching and classroom orientated problems include division of work, classroom composition and size, teaching facilities, time for preparation, discipline, motivation, rewards and punishment, evaluation as well as differentiation.
- Administrative issues include classroom management, record keeping and registers.
- Relationships focus on those with the DOE, inspector, principal, colleagues, parents and pupils. (Cited in Buchner and Hay, 1998 (a): 244).

The frustration and inability to maintain the pace of teaching becomes apparent when considering that 'approximately 30% of new teachers do not teach for longer than two years and up to 40% especially those with higher cognitive skills, leave the profession within five years' (ibid.). Researchers (Colbert and Wolff, 1992; Odell and Ferraro, 1992) found that in California practice shock has been blamed for up to 50% resignation figure after only 5 years of teaching.

Ligon (1998) in his study at Illinois University found that many newly appointed educators experienced a series of problems in their initial years of teaching. Out of the 27 problems they experienced, they ranked the following as the top 5 problems:

1. Low salary.
2. Stress.
3. Lack of adequate classrooms.
4. Inadequate school equipment.
5. A heavy teaching load (Ligon, 1998:50).

In a survey conducted by Taylor and Dale (1966&1967) on the views of newly

appointed educators and principals on classroom problems, the newly appointed

educators experienced the following problems:

- Discipline difficulties with individual pupils (28%)
- Lack of knowledge about their pupils' previous learning (29%)
- Lack of a particular teaching technique (28%)

In the same survey it was found that the views of the principals on newly appointed

educators' classroom problems did not differ considerably and included:

- Classroom discipline (60%)
- Inadequate organising ability(41%)
- Lack of a particular teaching technique(40%)
- Teaching wide ability groups (35%)
- Discipline difficulties with individual pupils (28%)
- Lack of knowledge of children; previous learning (27%)   (cited in Bolam, 1987:749)

Culture and ethos of the school

The issue of school culture has been identified in the literature as a key element of

institutional development, Middlewood et.al., (1995) explains school culture as:

> ... the school's vision, mission, aims and tasks; its policies; and the
> values and norms operating at the school, reflecting the general culture
> of the school. By this we mean the general ethos at the school, including
> such issues as the extent to which teachers and students are motivated, the
> way in which students and parents are involved in the life of the school,
> the way in which people relate to each other, the approach to discipline
> and the general attitude towards teaching and learning... This is part
> of the culture of the school, or 'the way things are done here' (Middlewood
> et.al., 1995:175).

Another aspect of induction leading to an understanding of the culture and ethos of

the school and the beginning of the socialisation process, could include 'visits to the

school or college before appointment' (Coleman, 1997:158).

Tickle (1994:175) in his research identifies the contrast experienced between appointees who have made few, if any, preparatory visits before taking up their posts, and student teachers who often have extended in-school preparation for a professional placement. He emphasises that 'clear invitations were needed from the school, with commitment of staff time, to ensure that new appointees felt welcome' (ibid.).

Each school has its own unique culture and will therefore have its own network of relationships and its own range of resources and expectations. Newly appointed educators in their quest to satisfy their needs, have to adjust as soon as possible to this new environment. Research conducted by Sehlare et.al., (1994) in the former Bophuthatswana indicated that differences in perception of the support being given to the educator were found in the following areas:

- New teachers do not know the schools referral system, which they may consult in case of various problems.
- Classroom organisation and management.
- Interaction with parents.
- The teaching load of beginner teachers.
- Feedback from the principal.
- Clarification of aims and objectives.
- Effectiveness of formal meetings in the school (Sehlare et al., 1994:76).

Caster (1986) is in agreement when he states that:

> ...new teachers may be faced with problems in becoming knowledgeable
> about the school system – its aims, policies, programmes, procedures
> control, resources, customs, values, personnel, lines of
> communication, committee structures, roles and responsibilities,
> the school governing body, mission statement and so on
> (cited in Nsele, 1994:16).

Hetlinger (1986) therefore recommends that new teachers be provided 'essential information about the school as a whole including its history, benefits and philosophy, district goals, aims, objectives and policies' (cited in Nsele, 1994:6). Researchers

(Rebore, 1987 and Upton, 1991) advises that new teachers should not only be introduced to 'teaching staff', but also to 'non-teaching personnel such as secretaries, administrators, custodians and gardeners', so that they understand these people are vital to the successful operation of the school (ibid.).

Managing the Induction Process

The professional culture, leadership and management of a school play an important role in the successful implementation of the induction process. Watkins and Whalley (1993) suggests that schools create an environment where there is:

- Opportunity for quality practising of professional components;
- Effective support for the process of reflection;
- A positive approach towards staff development on all levels;
- The availability of experienced teachers as mentors; and
- The implementation of effective training and support of the mentor (Watkins and Whalley, 1993:131).

The DOE (2000) recommends that

> ...a good school should have a carefully planned induction programme which is run at the beginning of each year. Obviously different schools will have different programmes. Part of the process will be formal, and it should be similar for all newcomers at the beginning of each new year. The process will probably take place intensively during the first week, but actually stretch over the first term and indeed over the whole of the first year (DOE, 2000: 30).

A practical support framework may also help the inductee to absorb some of the institutional culture. Tickle (1994) suggests the following framework to support an induction programme:

- Opportunities to meet teaching and support staff to understand their roles.
- An introduction to the provision of resources.
- Opportunities for observation and to be observed.
- Knowledge of the locality including the link schools.
- Knowledge of the community aspect of the school including the pastoral system links with parents and support services.

- Understanding of the core values of the school and the arrangements for pupil learning, e.g. assessment, and record keeping.
- Appreciation of the quality of teaching, including planning, preparation, classroom management and evaluation (Tickle, 1994:175).

For an effective induction process, Middlewood (2002) suggests that a reasonably structured approach to induction should be underpinned by:

- Consistency in application (to all people in similar positions e.g. all beginner teachers).
- Explicit values that represent the school community's vision (Middlewood, 2002:123).

In countries such as England and Wales, Australia, New Zealand and United States of America a common form of 'structured approach' of a formal induction programme is used in many educational institutions (ibid.). Middlewood (2002) further states that this programme is helpful for 'consistency i.e. ensuring a minimum of entitlement, and also for efficient use of resources'. Careful thought needs to be given to the contents of such programmes (ibid.).

Day et.al. (1998) recommends that the influence of others in the induction process should be recognised by various people having a role in the induction .

> ...The principle of work here is that the new member of staff should be introduced to the widest possible range of staff and the information given in digestible chunks. This also provides informal opportunities to forge interpersonal bonds with new and established members of staff, which will in turn lower levels of tension and anxiety (Day et al., 1998:91).

Various researchers (Middlewood, 2002; Gibbon, 1986; Gilmour, 1979; Jarvis, 1982 and Huling-Austin, 1992) are in agreement with the method advocated by Day et al,

(1998) as it shows the new person that the 'values of the school are about empowerment' as not everything is coming from the one person, the principal (ibid.).

O'Neill et al. (1994) suggest that an induction process may include some or all of the following

- Preparatory visits to the school or college prior to starting;
- Obtaining information about the school or college;
- Identifying the needs of the inductee in order to plan to meet them;
- Offering guidance and support over personal (e.g. family) issues related to taking up the new appointment;
- Allocating a specific person (mentor) to support the person during induction; and in larger institutions,
- Arranging off-site programmes for all new employees together (O'Neill et al., 1994:69 et.seq.).

As can be seen from the literature consulted (Middlewood, 2002; Kerry, 1982; Emerson and Goddard, 1993; O'Neill et al., 1994; Rebore, 1987; Earley and Kinder, 1994; and Thompson, 1991) the successful implementation of an induction programme depends on a reduced workload for the beginner in order to allow for sufficient time for preparation, observation and meetings. Regular meetings between the inductor and inductee are necessary. Equally important are opportunities for the observation of experienced teachers by inductees.

It is important that individuals who would initiate, co-ordinate and organise the implementation of the induction programme be identified when the design and implementation is considered. It is clear that:

> ... the DOE, subject advisers, lecturers from education institutions,
> principals and members of staff, school governing bodies
> and teacher associations all have important roles to play
> and their commitment and co-operation will strengthen the
> programme considerably (Cole and McNay, 1988:11,45).

The content and development of the programme according to Cole and McNay (1988)

> ...must be negotiated and decided upon. Content is determined by
> evaluating the needs of the participants. The content and process
> must be sensitive to the needs and personalities of new teachers
> and in this regard should not be prescriptive but rather negotiated
> (Cole and McNay, 1988:11).

The formal programme according to Middlewood (2002:124) and Bolam (1987:10) may be time specific, which normally spans over a period of one term to a year, however, the actual elements of the process of induction can have no rigid schedule.

The success of the programme depends on the manner of its implementation. The effective manager according to Middlewood (2002:125) sees the monitoring, evaluation and consequent adaptation of such systems as inherent and builds these into the scheme from the beginning.

Middlewood and Lumbly (1998:87) concur that all human resource management processes in schools and colleges are only successful to the extent that monitoring demonstrates a consistency of approach between strategy, policy and implementation. Communication is a key factor in the process of induction. In their research Sehlare and Mentz (1994:77) found that many of the differences was associated with communication problems between two partners. They believe that this could be attributed to the lack of confidence of beginner educators to communicate freely with the principal and the failure of the principal to be proactive in helping educators in formal situations such as in-school meetings or meeting parents.

The United Kingdom Department of Education and Science Administrative Memorandum offers guidance to schools, educators and the local education authority

on the management and induction of new educators whom are referred to as probation

educators. The memorandum (DES, 1988) suggest three steps in the induction

process:

1. Before taking up appointment, the following opportunities should be available to the probation teacher:
   - A visit to the school to meet the principal, the head of department where appropriate, and the mentor;
   - Information from the school in the form of a staff handbook or similar document giving useful facts about organisation, staff, and so on;
   - Adequate notice of the timetable to be taught;
   - All relevant syllabi or scheme of work;
   - Information about equipment and other resources available for use;
   - Information about support and supervision provided by the local education authority.

2. After taking up their appointment, so far as is practicable, the probationer teacher should have the following opportunities:
   - To be able to seek help and guidance from a mentor or the head of department, as appropriate;
   - To be able to observe teaching given by experienced colleagues;
   - To visit other appropriate schools;
   - To have some of their lessons observed and assessed by colleagues and local education authority advisers and receive advice as a result;
   - To be able to have discussions with other probationer teachers;
   - To attend any meetings of probationer teachers organised by the local education authority.

3. Probationer teachers should be made aware of the criteria by which they will be assessed. These should include class management, subject expertise, appropriate teaching skills, adequacy of lesson preparation, use of resources, understanding the needs of pupils, and the ability to establish appropriate relationships with pupils and colleagues (DES, 1988:72).

In an endeavour to address both the achievement of performance and the socialisation

elements of effective induction, the manager will attempt to:

- Identify the needs of the specific inductee in order to meet them.
- Offer guidance and support over personal (e.g.family) issues relating to taking up the new appointment (Middlewood, 2002:129).

There are also certain issues with regard to teaching which affect the effective

management of induction. The following are identified by O'Neill et al., (1994) as:

- Teaching is essentially an autonomous job. However strong the support, the person is 'on their own' and classes cannot be set aside while the inductee learns.
- There is insufficient time to offer support, especially 'on the job' support.
- Mistakes made in teaching cannot be taken back and wiped out (O'Neill et al., 1994 :70).

It is important to note that socialisation and establishing an ethos of motivation are crucial as one must not lose sight of the fact that 'effective induction is meant to enable the teacher to teach well' (Middlewood, 2002:130).

Flexibility plays an important role in the induction process if it is to be effective. Earley and Kinder (1994) identify flexibility as an important element in the process and add that induction should:

- Meet teachers' needs (training, development, social and psychological);
- Be part of a school-wide approach to supporting all staff;
- Be systematic and planned, including links to specific individuals, observation and feedback;
- Include reflection on practice (with a mentor);
- Enable staff to become active and valued members who can contribute to the school; and
- Lay the foundation for a life-long professional career, (cited in Coleman, 1997:160).

Conclusion

A study of the relevant literature has indicated that:

- Induction is an important element for a school to be effective, as it allows for the new educator to become familiar with their new school.

- Induction bridges the gap between that which is taught at an education college and the place of employment i.e. the school.

- Induction is not confined only to educators but is essential for all staff members at a school.

- The development and implementation of the induction process is a collaborative and collegial affair.

- Not all newly qualified educators as well as experienced educators are given the necessary support and guidance essential to cope with their first few years at their schools.

- Problems do exist in the implementation and management of an effective induction programme.

Induction is closely linked to mentoring. In the next chapter the nature of mentoring and the ways in which mentors and mentoring contribute to the effective management of schools will be investigated.

CHAPTER 3

MENTORING ·

Introduction

In this chapter, a literature review on the professional mentoring of newly qualified

educators as well as those educators recently promoted will be discussed. The main

focus will be on the following aspects:

- What is meant by mentoring?

- The purpose of mentorship programmes.

- Who is the mentor?

- The role of the mentor.

- Selecting the mentor.

- Training for Mentors.

- Advantages of induction and mentoring.

- Disadvantages of induction and mentoring.

- Conclusion.

What is mentoring?

Mentoring is a twentieth century phenomenon. However, it is based on a much older

principle which maintains that 'for people to develop they need the support of others'

(O'Neill et al., 1994:71).

Megginson and Clutterbuck (1995) from their case studies claim that

> ...mentoring appears to be of value to people at all ages and walks of
> life, from the young to the old,... It really does seem that everyone

> needs a mentor, at some time in their lives (Megginson and Cluttrbuck,
> 1995:43).

For someone beginning a new job, the support of someone more experienced will be valuable. Mentoring can therefore be useful at all levels, for beginner educators as well as educators newly appointed to a promotion post.

Coleman (1997) concurs that

> ...mentoring is not limited to new entrants into the profession ; it is increasingly being recognised as being of benefit to mature adults who are entering a new phase of their life or a new job, particularly where promotion and increased responsibilities are concerned (Coleman, 1997:160).

The notion of a mentor is not necessarily limited to a relatively 'brief induction process', but may be seen as an 'ongoing part of professional development' Coleman (ibid.).

According to Parsloe (1992)

> ...coaching and mentoring are similar activities and in the work context one can be called upon to fulfil both roles... But they are also distinct activities and mentor and mentee need to understand the distinction (Parsloe, 1992:72) .

Mentoring is now being used in so many contexts that it is not surprising to find a lack of consistency in how the term is understood, and how the role of the mentor is developed (Coleman, 1997:160). Certain issues arise with regard to the management of mentoring. The following are identified by Coleman (1997):

- the desirability of establishing a common understanding of what is meant by mentoring for those participating in the process;
- a decision on who will be mentored;
- the responsibility of matching mentor to mentee , and
- the arrangement of training for mentors (Coleman, 1997:161).

There are considerable differences as well as similarities in the different types of mentoring being experienced in schools. According to Coleman (1997) these include:

- mentoring of student (trainee) teachers;
- mentoring of newly qualified teachers;
- mentoring of headteachers (principals); and
- mentoring as a key part of whole school development, which could involve mentoring of all staff new to post, including associate staff (Coleman, 1997:161).

One can conclude that professional mentorship is a twentieth century phenomenon, deeply rooted in a much older principle, which maintains that for people to develop they need the support of others. In terms of effective human resource management (HRM) the following are suggested:

- the best context for growth is where a teacher is valued as an

  individual and a colleague;

- teachers do not develop in isolation - feedback is essential;

- each step in development begins with a review of where a teacher is now;

- a request for help is an indication of confidence in colleagues; and

- mutual learning relationships in schools are enriching both to individuals

  and to the schools in which they work.

Considering these principles, it can be said that induction and mentoring should play an important role in the support and development programmes arranged by schools, and in this way effecting a meaningful management of human resources.

The purpose of mentorship programmes

One of the many reasons for implementing a mentorship programme is that of

practice shock. Practice shock has been explained in the previous chapter as the

difference between what one thinks a job is all about and what it really is all about.

The Committee on Teacher Education Policy (COTEP) document (1997: Chapter 7)

stresses the importance of lifelong professional education for teachers. The divide

between theory and practice is mentioned and it has been suggested that in-service

teacher education becomes the centre of teacher development activities in South

Africa. The idea of a continuum in teacher education, which includes pre-service and

in-service, is also stressed. However, Buchner and Hay (1998:253) argue that

> ...an option which is not considered is that of providing for,
> and/or supporting formal mentorship programmes – often
> found in the company of formal induction programmes
> (Buchner and Hay, 1998(b):253).

An intrinsic part of the understanding of a mentor programme is the view that

educators' capacities to guide newly qualified teachers would flourish best if the

school environment were a dynamic and supportive one. Therefore the mentor

programme sees mentors as potential change agents who could contribute to building

their schools as good learning environments for educators and all who work within

the school. Feiman-Nemser and Parker (1992) support such an approach when they

state that:

> ...when mentors act as agents of cultural change, they seek to break
> down the traditional isolation among teachers by fostering
> norms of collaboration and shared inquiry. They build networks
> with novices and their colleagues. They create opportunities
> for teachers to visit each other's classrooms. They facilitate
> conversations among teachers about teaching (Feiman-Nemser
> and Parker, 1992:17).

The mentor programme's aim is to support educators to facilitate conversations in their schools about the practice of teaching. It is envisaged that the concrete task of talking about the practice and development of newly appointed educators, would provide a window through which educators could reflect on their own goals as educators, and through which they could,

> ...take active responsibility for raising serious questions about what
> they teach, how they are to teach, and what the larger goals are
> for which they are striving (Giroux, 1988:126).

Many South African schools are not in a position to offer a creative and dynamic learning environment for either educators or new appointees. This is due to the many experienced and highly qualified educators who have taken their severance packages and exited the teaching profession. Other constraints that face school management teams are the issue of the post-provisioning norm (PPN). Teacher morale is lowered whenever numbers in classes increase due to the exit of surplus educators in a school. The existing staff is demotivated and does not see the point of developing any new personnel who may come to the school only to leave a short while later because of the uncertainty within the teaching profession. In the South African context mentorship could be of enormous value in restoring a culture of quality teaching practice which will inevitably contribute to the restructuring and development of the South African society.

Mentors are seen as agents of change who would encourage conversations about good practice among educators and would contribute to the creation of conditions for collaborative learning and professional development at schools. Mentoring can be regarded as a school-focused model of educator development as it 'emphasises a

holistic approach' to addressing context-specific needs of teachers and schools
(Fleisch and Potenza, 1998:2).

According to Buchner and Hay (1998) the implementation of mentorship programmes
reaps advantages and is therefore important for schools in general and for participants
in particular. They argue that when a mentoring programme is successful 'people are
developed' and in this instance the 'mentor, mentee, pupils and the school as a whole
stand to gain' (Buchner and Hay, 1998(b):253). Effective management of the
mentoring process will be beneficial to all staff members of a school. Smith (1993)
suggests that

> ... all teaching and non-teaching staff would benefit from an
> effective system of mentoring which provides work related
> guidance and support, therefore mentoring should be seen as
> a whole school management concept (Smith, 1993:2).

He goes on to argue that mentoring:

> ...is developmental for both the individual and the whole school
> organisation, encouraging a climate of support, teamwork and openness
> which may well lead to improvements in teacher morale, (reduction in)
> stress levels and address some of the serious retention issues facing the
> profession (Smith, 1993:20)

A review of research relating to mentoring of principals in the USA led Daresh and
Playko (1992) to conclude that

> ... the use of mentors to assist leaders is a powerful tool that may
> be used to bring about more effective practice in schools.
> Structured mentor programs are effective strategies to help
> individuals move into leadership roles more smoothly
> (Daresh and Playko, 1992:146).

One of the main objectives of human resources management is that challenging targets should be established in all areas of organisational activity and supportive arrangements such as mentoring should be obtained.

Who is the mentor?

A mentor is someone, usually a work colleague at the same or higher level than the individual, who is responsible for the mentee, and to whom the mentee can go to discuss work-related issues. In a sense,

> ...the mentoring relationship is similar to that of 'master-pupil'
> relationship of medieval times; the mentee is learning from the
> mentor's experience and the mentor's role is to encourage and
> nurture his or her protégé (Thomson, 1993:111).

Middlewood (2002:133) suggests that the manager should not be the actual mentor because 'the mentor fulfils a different role from that of the manager' who is ultimately accountable for the performance of the new person in the post.

According to Middlewood (2002) an effective mentor should possess the following skills:

- ability to share ideas, perceptions, understandings and values.
- Active listening.
- Clarifying ideas and perceptions.
- Ability to focus.
- Ability to challenge in a non-aggressive way (Middlewood, 2002:134).

It is important that careful thought be given to the choice and the allocation of mentors because the relationship between the mentor and mentee will determine the success of the process. In this regard McLean (1995) argues that

> ...mentoring is not an automatic process, and it is not sufficient to
> put two people together and expect them to forge a productive
> relationship (McLean, 1995:62).

The role of the mentor

A study conducted by Kram (1983) revealed that mentors fulfil two broad functions:

- Career in which the mentor provides support in professional development areas (such as skills and knowledge acquisition, situational advice, professional ethics, job-related advice, etc.);
- 'psychosocial', where support is in social areas (such as encouragement, general support, stimulation, 'sound board' needs, discussion of problems, etc.).

To avoid conflict between the head of department and mentor it is important that the 'mentor's role is clearly defined' (Emerson and Goddard, 1993:92). The mentor's role does not involve formal assessment of the mentee's achievements but does help the mentee prepare for the evaluation process. The evaluation of the mentee's performance is the responsibility of the line manager.

Finn (1993) suggests that the tasks conducted by a mentor may include those which:

- assist the protégé to establish realistic career goals;
- act as a sounding board for the protégé's ideas and concerns;
- challenge the protégé to face up to decisions and opportunities;
- act as a resource for the protégé to access learning opportunities;
- pass on professional knowledge;
- coach in-work skills (Finn, 193:152).

The responsibilities of the mentor according to Emerson and Goddard (1993) might include:

- Supervision of the work of the newly qualified teacher on a week-by-week basis.
- Pastoral care for the newly qualified teacher, especially in the early stages. This might include, for example, help with finding accommodation, travelling arrangements, information about the area and local amenities.
- Planning and delivering the school-based induction programme, and arranging for attendance at any external training events, for example those provided by the LEA.

- Liaisons with the teacher's line manager, perhaps the head of department in a secondary school.
- Holding regular discussions with the newly qualified teacher.
- Identifying criteria for evaluating performance.
- Arranging for opportunities for the newly qualified teacher to observe other teachers at work, in their own and other schools.
- Observing the teacher at work and providing feedback.
- Advice on staff development opportunities (Emerson and Goddard, 1993:92 et.seq).

It is generally recognised that a mentor is valuable to a newly qualified teacher (NQT) and may be an important element of the induction process. Earley and Kinder (1994) differentiate types of mentor activities associated with the induction of NQTs as follows:

- Mentor as classroom support (generally found in primary schools, where the mentor acts as an additional teacher).
- Mentor as classroom analyst; the mentor observes and comments on NQT practice.
- Mentor as collaborative planner, where the mentor and NQT have joint curriculum planning sessions.
- Mentor as informationalist, an inevitable part of the work of most mentors.
- Mentor as welfare mentor, again an element of almost all relationships, but for some the relationship may come to no more than this (cited in Coleman, 1997:163).

Although the role of the mentor is central to the induction of newly qualified teachers, it is not by itself sufficient. Emerson and Goddard (1993) argue that there is a need for a well thought out and comprehensive programme to give structure to the work of the NQT and the mentor. They suggest that such a programme, covering the first year of teaching may include:

- The induction period – its purpose, how it works, criteria for reviewing performance;
- Familiarisation with school documentation, for example the staff handbook;
- School routine and procedures, communication channels;
- Clerical and technician support;
- Resources, school library, staff reference library;
- Pastoral system and the responsibilities of class teachers/form teachers;
- The school's policy on behaviour management;

- Assessment and record keeping;
- Relationships with parents and governors;
- Professional development opportunities within the school and outside;
- Classroom observation skills;
- Preparation for appraisal (Emerson and Goddard, 1993:93)

The mentor is the 'lynchpin' (Lawson, 1992:166) in the mentoring process and the 'important role of the mentor' (Dunne and Bennet, 1997:225) must be recognised. Mentor educators contribute on many different levels, for example, they render advice and criticism, act as confidantes, consultants and sources of a great deal of information. They also serve as models, coaches and facilitators.

One of the main objectives of HRM is that challenging targets should be established in all areas of organisational activity and supportive arrangements such as mentoring is included in this. To ensure that the mentoring programme in a school is an effective one the role of the mentor has to be clearly understood

Selecting the mentor

The important function of the mentor in the professional training and development of the mentee underscores the caution with which mentors should be selected and paired with mentees.

It is possible to identify appropriate profiles of people who might make good mentors. Finn (1993) suggests that mentors should be:

- People who have had a variety of work experience in schools and are up to date ;
- Staff with a good reputation in the school;
- People who are willing to give time to others;
- Someone who is competent in the skills of mentoring which include counselling, coaching, networking and facilitating;
- Members of staff who recognise their own learning needs;
- People trained for the job (Finn, 1993:152).

One cannot be a mentor and appraiser at the same time. It is, therefore, advisable that

the principal, deputy principal or HODs not be chosen as mentors as it is these people

who will appraise the mentee. Any staff member who has earned the respect of his/her

colleague should be considered. However, Murdoch (1997) argues that

> ...those who are threatened by change or newcomers should be
> discouraged, as their responses are likely to have a negative
> impact on the mentee and the organisation (Murdoch, 1997:121).

In identifying mentors Buchner and Hay (1998(b):254) suggest that a panel be set up
to evaluate the attributes and suitability of mentors. The mentors willingness to
participate must be established. In order to effect the best pairings Di Geronimo
(1998) suggests that

> ...after identifying prospective mentors, they must be paired
> with beginner teachers on the grounds of, among others,
> personalities, teaching styles and subjects offered (Di Geronimo, 1998:25).

Consideration should also be given to age, gender and qualification. Most important

of all, the mentor should be an excellent role model.

However the mentoring of new principals will differ from the mentoring of newly

qualified teachers. According to Coleman (1997:165) the 'socialisation and

acculturation processes' of the induction element relate to the 'role rather than the

institution'. Principals have no role peer in their own school and may therefore

depend on a more experienced peer from another school or his principal from his

previous school.

It is important that the mentor is a willing partner in the programme as unwilling

participation can be a potential problem. There should therefore be an agreement of

purpose, and Middlewood (2002) suggests that

> ...it is important that the aims and objectives of any mentoring

scheme are clearly stated and understood and accepted
by all participants (Middlewood, 2002:135).

Egan (1982) recommends that an agreement should take the form of some kind of

contract, as long as:

- The agreement should be negotiated, not imposed, by the parties involved;
- The agreement should be clear to all involved parties. They should know what 'helping is all about';
- Some kind of oral or written commitment to the agreement should be obtained;
- The agreement should be reviewed as the parties progress and revised if necessary, (cited in Middlewood, 2002:135 et. seq.).

It is important that the learning contract will satisfy needs of all concerned and will

indicate the obligations and undertakings of the different parties involved as well as

the duration of the learning period.

New members of staff need support as they try to get used to unfamiliar procedures,

people and their new surrounding. They need someone to whom they can turn to for

information, guidance and succour. Having a mentor for each new member of staff

seems to work best in this respect. Having just one person with whom the new

member can consult reduces the potential for mixed messages and misunderstandings.

It is possible for one person to act as mentor for more than one colleague. But there is

the danger of having one person act as mentor for too many people. It is important

that careful thought be given when mentors are identified.

Training for mentors

The effectiveness of a mentoring programme can be judged from the people involved

in the process. The planning of a mentoring programme is very important and the

training of mentors should therefore be part of it.

Low (1995:25) argues that for mentoring to be successful, both mentors and proteges should be prepared. In a review of mentoring schemes by Daresh and Playko (1992:149) it was concluded that mentors need additional training to carry out this important role.

Given the qualities that Finn (1993:52) suggests as being necessary to fit the profile of a mentor, it is clear that there are many skills which training of mentors need to address.

O'Neill et al., (1994) suggest the following skills (which has been adapted from East Midlands Nine ,1992) that are to be included in the training of mentors:

- Ability to share ideas, perceptions, understanding and values;
- Active listening;
- Clarifying ideas and perceptions;
- Focusing;
- Challenging (O'Neill et al.,1994: 74).

Acton et.al. (1993) recommends that the following should also be included in the training of mentors:

- Motivation
- Effective listening
- Effective observing
- Body language
- Reflexivity
- Giving and receiving constructive feedback
- Negotiation
- Problem solving
- Managing stress
- Using time effectively
- Target setting (Acton et.al., 1993:70)

The professional culture, leadership and management of schools play a decisive role in the successful implementation of induction programmes. It is therefore imperative according to Watkins and Whalley (1993:131) that schools increasingly move towards an environment where there is the implementation of effective training and support of the mentor.

In England and Wales principals as mentors had benefited from training (Bolam et.al., 1995; and Coleman et.al., 1996) as funding had been made available for the initial project and there was therefore 'a consistent view' on the nature of mentoring (Coleman, 1997:165).

Coleman (ibid.) argues that training is not systematically available for mentors which may account for the inconsistency in practice and understanding of the concept of mentoring".

Whilst some educators may be naturally equipped with skills of mentoring, Sampson and Yeomans (1994) suggest that

> ...there is a need for training which can build skills, knowledge and qualities which are additional to those needed for an effective teacher, but which may enhance teacher effectiveness (Sampson and Yeoman, 1994:207).

Advantages of induction and mentoring

Schools with an active induction and mentoring programme for new staff members realise the benefits from such programmes. Induction and mentoring programmes are mutually beneficial in that both mentor and mentee can share ideas, perceptions,

understandings and values. The new educator brings new ideas into the relationship

while the mentor passes on his/her experience to the person in the new post.

In implementing an induction and mentoring programme schools will, to a great

extent reap the benefits mentioned by Drucker (1998)

> ...it is the test of an organisation to make ordinary people perform
> better than they seem capable of, to bring out whatever strength there
> is in its members, and to use each person's strength to help all the
> other members perform. It is the task of the organisation at the same
> time to neutralise the individual weakness of its members (Drucker,
> 1998:361).

The main objective in an induction and mentoring programme is developing quality,

empowering people and providing support. In providing support it is possible to

create excellent schools. The Report of the Task Team on Education Management

Development (1996) state that:

> ...individuals who are working in an environment which is
> constantly changing require support. Managing people...and
> developing their skills...ensures continuous improvement and
> positive change for everyone in the organisation and makes
> excellence in our schools possible (DOE, 1996:45).

The advantages of mentorship programmes are found in the career enhancing function

it has for both mentor and mentee, the psycho-social function which includes

acceptance and friendship, as well as the development of two individuals who respect

and complement each other in the workplace (Murdoch, 1997:115).

The mentoring programme prevents the issue of confusion since the mentee consults

with the mentor. In this regard, Kerry (1982) refers to mentors as teacher-tutors and

lists the following advantages in having mentors:

- The probationer (NQT) has a clearly defined person to whom to relate.
- The mentor can act as a link between probationer and management.
- The mentor can be at hand more often than a head or deputy.
- The mentor is in touch with classes in the probationers own school.

Smith (1993) argues that the entire staff should give guidance when the opportunity arises and the time permits. In this way he believes that:

> ...mentoring would be developmental for both the individual and the whole organisation encouraging a climate of support, teacher openness which may well lead to improvements in teacher morale, stress levels and address some of the serious retention issues facing the profession (Smith, 1993:2).

Flemming (1991) mentions that

> ...it is the mentee who possibly stands to gain the most as he/she is assisted and guided through the rigours of adapting to a new work environment. The mentee learns through observation and participation and gains valuable information regarding various aspects of the organisation (Flemming, 1991:30).

Educators who are appointed as mentors can pass on practical insight derived from experience and can pick up on new ideas and attitudes from the new staff member. Mentors as well as mentees experience the benefits of mentoring. The mentors see it as an opportunity for professional development. In a study by Bush et.al., (1996) the benefits of mentoring included:

- the opportunity for mentors to reflect on and question their own subconscious practice.
- Learning about new developments from newly qualified teachers.
- Adding to their range of professional skills, thus improving career prospects (Bush et.al., 1996:129).

Bush et al., (1996) sum up the benefits of mentoring reported by NQTs relating to the purposes of induction, socialisation, the growth of competence and the understanding of the school culture as:

- Having a sounding board who was an experienced member of staff, but who was non-judgemental;
- Being offered guidance and reassurance;
- Receiving constructive feedback on progress;
- The opportunity to be observed whilst teaching (cited in Coleman, 1997:163).

The advantages of induction and mentoring are not confined to males only. Coleman

(1997) argues that

> ...mentoring, both formal and informal can be very powerful in
> encouraging a climate of equal opportunities and in the
> professional development of women (Coleman, 1997:166).

It should therefore not be assumed that women are not good mentors or that newly

appointed female educators do not benefit from such programmes.

In a research conducted by Reich (1995:166) it was discovered that both sexes valued

the opportunity to make tough decisions, learn management skills, join winning

teams, develop useful contacts and achieve promotions more rapidly.

In the same research it was found that women like men, gained from being protégés

and mentors. As proteges, women appreciated the increased opportunity to develop

their abilities and to be creative. Many said that they gained in greater self-confidence

through the mentor relationship, that it enhanced their awareness of their strength

(ibid.).

Disadvantages of induction and mentoring.

The implementation of induction and mentoring programmes in schools are not

without problems. Mentors may regard their responsibilities as burdensome whilst the

mentee may regard the guidance as restrictive.

In her research on the role of mentoring in initial educator training, Jacque (1995) found several conflicts arising in the roles of mentors. The mentors in her sample realised that mentoring would require additional work and more time. However some mentors who have been given additional free time regarded this as a bonus because they used it to their own benefit.

In the same study one mentor said that

> ...it was amazing how little my articled teacher knew in the beginning. I felt bombarded with really simple questions, which I wanted to answer, but didn't know where to start. I thought everyone knew how schools worked (Jacque, 1995:115).

It is therefore important that the selection of mentors and inductors be given careful thought. In the same study it was found that mentors were surprised by the unexpected tension their role generated in the school. Educators assumed that mentors were given more free time. This type of misunderstanding can lead to suspicion and the lowering of teacher morale (ibid.).

As the mentee comes out of the mentoring phase some problems may surface, as one mentee stated:

> ...as I outpaced and outgrew the relationship my mentor grew defensive and fearful that I would make him look bad. Now instead of making me look good he calls me a know-it-all (Jacque, 1995:139).

NQTs sometime get owned by individuals and departments within the school. This can lead to possessiveness about supervision and taking of sides. Jacques' (ibid.) study revealed that one of the major drawbacks of mentoring was being too closely identified with the mentor and being marked as his/her person and receiving too much attention.

Parsloe (1992) identifies the following as certain pitfalls and elements that may be found lacking in an induction and mentoring programme which can contribute to its ineffectiveness:

- The lack of critical feedback from the mentor.
- The difficulty of breaking the ice in the first few weeks.
- The uncertainty of how much interaction takes place between mentors and senior management.
- The difficulty the inductee finds in airing questions without feeling foolish.
- The awe factor of the mentor.
- The discomfort of comparing themselves and being compared to other proteges.
- The quality of the mentor is variable (Parsloe, 1992:72).

Whilst there may be a few disadvantages associated with the implementation of induction and mentoring programmes, the benefits gained far outweighs the disadvantages.

Conclusion

A study of the relevant literature has revealed that:

- Mentoring and induction are closely linked concepts.

- Mentoring is not beneficial only to NQTs; mentors may also benefit from the programme.

- Mentoring bridges the gap between theory and practice and between college and school

- The selection of mentors needs to be given careful consideration.

- It is important that mentors undergo training before they are attached to mentees.

- The advantages of a mentoring programme far outweigh its disadvantages.

- There are factors that may impede the mentoring programme.

A review of the literature on induction and mentoring has been presented in chapters 2

and 3. The next chapter will focus on the methods employed to answer the questions

that guide this research on induction and mentoring.

CHAPTER 4

METHODOLOGY AND PROCEDURE

Introduction

The literature review in chapters 2 and 3 emphasised the importance of planning, implementing and managing induction and mentoring programmes at schools. An empirical study was therefore necessary to ascertain whether such programmes were in place and to what extent they were effectively managed at Phoenix Technical School (PTS).

This investigation is concerned with the school's 'official' position on induction and mentoring. This will be addressed through a semi-structured interview with the principal and, if relevant, through analysis of documentation related to induction and mentoring.

To gain insight into the effective management of induction and mentoring it is necessary to obtain the perspectives or opinions of educators at PTS. This will be addressed through the use of a questionnaire administered to the educators. The items in the questionnaire will be constructed in the light of key issues raised in the specific literature on induction and mentoring.

The writer hopes that this investigation will provide possible future action on the part of the school if necessary to improve the manner in which induction and mentoring programmes are implemented. This will be addressed by reference both to the literature and findings obtained in respect of the schools 'official' position and the opinions and perspectives of the staff at PTS.

This chapter focuses on the population and sampling procedures, the measuring instrument, administration of the questionnaire, the research instrument and a conclusion.

The Population and Sampling Procedure

The objective of this survey is to obtain information on certain characteristics of the population as a whole. According to Stoker (1989:100) such information may be obtained by either studying or investigating every element of the target population or by selecting and investigating a number of elements from the population.

The sampling frame consisted of the educators at the school, which numbered 40. This number included the principal and the writer. The sampling frame of support service members consisted of 4 administration clerks.

No special sampling procedure will be required as the sampling instrument (questionnaire) was administered to all members of staff, excluding the writer.

Administration of Questionnaires

Bell (1993:84) suggests that all data gathering instruments should be pre-tested, no matter how restricted the researcher is with time. The questionnaires were pre-tested so as to ascertain that all questions, instructions, information and statements were clearly stated. The questionnaire was pre-tested on 3 educators who were not educators at PTS. The responses from the pre-tested questionnaire are not included in this survey.

Permission to conduct the survey at PTS was sought in writing from the Department of Education (see Appendix A.1) via a letter to the principal. Questionnaires were immediately issued to educators (see Appendix A.2) and support staff (see Appendix A.4) at PTS as soon as permission was granted by the principal. The writer handed the questionnaires to all educators and support staff. To every questionnaire was attached a letter which:

- Provided a title to the research.

- Stated who was conducting the survey.

- Indicated to whom queries should be referred to in case of queries.

- Stated the purpose of the research.

- Indicated the importance and benefits of the research.

- Indicated how, when, where and to whom the completed questionnaire should be returned.

- Indicated a return-by date.

- Provided assurances of confidentiality, anonymity and non-traceability.

- Thanked respondents in advance for their co-operation.

Thirty four (34) of the thirty six (36) questionnaires, which were issued to educators and support staff, were returned to the writer. Questionnaires were returned within the stipulated period. Respondents were given three weeks in which to return completed questionnaires. This gave respondents sufficient time to complete and return the questionnaire. The table below (Table 4.1) illustrates the number of questionnaires issued and the number returned.

Sample Group	Number issued	Number returned	Percentage returned
Educators	32	30	93,75
Support Staff	4	4	100

TABLE 4.1 DATA RESPONSE

Methodology

Considering the number of staff members and the heavy workload of educators it was not possible to conduct interviews with all members of staff. Questionnaires were therefore presented so that these could be completed at leisure and would not impinge on teaching time. This method will also save the researcher time, given the time limitations within which to complete this study. However, with the principal it was decided to use semi-structured personal interview to obtain data.

The writer felt that a face to face interview with an interviewee would enable the interviewer to gather additional information and to understand the context in which the interviewee responds. The personal interview method offers flexibility. It lends itself to prompting and provides an opportunity to rephrase questions. Other research methods such as questionnaires, observations and survey interviews are inflexible and do not allow the interviewer the opportunity to develop a sense of rapport with the interviewee.

Semi-structured interviews are non-standardised yet they enable the collection of equivalent data. They are also sufficiently flexible to allow the use of different approach for different people. By using semi-structured interview, it was hoped to enlist the co-operation and confidence of the principal, and at the same time providing flexibility for a variety of questions. The researcher was guided by a prepared list of questions (see Appendix A. 3) and the responses were recorded during the interview.

The responses were written up immediately after the interview and was verified by the principal. The response by the principal was checked for the second time with a draft report before it was submitted.

The Measuring Instrument

Three sets of questionnaires were prepared. One was designed to elicit information from the educators, the other from support staff on their perspectives and opinions regarding induction and mentoring and the third was to be used in a semi-structured personal interview with the principal in order to obtain information regarding the school's official position on induction and mentoring.

The questionnaire for staff was accompanied by basic instructions on to how to complete the questionnaire. The items in the questionnaire were constructed in the light of key issues raised in the specific literature (Chapters 3 & 4) on induction and mentoring. Two main types of questions were used, namely limited response choice and open ended. The writer conducted a follow-up with an interview on matters that needed further clarification. Many respondents took time to complete open-ended questions in detail often asking questions as to the nature of the research and its value to the ethos of the school.

The questionnaire also included matrix questions. Matrix questions are questions with the same set of answer categories. In these questions the Linkert scale was used. A true Linkert scale is one in which the stem includes a value or direction and the respondent indicates agreement or disagreement with the statement. Some of the advantages of using the matrix question format are:

- Linkert type scales provide great flexibility since the descriptors on the scale can vary to fit the nature of the questions or statement (Schumacher, 1993:245).

- It increases the comparability of responses given to different questions for the respondent as well as the researcher (Babbie, 1989:149).

- They build in a degree of sensitivity and differentiation of response whilst still generating numbers (Cohen et al., 2000:253).

However the writer is aware that there is a shortfall in the matrix format. According to Cohen et al., (2000:254) the researcher cannot check whether the respondents are telling the truth. Some respondents may be deliberately falsifying their replies.

The questionnaire for the principal sought to elicit information on the planning, administration and problems encountered in the implementation of induction and mentoring programmes at the school. The questionnaire for the principal contained limited response choice and open-ended questions.

Questionnaire for Educators

The questionnaire for educators was presented in three parts:

- Part 1 – General information

- Part 2 – Experience in induction and mentoring

- Part 3 – Experience as mentor .

Part 1 was designed to elicit information to determine whether educators were professionally qualified, their specialist subjects and if in fact they were teaching their specialist subject. It also sought to find out the capacity in which educators were

employed and their years of teaching experience in the profession. Determining the racial group of the respondent was important as prior to 1996 education departments were racially divided and trainee educators were therefore exposed to varying curriculum in colleges of education.

Part 2 related to the educators' experience on induction and mentoring that they may have experienced at the school. The first part of the questionnaire probed how the educator found their way around the school and the strategies provided by the school to ease the settling in period of the educator to his/her new environment. The second part of the questionnaire focused on the type of support given to the new educator so as to enable him to perform at an optimum level. It also sought to elicit information on problems experienced by educators in their formative years as well as the opportunity for suggestions on how they would have liked the situation to be.

Part 3 of the questionnaire was designed for mentors. This part of the questionnaire affected those educators who had served as mentors at some stage at the school. These questions were designed to determine how mentors were chosen and trained. It also sought to elicit the experiences of mentors as they went about mentoring their protégé. Questions also probed problems experienced by mentors and the benefits, if any, they derived from the programme. It also invited ways and suggestions to improve the current situation.

Questionnaire for the Principal

The questionnaire for the principal sought to elicit information on the planning, administration, organisation and management of induction and mentoring at the school. It sought to determine whether structures existed at the school for the selection and training of mentors and if any system was in place to monitor induction and mentoring programmes. The questions focused on problems that may have been experienced by management, from educators who were not exposed to induction and mentoring programmes. Some questions were designed to identify impediments experienced by management in the planning, administration, organisation and management of induction and mentoring at the school. The principal was invited to offer suggestions to improve the current situation at the school.

Questionnaire for support staff

The questionnaire for support staff was presented in two parts:

- Part 1 – General information

- Part 2 – Experience in induction and mentoring.

Part 1 of the questionnaire was designed to elicit general information to determine whether support staff were qualified, their years of experience, gender, etc. It also sought to find out the capacity in which they were employed.

Part 2 related to the support staffs' experience on induction and mentoring that they may have experienced at their school. The first part of the questionnaire probed how they found their way around the school and the strategies employed by the school to

ease the settling in period for them in their new environment. It also invited ways and suggestions to improve the current situation.

Conclusion

This chapter has focused on the population and sampling procedure. The number of elements in the sampling frame was relatively small and the writer therefore decided to include all elements in the sampling frame.

Each member of staff was issued with a questionnaire that sought to elicit information on induction and mentoring at the school. The use of questionnaires was deemed the best method to glean data and information as other methods would be time consuming in terms of the limits and scope of the research.

An introductory letter setting out the reasons and intentions of the research accompanied all questionnaires.

To determine the schools official position on induction and mentoring the principal was interviewed.

93,75% of the questionnaires were returned to the writer.

The following chapter will focus on the analysis of the data obtained from both staff members and the interview with the principal.

CHAPTER 5

ANALYSIS OF RESEARCH FINDINGS

Introduction

This chapter focuses on data collection and the analysis of findings.

Before the analysis of the data is presented it would be fitting to give a brief description of the school. Phoenix Technical School is a state school and as its name suggests a technical high school offering a host of technical and trade courses. The school opened in 1989 and has a current pupil enrolment of 905 learners. The school is based in Phoenix, an urban area north east of Durban and falls within the North Durban Region of the Kwa Zulu Natal Department of Education and Culture. The school is the only technical high school in the North Durban Region. The staff complement of 38 includes the principal, deputy principal, 3 heads of department, 2 acting heads of department, 27 educators and 4 support staff members.

The data collected is analysed in the sequence that is followed in the questionnaire.

DATA ANALYSIS OF QUESTIONNAIRES FROM EDUCATORS

General information

This section of the analysis relates to **Part 1** of the questionnaire. The analysis revealed that 60% (18 out of 30) are male educators and 40% (12 out of 30) female educators. All educators are professionally qualified. However 7% (2 out of 30) indicated that they were not when they began their teaching career. 63% (19 out of 30) are graduates with higher education diplomas and 37% (11 out of 30) have

obtained teacher diplomas. 91% (10 out of 11) hold further diplomas in education management.

Many unqualified educators enter the teaching profession and qualify whilst they are at the 'chalkface' (that is teaching). The following issues therefore arise and are of concern to the researcher:

- Do these educators receive additional support from management during their first year of teaching?
- Is their progress in the classroom carefully monitored?
- Do these educators do justice to their jobs considering that they are full time employees and part time students?
- Are any concessions afforded to them in order that they may be recipients of induction and mentoring programmes at the school?
- Are they afforded the opportunity to attend in-service training workshops held outside the school?
- Do they or how well do they fit into the culture and ethos of the school?

These unqualified educators are regarded as part of the school team and should therefore be given professional support in terms of induction and mentoring. This so that they may contribute to the effective culture of teaching and learning at the school.

80% (24 out of 30) of the respondents indicated that they taught their specialist subject, while the rest, 20% (6 out of 30) did not. Educators not teaching their specialist subjects often:

- display a lack of self confidence in the presentation of lessons;

- perform poorly in the classroom;

- become frustrated, as they are not au-fait with the subject content;

- have a low morale; and

- resign from the profession.

Educators were asked to indicate their teaching experience. A summary of the findings are listed in Table 5.1 below

EXPERIENCE	%
1 year	6,7
2 years	3,3
3 years	3,3
4-10 years	33,3
11-20 years	43,3
20-27 years	10

TABLE 5.1 EDUCATORS TOTAL YEARS OF TEACHING EXPERIENCE

The above table indicates that 87% (26 out of 30) have more than 4 years-teaching experience. This does not imply that only 13% (4 out of 30) of the educators are in need of induction and mentoring as most of these educators could have gained much of their experience in other schools since PTS is only 13 years old.

The analysis also revealed that 2 heads of department were promoted into PTS, while 1 was promoted in-house. 2 others are in an acting capacity. Table 5.2 illustrates the years of experience of heads of department in their posts.

The information in table 5.2 is crucial since those in acting management posts need

support and guidance, as they are responsible for evaluating the performance of

educators in their department.

Head of Department	Experience
Mathematics	13 years
Science	8 years
Technology	4 years
Technology (Acting)	2 years
Literacy (Acting)	2 months

TABLE 5.2 EXPERIENCE OF HEADS OF DEPARTMENT AS MANAGERS

The staff establishment of the school comprises 80% (24 out of 30) permanent

educators, 10% (3 out of 30) unprotected temporary educators (UTE's), 3% (1 out of

30) substitute educators and 7% (2 out of 30) educators employed by the school

governing body. The writer felt that it was necessary to obtain this information since

the staff establishments at schools have been constantly revised and this definitely

impacts on the management of induction and mentoring programmes at schools.

Educators experience on induction and mentoring

This section of the analysis relates to **Part 2** of the questionnaire issued to educators.

20% (6 out of 30) of the respondents indicated that PTS was their first teaching

appointment whilst the rest, 80% (24 out of 30) had taught elsewhere. This indicates

that most of the educators started their teaching career at another school and were

appointed to PTS quite late in their teaching career. Table 5.3 below illustrates the

period educators have been teaching at PTS. The writer felt that this information is

relevant because the management of human resources or lack of human management

resources at PTS would have had a significant impact on the career of these educators.

Experience at PTS	%
2 years	3,3
3 years	3,3
4 years	3,3
7 years	9,9
8 years	13,3
9 years	3,3
10 years	3,3
11 years	9,9
12 years	13,3
13 years	13,3
9 months	3,3
7 months	6,6
6 months	6,6
2months	3,3
1 month	3,3

TABLE 5.3 EDUCATORS TEACHING EXPERIENCE AT PHOENIX TECHNICAL SCHOOL

40% (12 out of 30) educators indicated that they had been shown around the school and its campus on their first day whilst the rest 60% (18 out of 30) were not. None of the first time educators at PTS was given a guided tour around the school. These respondents sought the assistance of their colleagues, or learners or found their way around the campus on their own. Table 5.4 illustrates the percentage of educators exposed to a tour around the school and the person that conducted the tour.

All respondents, who indicated that they were shown around the school, were also taken to the staff room on the morning of their first day and introduced to members who were present at that time. Thereafter they were left to their own devices and found their own way around the school. One of the respondents said that:

I was fortunate to meet an old colleague of mine, someone I had taught with previously. He had shown me around the school. (Educator: 2002).

Percentage given tour	Guide
6,6	Principal
3,3	Deputy Principal
16.6	Head of Department
9,9	Colleagues
3,3	School Secretary
3,3	Learner

TABLE 5.4   PERCENTAGE EXPOSED TO A TOUR AND THE TOUR GUIDE

The rest of the respondents, 91,7% (11out of 12) said that after being introduced to the staff they were left to their own devices. They then befriended some staff members and together with the help of learners managed to familiarise themselves with their new surroundings.

It is necessary for the school management team (SMT) to have trained staff members to take new educators on a tour around the school so that new educators are quickly able to make enquiries when they are in need of assistance.

Respondents were asked whether they were given some sort of document by management on their arrival on the first day at the school. 27% (8 out of 30) indicated that they were given some documents, which included schemes of work and other related documents for the particular subject that the respondent was teaching. Policies relating to staff guidelines, etc. were not given. The rest of the respondents, 73% (22 out of 30) did not receive any document at all.

To enable newcomers to find their way quickly around the school and to settle in as soon as possible, some form of documents should be made available to them. These could be in the form of a schematic layout of the school, and policies and regulations that drive the school.

None of the respondents indicated that they were formally introduced to the stock clerk or any key personnel. They were not informed about essential pieces of information such as:

- Who was in charge of resources?

- what resources were available?

- whom to approach to order stationery?

- where to send unserviceable equipment?

- what to do when equipment required servicing? and

- the procedure to follow when requesting resources.

This impacted on their preparation of lessons as they were not sure where and to whom to go to obtain resources. Although 10% (3 out of 30) of the respondents found their way to the stock room, they were not aware of the hours of attendance of the stock clerk This led to frustration and poor delivery of lessons.

37% (11 out of 30) of the respondents indicated that they were casually introduced to staff members either on the morning of their arrival at the school or on their first day, or during the tea break by either the principal or the head of department. 30% (9 out of 30) indicated that they were formally introduced to staff members at a staff

meeting. However, it must be borne in mind that staff meetings are not held on a daily basis. They said that they had to introduce themselves to their colleagues long before the staff meeting. 3,3% (1out of 30) of the respondents indicated that he/she was introduced to the SMT in the principal's office, thereafter he introduced himself to his colleagues. 13.3% (4out of 30) said that the SMT should formally introduce the newcomer to all staff members on the morning of their first day at the school. 16,6% (5 out of 30) of the respondents did not respond to this part of the questionnaire.

All learners must know the educators at their school by name. This will assist them if they wish to seek the whereabouts of their educators especially during sporting fixtures and other social activities. Irrespective whether the educator teaches them or not, all learners should be introduced to new educators at a formal school assembly.

3,3% (1 out of 30) of respondents was introduced to his/her form class by the head of department, but had to introduce himself/herself to the learners that he/she taught. This was done as the learners came to the educator for lessons. 6,6% (2 out of 30) respondents were introduced to the learners they taught by their heads of department. Whenever there was a change of period the head of department came into the classroom and introduced the learners to the educator. Only 33% (10 out of 30) of the respondents indicated that they were formally introduced to all learners of the school at school assembly. 3,3% (1 out of 30) of the respondents indicated that he/she was not introduced to the learners at all by any staff member or member of management. He /she had to introduce himself/herself to the learners. 9,9% (3 out of 30) of the respondents said that their colleague from the next class introduced them to their learners. They did not elaborate how this was done.

The new educators at the school suggested that introductions to learners should be done at an assembly. Assembly is not held on a daily basis at the school. It has therefore been suggested that whenever a new educator arrives at the school, a special assembly should be convened to introduce the new educator.

The analysis of the questionnaire revealed that 10% (3 out of 30) of the respondents said that they were made aware of the mission statement of the school during their interview. 80% (24 out of 30) of the respondents indicated that they were not aware of the school's mission statement. Although these educators were to be participants in achieving the objectives as stated in the mission statement, they were not involved in developing it.

To enable educators to perform their function at their optimum, it is essential that they be given a job description. This will help eradicate many problems for management when educators who are given certain tasks deny that they have to perform it. Resolution 8 of 1998 of the Education Labour Relations Council clearly outlines the basic functions of educators. This will assist the SMT to develop a job description for educators.

Further analysis of the questionnaire revealed that 20% (6 out of 30) of the respondents indicated that they were given written job descriptions on their arrival at the school whilst 80% (24 out of 30) were not. However, those who indicated that they did receive written job descriptions did not elaborate on details. Those who did not receive a written job description indicated that they felt uncomfortable and lost as

they were unsure of what was expected of them. They had feelings of anxiety, uncertainty and apprehension during their first days in their new job. 33% (8 out of 24) of those who did not receive written job descriptions received verbal instructions from their heads of department. Another 33% (8 out of 24) of these respondents sought the assistance of their colleagues when finding out what was expected of them. 25% (6 out of 24) of respondents that came from other schools used their previous experience and knowledge to execute their functions. 8% (2 out of 24) of respondents said that they often guessed and also found out things as the days went by.

To prevent any chaos and uncertainty that may ensue at school level it is advisable for the SMT to develop structures such as induction and mentoring programmes. 100% of the respondents indicated that it was important to have induction programmes for new educators at school.

Respondents were very honest in their responses as to why they thought it was important to have induction programmes for new educators at their schools. 33% (10 out of 30) felt that induction programmes help ease tension and provide support and guidance for a new teacher in a strange surrounding. 17% (5 out of 30) of the educators said that since schools have many policies and regulations, induction programmes will help the new educator to become aware of these policies and regulations. 27% (8 out of 30) of the educators felt that induction programmes will assist new educators to settle into their new working environment quickly. 10% (3 out of 30) of respondents said that induction programmes will help the newcomer to feel comfortable in a strange environment. One respondent said that:

New educators can feel comfortable and confident

and know what is expected of them (Educator: 2002).

Another respondent said that:

Especially for a teacher who has not taught at a tech (sic) school

before, he or she should be informed accordingly (Educator: 2002).

30% (9 out of 30) of educators felt that induction programmes helped ease the tension

of first appointments whilst 23 % (7out of 30) felt that such programmes boost the

confidence of new educators. One respondent said that:

Induction programmes would provide confidence to inexperienced
educators who are to take on new responsibilities in a strange
surrounding with strange people. It will also help to eliminate needless
errors of judgement and a sense of alienation (Educator:2002).

37% (11 out of 30) of respondents felt that induction programmes were important

because it assisted newcomers to familiarise themselves with the school, its staff, its

learners and the school governing body. One response was:

One can only be truly productive if you are familiar with an
environment, its occupants and the culture of the institution (Educator:
2002).

None (30 out of 30) of the respondents indicated that they were officially teamed up

with a mentor. However, 70%(21 out of 30) indicated that whenever they needed

assistance or guidance they consulted with a senior educator in their department. This

implies that some form of mentoring although unofficial was being instituted at the school.

As the mentoring process was unofficial and directives did not come from the SMT in the appointment of mentors, all (100%) respondents indicated that they chose their mentor from within their department and were, in this way, able to relate freely with their mentors.

43% (13 out of 30) of respondents felt that the colleges of education they attended had prepared them adequately to cope with the demands of teaching whilst 57%(17 out of 30) did not. However all respondents felt that induction and mentoring programmes were an important part of the schools programme as these programmes bridge the gap between the theory taught at colleges of education and the practice that is to be implemented at school level.

All respondents (30 out of 30) were not allocated less teaching time during their initial years of teaching to enable them to observe their mentors teach or to consult with their heads of department in the preparation of lessons.

37% (11 out of 30) of respondents indicated that at some time during their first year at the school the SMT offered to discuss with them their professional needs and development whilst 73% (22 out of 30) were not.

None of the respondents could recall the Department of Education instituting a programme on induction and mentoring for new educators or for new promotion post holders.

The analysis of the questionnaires revealed that all respondents who had mentors benefited from their support. In the main, new educators benefited from their interaction with their mentors in the following ways:

- how to maintain official records;

- how to deal with demands of the school;

- how to plan and present lessons;

- mentors provided information when situations demanded it;

- someone they could talk to about their problems;

- mentors helped in the professional development during the formative years;

- sharing of ideas to create innovative teaching methods;

- responding to the demands of modern teaching trends;

- assisted in the development of organisational skills;

- was the first port of call in times of need;

With regard to problems experienced with the mentoring programmes, 83% (25 out of 30) responded with the suggestion that formal structures need to be put in place to enable greater meaning and impetus to these programmes. The analysis revealed that 50% (15 out of 30) of the respondents did not take the process seriously as it was done in an incidental way. In the absence of formal written procedures 20% (6 out of 30) mentees felt that mentors benefited from the exercise by side-stepping their responsibilities merely to inflate their ego and curriculum vitae. 30% (9 out of 30) of

the respondents said that there was a lack of confidentiality between mentor and mentee. One respondent felt embarrassment when he

> ...heard experienced staff members laughing
> at my mistakes instead of correcting me... (Educator: 2002).

80% (24 out of 30) of the respondents indicated that time was the crucial factor that inhibited the mentoring process. None of the new educators was given time to consult with their mentors during their formative years. 3,3% (1 out of 30) of the respondents indicated that:

> ...my mentor would make me uneasy and and make me feel
> inadequate... (Educator: 2002).

Careful consideration should therefore be given in the appointment of mentors since mentors who are insensitive could ruin the spirit of the mentee.

All respondents indicated that they would be happy to be trained as mentors. This implies that the staff members at PTS are in favour of assisting newcomers to their school.

All respondents (30 out of 30) also indicated that the support they received from their colleagues during their first year/s enhanced their performance and professional effectiveness in their jobs. They indicated that the support from their subject leaders, heads of department and junior colleagues teaching the same subject as them was always welcome whenever they needed assistance.

Respondents were asked to offer suggestions as to what mentors should do to assist mentees in their settling in period. The main findings were that mentors must:

- empathise, be understanding and compassionate to mentees;

- discuss with mentees the needs of the school;

- provide professional assistance to newcomers ;

- introduce mentees to all members in their learning area;

- discuss subject policy and Education Department regulations with mentees;

- assist mentees with administrative matters;

- establish good communication skills ;

- assist in finding solutions to problems;

- explain the *modus operandi* of the subject department;

- do a follow-up to ensure suggestions are implemented;

- be honest;

- lead by example;

- must provide one week orientation programme and thereafter monitor and guide the mentee;

- provide support and professional development to the mentee;

- perform their functions fairly without showing prejudice to anyone;

- accept mentees as human beings who do make mistakes;

- maintain confidentiality;

- be prepared to give off some of their time in providing support to the mentee;

- consult with the mentee regularly to monitor their progress;

- discuss with mentees the culture of learners and their related requirements;

- make mentees aware of the standard of education at the school;

- assist mentees in dealing with parents of learners at the school;

- invite mentees to observe their teaching methods;

- assist mentee with classroom management and learner discipline.

The educators were asked to indicate how often their mentors provided them with support on various issues during their formative years. Table 5.5 below presents the findings and the frequency at which mentees received support from their mentors.

PROBLEM	OFTEN	SOMETIMES	NEVER	UNSURE
	(%)	(%)	(%)	(%)
Planning of lessons	53	20	27	0
Delivering of lessons	50	27	23	0
Learner control and discipline	67	17	17	0
Securing resources	67	27	7	0
Assessing learners' work	63	27	10	0
Coping with individual differences	57	20	23	0
Interpreting the syllabus	67	27	7	0
Drawing up schemes of work	73	17	10	0
Questioning skills	50	33	17	0
Learner involvement in lessons	63	23	13	0
Classroom organisation	33	33	33	0
Classroom management	50	33	17	0

TABLE 5.5 FREQUENCY OF MENTEES RECEIVING SUPPORT FROM MENTORS

As newcomers to the teaching profession many educators are unprepared for the daily routine and that which is expected of them. They therefore have to depend on others

for support and guidance. In the absence of formal induction and mentoring programmes at a school, colleagues may give such support in an informal way.

The analysis of the data revealed that 53% (16 out of 30) of the respondents often received support in planning of lessons from their mentors whilst 20% (6 out of 30) sometimes and 27% (8 out of 30) not at all. The planning of lessons is the most important area where novices should be given guidance as it is here that the foundation of the lesson rests.

50% (15 out of 30) of respondents indicated that they often received assistance in the delivery of lessons, whilst 27% (8 out of 30) received it sometimes and 23%(7 out of 30) not at any time. Mentors may not have been allocated additional free time to visit the mentee's classroom to observe them teach and this may be the reason for not providing support to them.

Learners attending PTS come from the immediate locality as well as from various outlying areas. It is expected that these learners will present some disciplinary problems to new educators. It is therefore necessary that mentees be given guidance on how to cope with such problems as they arise. The analysis of the questionnaires indicated that 33% (10 out of the 30) of educators received support often, whilst 20% (6 out of 30) sometimes and 46% (14 out of 30) not at all. This indicates that mentees could have had adequate control of their learners or that mentors could not offer the necessary guidance because of time constraints.

It is important that educators receive the necessary resources to deliver lessons. New educators who are unfamiliar with the school building and key personnel will experience problems in securing resources. 67% (20 out of 30) of respondents indicated that they often received support from their mentors in this regard, whilst 27% (8 out of 30) sometimes and 7% (2 out of 30) not at all. The support offered can be attributed to the fact that when seasoned educators drew resources for their lessons, they did the same for their mentees.

63% (19 out of 30) of respondents said that they often received assistance when assessing learners work, whilst 27% (8 out of 30) sometimes and 10% (3 out of 30) not at all. It is very important that learners receive their work with the necessary comments and suggestions to enable them to improve their standards. Mentors therefore need to be supportive in this regard.

Learners attending PTS come from a wide area of society and therefore evince peculiar problems. It is therefore necessary that new educators at the school be made aware of these problems and be given advice on how to cope with individual cases. 57% (17 out of 30) of respondents did indicate that they often received support, whilst 20% (6 out of 30) received support sometimes and 23% (7 out of 30) not at all.

The syllabus is the key document, which gives educators direction in the subject they teach. It is therefore important that it is properly interpreted and well understood. 67% (20 out of 30) of respondents indicated that they often received support in this regard, whilst 27% (8 out of 30) sometimes and 7% (2 out of 30) not at any time.

Closely linked to the syllabus is the drawing up of schemes of work. New educators need support in this important area, as this document gives direction to the scope and extent of subject content to be taught. 73% (22 out of 30) of respondents said that they often received guidance in this regard, whilst 17% (5 out of 30) sometimes and 10% (3 out of 30) not at all.

Effective lessons are lessons where learners are involved in discussion and respond to questions. Certain skills are involved in the manner in which learners are questioned. 50% (15 out of 30) of the respondents indicated that they often received support from their mentors in this regard, whilst 33% (10 out of 30) sometimes and 17% (5 out of 30) not at any time.

The modern day educator is expected to get his learners involved in lessons. Certain skills are essential to evoke the interest of learners and their involvement in lessons. 63% (19 out of 30) of respondents said that they often received support from their mentor in this area of their job, whilst 23% (7 out of 30) sometimes and 13% (4 out of 30) not at all.

It may be necessary for the classroom to be organised in a particular way for certain lessons. Learners may have to occupy different seats for different lessons as they may have their favourite subject and contribute avidly in them. The new educator must organise his classroom to facilitate discussion especially when group work is being done. 33% (10 out of 30) of respondents indicated that they often received support from their mentors in this regard, whilst 33% (10 out if 30) some of the time and 33% (10 out of 30) not at all.

A clean, tidy and well-resourced classroom with wall charts and furniture neatly arranged create an environment that is conducive to learning. Much of the equipment within the classroom belongs to the Provincial Department of Education and it is therefore important that the educator manages these important resource materials effectively. 50% (15 out of 30) of respondents indicated that they often received support in this regard, whilst 33% (10 out of 30) sometimes and 17% (5 out of 30) not at all.

All (30 out of 30) respondents agreed that schools are effective because of the professional support programmes that are provided for the staff by the school management team. It is necessary for SMTs to design and implement professional development programmes for staff, especially those who are new at the school.

It has become apparent that no formal induction and mentoring programmes exist at PTS as all (30 out of 30) respondents indicated that they were not aware of formal programmes, although there are programmes implemented at an informal level. The SMT should develop and implement formal induction and mentoring programmes as soon as possible in order to make new educators at the school feel comfortable and at ease during the settling in period at the school.

All (30 out of 30) respondents indicated that they were in favour of a policy on induction and mentoring being introduced at PTS. Some of the responses to this question were:

> I am excited and can't wait for it (Educator: 2002).

Another respondent said:

> It is essential. Definitely a need so that new educators will find it easier to cope. I always encounter problems with new educators whose normal reply is 'I did not know' (Educator: 2002).

The respondents were questioned as to who should be responsible for drawing up induction and mentoring programmes at their school. 90% (27 out of 30) indicated that the entire staff be responsible for developing the policy whilst 10% (3 out of 30) felt that this responsibility should rest with the senior management of the school.

Respondents were invited to offer topics that may be included in the induction and mentoring programme for their school. Some of the topics suggested were:

- the schools policies and procedures;

- where and how to obtain teaching resources;

- what is expected of staff at the end of the year;

- providing professional support and development;

- disciplinary procedures;

- explaining assessment criteria;

- introduction of new educator to staff;

- introduction of new educator to all learners;

- activities of the year (school calendar)

- dress code;

- code of conduct for learners;

- duties of educators.

Educators experience as mentors

This section of the analysis relates to **Part 3** of the questionnaire and focuses on educators who served as mentors either in an official or unofficial capacity.

The analysis of the data revealed that 40% (12 out of 30) of respondents served as mentors whilst 60% (18 out of 30) did not. All (12 out of 12) respondents who served as mentors did not elaborate on their selection to be mentors. This could be attributed to the fact that mentees chose a member of staff whom they felt they were comfortable with.

All (12 out 12) educators who were required to be mentors were not given any specific training to prepare them for their tasks. This is not good management practice and the SMT must provide training for mentors as this task requires special skills. All (12 out of 12) the mentors indicated that training was necessary as there were instances when situations demanded a particular approach or skill which they did not have.

100% (12 out of 12) of mentors responded that careful consideration be given to the pairing of mentors and mentees. The main findings were:

- mentors must have a good personality;
- mentors must be patient;
- mentors must be able to 'gel ' with the newcomer;
- mentors must be willing, able and available;

- mentors must be compassionate and empathetic towards the newcomer as he/she may be anxiety stricken;

- mentors must not assume the role of the head of department;

- people with opposing views and temperaments should not be paired;

- human relations is an important element;

- mentor and mentee must be from the same subject department and teach the same subject.

All (12 out of 12) mentors indicated that they had not observed their mentees teaching in their classrooms, as they were not given any additional time to carry out their duties as mentors. One mentor said:

> I simply cannot do justice to my role as mentor as the paperwork (sic) and the preparation of lessons for my classes are too demanding. The record keeping in OBE (sic) is too much (Educator:2002).

It is advisable that the SMT devise innovative ways to allow for additional time for mentors to perform their duties. However, given the heavy workload of educators, it therefore becomes necessary for management to ensure that additional free time designated for the purpose of mentoring is not abused and used for other purposes.

In their interactions with their mentees, the mentor is bound to come across divergent views and opinions. Mentors were asked how, if it at all did this contribute to their professional growth. The main findings were:

- they learnt new ideas;

- they became more confident;

- there are different teaching styles;

- they became more alert;

- they could detect faults in their own teaching methods;

- some varied their teaching styles;

- they learnt a lot about teaching methods in Out-comes Based Education (OBE) especially from those mentees who were recently qualified.

Newcomers to the education profession will experience problems, which will impact on their delivery especially in the classroom. Mentors were questioned on the types of problems they experienced with their mentees. The main problems with mentees were that they:

- did not listen attentively and at times did not implement the advise given;

- failed to carry out the simplest of instructions;

- repeatedly made the same mistakes;

- expected the mentor to do the work for them;

- did not seek advise when they experienced problems;

- quite often failed to meet deadlines;

- could not keep up the pace as a result this created a backlog.

Mentors were asked to indicate factors that impeded the implementation of mentoring programmes. 100% (12 out of 12) indicated that the increased teaching load and therefore less time were the main constraints and impeding factors in the effective operation of mentoring programmes.

75% (9 out of 12) of mentors indicated that high teacher absenteeism contributed to the ineffectiveness of the programme as mentors had to serve relief and this impinged on time that could be used for mentoring.

67% (8 out of 12) of mentors indicated that the rationalisation and redeployment (R&R) process instituted by the DOE impacted negatively on mentoring programmes as educators were constantly being moved around from school to school. New educators were the main victims of the R&R process. The implementation of R&R meant that the last educator appointed to the school was the first one to leave. Educators are therefore disillusioned and feel that it is pointless to induct and mentor new educators who were going to leave the school anyway. This created low moral and also uncertainty within the profession.

Some other reasons forwarded for factors impeding the mentoring programme were:
- apathy on the part of both the mentor and the mentee;
- lack of resources;
- absence of clear and sound policies;
- experienced educators teaching subjects they are not qualified in display an attitude of indifference to the mentoring process;
- mentees emulate behaviour of experienced educators who defy the rules and regulations of the school.

Mentors were asked to indicate how the SMT should provide for the mentoring process to be effective. The recommendations from 100% (12 out of 12) mentors were that management must:

- clearly lay out policies concerning mentoring programmes;

- provide additional free time for mentors and mentees;

- provide adequate resources;

- monitor the progress of mentors and mentees regularly;

- provide guidance and support to mentors so that they may carry out their tasks effectively;

- meet regularly with mentors and mentees to discuss their individual problems;

- include conflict resolution strategies as part of the training programmes for mentors.

None (12 out of 12) of the mentors ever consulted with the SMT or the SMT with them regarding the progress of mentees. Whilst it may be accepted that time is of the essence, one cannot neglect the nurturing of a new educator as this may create a sense of disillusionment and may force the mentee to reconsider his position in the school due to frustration and unhappiness.

Mentors were asked if their association with their protege benefited them in any way. The common response from 25% (3 out of 12) of mentors were that they came to grips with some of the strategies involved with OBE whilst being associated with their mentee. The relationship between mentor and mentee is not necessarily one way as mentors also benefit from the mentoring programme.

Mentors were asked to indicate the frequency in which they interacted with their mentees in providing support in certain areas that usually are problematic for first

time educators. Table 5.6 below presents the frequency of support given to mentees during their formative years.

PROBLEM	OFTEN	SOMETIMES	NEVER	UNSURE
	(%)	(%)	(%)	(%)
Planning of lessons	58	17	25	0
Delivering of lessons	50	25	25	0
Learner control and discipline	33	25	42	0
Securing resources	67	25	8	0
Assessing learners' work	58	25	17	0
Coping with individual differences	58	25	17	0
Interpreting the syllabus	67	25	8	0
Drawing up schemes of work	75	17	8	0
Questioning skills	50	33	17	0
Learners involvement in lessons	58	25	17	0
Classroom organisation	33	42	25	0
Classroom management	50	42	8	0

TABLE 5.6   FREQUENCY OF SUPPORT GIVEN TO MENTEES BY MENTORS

A comparison drawn between Tables 5.5 and 5.6 reveals that there is some correlation in the responses from mentees requiring support from their mentors and the responses from mentors providing the support. The reasons for poor or low support in certain areas such as learner control and discipline and classroom organisation and management could be attributed to learners at PTS being well behaved or mentees having good classroom organisational skills respectively.

The schools 'official' position on induction and mentoring Fiv

A study of the relevant literature on the management of induction and mentoring indicates that it is challenging and specialised with regard to both technical as well as interpersonal skills. Much of the success of the implementation of induction and mentoring programmes rests with the management of a school. The principal as head of the institution either makes the school an exciting, vibrant learning centre or allows the school to decline to a state of decay. It is therefore necessary for senior management to give careful consideration and ensure that the induction and mentoring programme at schools are planned and implemented with great care.

This section focuses on the current trends with regard to the implementation and management of induction and mentoring at PTS. This was achieved through a semi-structured interview with the principal. The first part of the analysis deals with the planning of the process, namely, if there is an induction and mentoring programme at the school, and how such a programme enhances the effectiveness of the school. The second part focuses on the management of the induction and mentoring programme. This focuses on the selection, training and monitoring of mentors and mentees. This part of the analysis will end with a contextualisation of the induction and mentoring programme and the demands made on management at PTS.

The principal was asked if there was an induction and mentoring policy in place at the school. He replied that although no written policy exists at the school, one is presently being developed. As with all policies, it takes time to develop before it goes for redaction.

The principal indicated that invitations were extended to new appointees to a tour around the school and its campus. However, no educator took up the offer before taking up the post. It therefore becomes necessary to have this done on the successful candidates' first day at the school. Due to time constraints and shortage of manpower, this tour began in the office area and ended in the staffroom where the new educator was introduced to the staff. Thereafter, a seasoned member of staff was entrusted with the task of showing the new educator around the campus. There was no follow-up to ensure that this had in fact been done.

It is advisable that a team of seasoned educators be trained to assist new educators find their way around the school campus. These could be educators who have been in the school since its inception.

The principal was asked if any documents were given to new educators on their arrival on their first day at the school. He responded that no documents were given to any new educator, as the compilation of such documents would be comprehensive and costly. Considering the nature of the school, it is advisable that some basic documents be given to newcomers to the school to assist them find their way around the campus and identify key personnel from whom they can secure assistance in performing their task as educators.

The principal was asked if the school had an induction and mentoring programme for new educators and those educators promoted into management positions. It was found that the school did not have an induction and mentoring programme in place for staff members. The principal was aware that the Department of Education recommends

that programmes of induction and mentoring be implemented, but such programmes do not exist at the school.

The principal agreed that the introduction of an organised well structured and effectively managed induction and mentoring policy, will contribute to greater efficiency and effectiveness at the school. He added that:

> ...each school has its own particular ethos and that all new
> comers to the school should be exposed to them (Principal 2002).

The absence of a school brochure and the apathy of newcomers to take advantage of an invitation to tour the school before their first day is indicative of a situation where educators take on jobs in an environment which they have little or no knowledge of. In order to prevent a high staff turn over, a school prospectus and a tour around the school will inform the newcomer about the particular ethos of the school and the nature of his/her job. These are important issues for the newcomer, as it will, according to Morgan et.al., (1984) provide him/her the opportunity to:

- meet and question key members of staff;
- see the school in operation; and
- receive information about distinctive policy objectives of the school (Morgan et.al., 1984:36).

The school does not currently receive trainee educators and therefore does not have an induction and mentoring programme for them. It becomes necessary to have these programmes in place especially for trainee educators, as this will help to reduce staff turn over and cushion the blow of practice shock.

Although there are no formal written documents on induction and mentoring at the school, some form of the process is being implemented at an informal level. This type of practice may not augur well for the effective management of the school, as the process is not documented and well co-ordinated.

The principal indicated that no system was in place to evaluate the attributes and suitability in the selection of mentors, neither was there one to match mentors to mentees. However, he did indicated that careful thought needs to be given to these crucial areas and that this will be considered in the drawing up of the policy on induction and mentoring. The general trend at the school is to have senior educators act as mentors to newcomers. Newcomers are introduced to staff at a staff briefing or on the morning the new member arrives at the school. The newcomer is then dependent on the senior educator to be shown around the school.

No formal training is provided for those who perform the function of inductors and mentors. This does not give the programme of induction and mentoring much credibility as staff carrying out this important task is not given any training.

Newcomers are not given written job descriptions that clearly state their duties and responsibilities at the school. However, the principal did indicate that new appointees were provided with a syllabus and schemes of work. Apart from these documents new appointees must be given documents that indicate the schools policy regarding leave taking, school hours, keeping of records, examination policies, etc. An important aspect of the induction and mentoring programme is to issue clear explanations about duties, roles and responsibilities of educators. Some of these have been negotiated by

the Department of Education and teacher organisations in the Education Labour Relations Council (ELRC). The SMT and senior staff need to understand and interpret these legislations for new appointees, in order for them to know exactly what is expected of them. New appointees should be given the opportunity to clarify their own expectations.

The principal indicated that there were many factors that hindered the implementation of induction and mentoring programmes at the school. Some of these were:

- time constraints;

- lack of human resources;

- the effects of post provisioning norm (PPN) where staff had to leave the school;

- exorbitant teaching load of educators;

- high staff turnover;

- teacher absenteeism;

- educators and members of management having to constantly attend meetings during school hours;

- low teacher moral, and

- innovation overload.

The principal explained that it was not possible to allocate to newcomers and mentors the luxury of additional free time to give greater impetus and meaning to induction and mentoring programmes because of the impediments listed above. However the option of encouraging the school governing body to employ educators additional to the PPN was not overlooked but the lack of financial resources thwarted this effort.

The principal was in support of providing professional guidance to mentees, especially those occupying promotion posts. However, official documents were not handed out to new promotion post holders to assist them with their new jobs. Workshops or seminars were not organised for management members to assist them in their duties. Advice and support was given as and when the situation demanded it. It is advisable to be proactive and have structures in place in order to facilitate the smooth running of the school.

No problems were experienced in identifying mentors, as newcomers were free to associate with members of staff with whom they thought they were compatible. This practice is not conducive for the effectiveness of the programme as the relationship between mentor and mentee could turn sour and this could throw the programme into disarray.

Whilst support is given to newcomers in an unofficial capacity monitoring of the progress of the mentor and mentee does not occur. The SMT is only advised when a problem arises with the mentee or between the mentor and the mentee. If all goes well there is no intervention from the SMT. It is advisable that SMTs issue questionnaires to mentors and mentees which evaluates progress and list their concerns and needs. This will assist the SMT in developing their policy on induction and mentoring.

The principal was questioned on the problems being experienced by SMT's in the management of educators who were not exposed to programmes of induction and mentoring. The following problems were encountered:

- ignorance of job description;

- poor learner discipline control;

- inconsistency in evaluating learners' work;

- difficulty in adjusting to a teaching environment;

- lack of teaching techniques;

- poor organisational ability;

- not understanding duties and responsibilities;

- not living up to the schools expectations;

- inconsiderate to learners' individual indifferences;

- non-adherence to the schools policy and regulations.

Although structured and organised induction and mentoring programme do not exist at the school, the principal indicated that this took place on a continuous basis with educators being aware of it. It would augur well for the future of the school if the process was formalised. This would make it more meaningful and ensure its effectiveness.

Data analysis of questionnaire from support staff

This section of the questionnaire focused on the response from the support staff at PTS. The support staff at PTS consists of 1 female and 3 male administration clerks. One male is a chief administration clerk whilst the others are senior administration clerks. All (4 out of 4) of the clerks have qualifications in public administration. 50% (2 out of 4) which includes the chief administration clerk have been at the school since its inception.

50% (2 out of 4) of the clerks indicated that they were shown around the school by the chief administration clerk, 25% (1 out of 4) by the principal and 25% (1 out of 4) by a senior administration clerk.

None of the clerks were given any documents relating to the rules and policies within which the school functions. All have suggested that such documents be made available to newcomers to the school.

All support staff indicated that they had been introduced to key personnel and some of the educators by the principal. This was possible because it was essential for educators to complete certain official documents on their arrival at the school and it was the responsibility of the administration clerks to ensure that the educators met this requirement.

All (4 out of 4) the clerks were aware of the schools mission statement. The administration offices are the first port of call for visitors to the school, therefore, as public relation officers it is important that they uphold the mission statement of the school.

All (4 out of 4) the clerks were in agreement of introducing an induction and mentoring programme for new members of staff at PTS. As all (4 out of 4) were exposed to such programmes they indicated that the advantages associated with these programmes were:

- it enhanced productivity;

- little or no time is lost by newcomers in finding their way around the school;

- it provided assistance to those who operated devices such as photocopiers, overhead projectors and other resources;

- minimised room for errors;

- one became confident in ones job;

- it gave them opportunities to expose their expertise and also learn from others; and

- it gave them opportunities to bring out their leadership skills.

All (4 out of 4) the clerks indicated that they were regularly appraised, as an additional increment in their salary was performance related. It was therefore necessary for their performance to be continuously monitored and in this way be given the necessary guidance and support to meet the expectations of their job.

Conclusion

After analysing the data, the main findings were:

- no planned, structured and effectively managed programmes of induction and mentoring was in place at PTS;

- staff and management were in agreement to introduce induction and mentoring programmes at their school;

- documents on school policies, etc., were not available to newcomers at the school to assist them get acquainted with the school and its environment;

- programmes of induction and mentoring were implemented in an informal way;

- job descriptions were not given to newcomers to the school;

- written contracts were not signed between mentors and mentees;

- no provision exists for the selection and training of mentors at PTS.

- The high staff-turn over impedes the implementation of induction and mentoring programmes;

- Management was aware that newcomers experienced certain difficulties with their new job and surrounding but little was done to ease the tension.

It becomes apparent that certain areas of the school administration received more attention than others in terms of induction and mentoring. The administrative staff is subjected to more intensive forms of induction and mentoring as compared to academic staff. Whilst it is acknowledged that the effectiveness of a school is assessed on all aspects of human resources management, equal attention should be paid to all areas of human resources development.

This chapter focused on data collection and the analysis of findings. The experiences of staff both educators and support staff with regard to inducting as well as their experience as mentors, was analysed. The school's official position on induction and mentoring was revealed via an interview with the principal. In the following chapter the writer will draw some conclusions and make some recommendations for an improved induction and mentoring programme for the school.

CHAPTER 6

RECOMMENDATIONS AND SUMMARY

Introduction

This chapter attempts to answer the questions that guide this enquiry by selecting the more relevant problems and offer recommendations to improve the effective management of induction and mentoring. It will conclude with a brief summary of the investigation.

At present no formal system of induction and mentoring appear to exist for newly qualified educators and support staff in some schools, for example, PTS. The current situation in education in South Africa now more than ever before, demands the need for such a system to be implemented, sooner rather than later, for reasons furnished in previous chapters. It therefore behoves the writer to offer some recommendations for the implementation of such programmes especially at PTS. First impressions are generally critical ones. These impressions establish the foundation for everything that follows. Newcomers to a school automatically form certain impressions of the staff and the school. It is therefore recommended that newcomers receive a thorough orientation to their new job and surroundings. It is in this way that they will form a positive impression of the school. The school should provide new educators or staff with sufficient information and tools, in order for them to function effectively and in this way make the organisation successful.

Recommendations

Recommendations will be made in the following areas:

- The planning, implementation and evaluation of an induction and mentoring programme;

- A proposed induction and mentoring policy.

Planning an induction and mentoring programme

The induction and mentoring process should begin when a new member of staff is appointed at the school. Part 1 of the process will be formal where the newcomer will be required to complete and provide certain official documents and will also be handed documents from the SMT. The programme will be intensive during the first few weeks and expand over the entire year. Part 2 of the process will be informal. This will take the form of social functions where the newcomer is introduced to other staff members as well as other new appointees.

An induction and mentoring programme will assist the newcomer to have a clear understanding of the ethos, values and practices of the school. The programmes should therefore cater for educators who are taking up a first teaching post as well as more experienced staff who are new to the school (promotion post holders and the like).

The content for an induction programme should be negotiated and decided upon by all who will participate in it. It is important that the policy responds to the sensitive needs and personalities of all participants. For this reason the content and procedure of the policy must be negotiated and not be seen to be prescriptive.

It is recommended that newcomers be given two files, namely a general file about the school and a school policy file. The general file must contain details of organisational arrangements of the school. Some of the details that should be included in the file are:

- procedures for staff and learners attendance register;

- classroom management;

- code of conduct for learners;

- disciplinary procedures for learners;

- code of conduct for educators and support staff;

- maintenance of different register, e.g. safety, accident, injury, etc.;

- examination and test procedures;

- staff meetings;

- representative council of learners and their role;

- procurement of resources;

- staff parking;

- procedure for photocopying and duplicating of notes;

- staff leave forms; and

- indemnity forms for excursions, etc.

The school policy file should contain all policy documents drawn up at the school. Each policy will address different issues in the day to day management of the school. The policies will be developed collaboratively. The school policy file may contain the following:

- admission policy;

- drugs, alcohol and substance abuse policy;

- AIDS policy;

- assessment policy;

- admission policy;

- language policy;

- religious policy;

- curriculum policy;

- excursion policy;

- financial policy;

- retrenchment policy;

- employment policy; and

- homework policy.

An induction and mentoring policy must clearly outline the role of the mentor and the school management team, which has been, dealt with in great detail in chapters 3 and 4.

The SMT must delegate the task of induction organiser to a senior member of staff. The induction organiser must meet and welcome all new members of staff on their first day at the school. The induction organiser must organise at least 2 social functions:

- On the first day a meeting should be arranged where all members of staff are introduced to the new staff member;

- Later during the week or term, the induction organiser should ensure that the newcomers are introduced to and welcomed by members of the school governing body and other members who may not have been present when the newcomer arrived at the school.

An induction meeting for newcomer/s must be arranged and it is here that general information about the school is given to them in writing. The information should be bound and neatly presented in a file and must include the following:

- The schools name, its physical and postal address, telephone and fax numbers. A brief history of the school, school mission statement and vision should also be included; and

- A physical plan of the school.

Implementing an induction and mentoring programme

What follows is a list of recommended activities and/or topics which may be implemented by mentors and mentees to give impetus to induction and mentoring programmes.

(a)   Before the new member of staff arrives

- Distribute an announcement to current staff of the school of the imminent arrival of a new member/s and include a photograph if possible. A member of staff may know the newcomer and offer initial support and in this way ease the tension or anxiety.

Management must send the new staff member/s:

- A letter of welcome;

- A job description;

- Instructions for the first day and the first week;

- Information where to park;

- Information regarding suggested attire;

- Information of what to expect for the first few days;

- Initial work responsibilities e.g. form class, duties, etc.;

- a school prospectus;

- a physical plan of the school showing administration rooms, classrooms and specialist rooms; and

- provide the name of the induction organiser, mentor, or head of department.

(b)   First day of work

Newcomers should be advised of the following on the first day at the school:

(i)   Newcomer/s to meet with induction organiser, mentors, or head of department for school orientation. The following areas are to be discussed or advised on:

- a tour of the school and its immediate environs;

- school mission statement;

- primary activities for the first few days;

- relationships between staff and learners;

- confidentiality when dealing with sensitive issues;

- working with mentors, colleagues, support staff, management, volunteers, non governmental organisations, learners and parents;

- review and discuss questions about job description and evaluation criteria;

- policies and procedures specific to the school;

- hours of duty;

- signing of staff register upon arrival in the mornings and when departing in the afternoons;

- use of telephone;

- informing principal of late arrival, early departure or absence;

- completion of leave forms when applying to take leave;

- staff meetings;

- presenting the newcomer/s with their name tags; and

- assigning newcomer/s to his/her classroom.

(ii)   Meet with colleagues and support staff in order to:

- be given a brief overview of their responsibilities;

- be shown how they relate to or support the newcomer/s.

(iii)   Meet with mentor to discuss:

- dress code for learners and educators;

- location of newcomer/s classroom;

- location of staffroom;

- location of offices of Heads of Department;

- location of library and key resource centres;

- policy regarding duplication of worksheets and photocopying;

- completion of relevant documentation requesting services such as stock, etc.;

- how to use duplicating machine, photocopier, fax machine, etc.;

- the school calendar and its activities;

- how the timetable operates and the times for breaks;

- policy regarding collection of monies form pupils for school fees, etc.;

- policy regarding collection of funds for social events.

(iv)   End of day routine:

- switching off lights and computer;

- shutting doors and windows; and

- handing in of keys to the relevant support staff member.

(c)   Within the first week of arrival

After the first day at the school the newcomer will be reeling with information given to him/her. It is acknowledged that the information given is quite extensive, however it is recommended that this be given in writing so as to facilitate the easing in period for the newcomer. Within their first week of their arrival the following is recommended:

- Mentee must set up work area and begin work;

- Management carries out frequent checks to assist as well as to clarify expectations and progress and answer any questions that the mentee may have;

- Mentor calls in daily to answer questions and offer support.

The newcomer or mentee meets with key personnel to discuss:

- vacation/sick/personal leave policies;

- signing for keys;

- access to school at night or over the weekends;

- mailing of letters to parents and non governmental organisations;

- obtaining parking permit;

- travel and reimbursement when on official business;

- evacuation procedures;

- briefing of procedures when attending professional development workshops away from school; and

- staff reference library.

(d)   **Within the first month of teaching and every month thereafter**

After being given all the necessary information about the school, its policies, regulations and key personnel the mentee is now in an informed position and able to execute his/her duties fairly proficiently. However, the following should be done to ensure that the mentee is on the right track:

- mentor and mentee to meet on a daily basis to discuss issues of concern to both of them;

- mentor checks on a regular basis to answer questions and offer support;

- mentee to maintain a log or journal with reflective comments which will be of value to him/her;

- meetings consisting of group sessions, workshops, seminars to be convened to discuss problem areas and related issues;

- practical aspects of teaching with emphasis on analysis of teaching practice should be addressed;

- guidance is to be given to the mentee in the planning for the forthcoming week and the new term, classroom organisation and management, learner discipline, keeping of registers, assessment of learners work, meeting with parents, attending to learners individual needs, curriculum development and coping with the schools system; and

- All problems experienced by mentor and mentee should be brought to the attention of the SMT.

Evaluating the programme

Having a well-documented induction and mentoring programme does not serve any purpose if it is not well monitored and evaluated. It is necessary for management to be aware of the progress of newcomers to the school. This can be achieved through discussions or interviews with the mentor and mentee or getting them to complete questionnaires which allows them to raise their concerns, make recommendations and indicate their progress.

Conclusion

This investigation reveals that colleges of education in most instances do not prepare trainee educators adequately to meet the trials and tribulations and challenges facing them at the 'chalkface'. Good human resource management suggests that every institution must develop its own procedures and policies according to particular needs and objectives.

Human resources managers, in an attempt to find solutions to the shortcomings of an induction and mentoring programme should not expect oversimplified solutions and versions. A generic solution will not apply because of the particular culture and ethos of an institution. Human resource managers will do well to acknowledge that people management problems are far more complex than they appear to be.

Human resource management is also dynamic, and changes all the time, and can be moulded and modified to suit the needs of any institution. The management of people however becomes of centralised strategic importance because of personality factors of the staff members. Human resource managers when developing policies must consider factors that motivate human beings to give off their best in a direction aligned with the mission and vision of the organisation. The characteristics of human resource management approaches, according to O'Neill et al., (1994) are as follows:

- measure actions against the strategic objectives of the organisation as a whole;
- emphasise the importance of the line manager;
- advocate customised, individual responses to intervention;
- focus on positive motivation rather than negative control;
- use process rather than procedures;
- are considered proactive rather than reactive;
- are fully integrated into the day-to-day management of the organisation; and
- encourage purposeful negotiation and the resolution of potential conflict between manager and managed (O'Neill et al., 1994:12 et seq.).

O'Neill et al., (ibid.) propose a generic ideal; for the South African context it must be acknowledged that this will not work as staff come from a multi-cultural background, with differing personality traits and institutional training. The generic model will therefore not apply to every institution without modification.

At PTS the current method of implementation of an induction and mentoring programme, is far from ideal. To the institution's credit, there is some evidence of induction and mentoring programmes operating at an informal level. However, the procedure shows that it is still in a developmental stage and various aspects need to be improved. Recommendations in this chapter may be difficult to implement at PTS given the current rationalisation and redeployment process in education. However, an

induction and mentoring programme is something that has enormous value. It may be viewed as a start to restoring a culture of quality teaching practice at the school.

This investigation has served to highlight some of the weaknesses as well as the strengths of an induction and mentoring programme at PTS. It is anticipated that the management team at PTS will be alerted to flaws in the management of induction and mentoring and that remedial measures will be adopted soon. By so doing, it is hoped that this investigation will make a small but meaningful contribution to improving the management of induction and mentoring programmes at PTS.

In conclusion, the professional support given to those responsible for the education of learners should not be taken lightly given that the major area of expenditure in the education budget of the country is on educators' salaries. In the prevailing education context, of teacher rationalisation and redeployment and increased pupil/teacher ratios, it is important that educators, the most expensive asset, are managed effectively. It is in the interest of the school to ensure that resources are well spent on staff and in this way ensuring that unnecessary wastage in terms of staff turnover is avoided.

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APPENDIX A.1

<div align="right">

P.O. Box 737
Verulam
4340
16 September 2002

</div>

The Principal
Phoenix Technical School
Private Bag X04
Mount Edgecombe
4300

Sir

MASTERS IN EDUCATIONAL MANAGEMENT:RESEARCH PAPER

I am currently completing the above degree through the University of Natal: Durban.
My research component involves **THE MANAGEMENT OF INDUCTION AND
MENTORING.** I seek your permission in this regard to conduct my research at your
school.

Thank you

Yours faithfully

H.DAYARAM (Mr.)
Persal Number: 10946683

Permission granted.

Naidoo

2002/09/17

PRINCIPAL
TECHNICAL SECONDARY SCHOOL

APPENDIX A.2

Dear Colleague

I am presently conducting research in the management of induction and mentoring at your school. The title of my research topic is:

An enquiry into the management of induction and mentoring in an urban secondary school in Phoenix, North Durban Region, KwaZulu Natal Department of Education and Culture.

To assist in the research project, I have compiled a questionnaire relating to the management of induction and mentoring. The questionnaire is in three parts. The first part relates to general personal information. The second part is related to your experience of induction and mentoring at your school and the third part relates to your experiences as a mentor.

To answer some of the questions you may have to reflect on your past experiences especially those in your formative years at the school. Please note that there is no right or wrong answer. This questionnaire is aimed at eliciting information on the success or failure of the induction and mentoring process at your school. Please try to answer all questions on this questionnaire.

Your assistance in answering this questionnaire would be greatly appreciated and will be very valuable in informing the process of developing a policy on induction and mentoring of staff members. All information provided will be treated as confidential and will be used only for the purpose of this study. Be assured that your responses will be treated in **STRICTEST CONFIDENCE**. Should you have any queries regarding this questionnaire kindly contact me in my office. Please return the completed questionnaire to me in my office.

I would sincerely appreciate the return of this questionnaire before 25 September **2002.**

Thank you for completing the questionnaire.

H. DAYARAM (Mr.)

QUESTIONNAIRE FOR EDUCATORS

Please note: wherever there are questions requiring YES or NO responses, and

alternatives, please enter a cross in the appropriate box.

E.g. if your answer is NO please enter a cross as indicated
$\boxed{\text{YES}}$ $\boxed{\text{NO}}$

Use a BLACK or BLUE ink pen. Please DO NOT use a pencil.

PART 1. GENERAL INFORMATION

1. State your current post level in the school..................................

2. Your gender is
$\boxed{\text{MALE}}$ $\boxed{\text{FEMALE}}$

3. Have you had any formal training (College of Education,
$\boxed{\text{YES}}$ $\boxed{\text{NO}}$

   University, Technikon) for your teaching post?

4. If you have received formal training, please state your qualification (e.g. National

   Teacher's Diploma, etc.)...

5. What subjects are you qualified to teach?.......................................

6. What subject/s are you currently teaching?.....................................

7. Your years of teaching experience is?..

8. In which year were you last promoted?..

9. You are in your current post for ....years.

10. You are employed as a :

$\square$ Permanent educator $\square$ Unprotected Temporary Educator

$\square$ Substitute Educator $\square$ Support service

$\square$ Employed by the School Governing Body

11. Your racial group is:

☐ Asian

☐ Coloured

☐ Black

☐ White

PART 2   <u>EXPERIENCE ON INDUCTION AND MENTORING</u>

1. Is this your initial appointment?

YES	NO

2. You have been teaching at this school for......... days/months/years

3. On your first day at this school were you shown around the school and its

YES	NO

campus?

4. If yes by whom were you shown around?...............................

5. If no, please elaborate on how you found your way around the school

....

....

....

6. Were you given any documents (e.g. school plans, evacuation plan etc.)

    on your first day at this school?

YES	NO

7. If yes, briefly comment on the contents of the documents, if no, what information

    would you suggest be included in such a document

....

....

....

8. Were you formally introduced to key personnel (e.g. stock clerk, librarian, etc.) | YES | | N |
and teaching staff?

9. If yes, briefly explain how you were introduced to the staff, if no, suggest what should have been done.

....

....

....

10. Briefly explain your introduction to learners of the school.

....

....

....

11. How do you think that new educators should be introduced to learners?

....

....

....

12. Were you made aware of the school's mission statement at any time during | YES | | N |
your interview or on your first day at the school?

13. If no, have you been made aware of it since then? | YES | | N |

14. Were you given a written job description on arrival at this school? | YES | | N |

15. If yes please elaborate, if no, please explain how you found out what was expected of you

....

....

....

16. Do you think it is important to have induction programmes for new teachers? | YES | | N |

17. Please elaborate why you think so

....

....

....

18. Were you teamed up with a mentor at this school?   YES   N

19. Did you have any input in the appointment of your mentor?   YES   N

20. Do you think that the college of education that you attended has   YES   N

prepared you adequately to cope with the demands of teaching?

21. As a teacher newly appointed to your post, have you been   YES   N

allocated less teaching time than is the norm for colleagues in

the same post level to enable you to consult with your Head

of Department or mentor in the preparation of your lessons?

22. Did the principal or any member of school management team   YES   N

at any time offer to discuss with you your professional needs

and development?

23. Consider the following concepts:

Induction may be defined as managing to give people the best possible start.

Mentoring may be defined as providing the best kind of support.

Can you recollect at any stage in your teaching career if   YES   N

the Department of Education has ever instituted a policy

of induction and mentoring for newly appointed teachers at

schools?

24. Did you find that you could relate freely with your mentor?   YES   N

25. Did you find the support of your mentor beneficial in your

formative years as a teacher?

☐ YES   ☐ NO

26. Please elaborate how you found it beneficial

....

....

....

27. Has the management of the school properly explained the

concept of mentoring to you?

☐ YES   ☐ NO

28. As a mentee, what are some of the problems that you have experienced with the

mentoring programme?

....

....

....

29. If you were given the opportunity to be trained as a mentor,

would you accept?

☐ YES   ☐ NO

30. From your experience would you agree that an educator's

professional effectiveness is partly dependent on the support

he/she receives from his/her colleague?

☐ YES   ☐ NO

31. What do you suggest that mentors do to assist mentees in their settling in period?

....

....

....

....

....

....

32. You may have experienced some problems with the issues listed below. Please indicate to what extent your mentor has provided you with support on these issues. There are FOUR possible responses to each problem: 1 is Often (O); 2 is Sometimes (S); 3 is Never (N) and 4 is Unsure (U). Please place a cross in the appropriate column.

	1	2	3	4
	O	S	N	U
(a) Planning of lessons				
(b) Delivering of lessons				
(c) Learner control and discipline				
(d) Securing resources				
(e) Assessing learners' work				
(f) Coping with individual differences				
(g) Interpreting the syllabus				
(h) Drawing up of schemes of work				
(i) Questioning skills				
(j) Lwearner involvement in lessons				
(k) Classroom organisation				
(l) Classroom management				

33. Do you think that some schools are effective because of the support programme they provide for their staff?

YES [ ] N

34. Does your school have an induction and mentoring programme?

YES [ ] N

35. What are your feelings about a policy of induction and mentoring being introduced at your school?

....

....

....

36. Should this policy be developed by:

[ ] Senior management

[ ] The entire staff

37. Suggest a few topics, which you feel, should be included in such a programme

....

....

....

....

38. Are there any comments or suggestions you would like to make regarding the induction and mentoring programme that might not have been mentioned in this questionnaire?

....

....

....

....

....

....

PART 3. QUESTIONNAIRE FOR MENTORS

1. Were you ever appointed to mentor a new staff member at your school?   YES   NO

2. If yes, please elaborate on the selection process

....

....

....

3. Did you undergo any specific training to be a mentor?   YES   NO

4. Do you think it is necessary for mentors to receive training?   YES   NO

5. Do you think that careful consideration be given in the pairing of mentors and   YES   NO

    mentees?

6. Please elaborate why you think so

....

....

....

7   Did you observe your mentee teach in the classroom?   YES   NO

8. If no, why?

....

....

....

9. Did you invite your mentee to observe you while you were teaching?   YES   NO

10. If no, why?

....

....

....

11. How did being a mentor, impact on your teaching?

....

....

....

12. What were some of the problems you experienced with your mentees?

....

....

....

13. Are there any factors that impede the implementation of the mentoring | YES | | N(|

   programme at your school?

14. Please elaborate as to what these factors may be

....

....

....

15. During the mentoring period did your protégé interact freely with you? | YES | | N(|

16. What do you suggest that management do to assist mentors carry out their tasks

   more effectively

....

....

....

17. Did you consult with your head of department or any management member of the school regarding the progress of your protégé?

YES   N(

18. As a mentor how often did you assist your protégé with the problems listed below. There are FOUR possible responses to each problem: 1 is Often (O); 2 is Sometimes (S); 3 is Never (N) and 4 is Unsure (U). Please place a cross in the appropriate column.

1	2	3	4
O	S	N	U

(a) Planning of lessons

(b) Delivering of lessons

(c) Pupil control and discipline

(d) Securing resources

(e) Assessing pupils' work

(f) Coping with individual differences

(g) Interpreting the syllabus

(h) Drawing up of schemes of work

(i) Questioning skills

(j) Pupil involvement in lessons

(k) Classroom organisation

(l) Classroom management

THANK YOU FOR YOUR TIME AND PATIENCE

IN COMPLETING THIS QUESTIONNAIRE

APPENDIX A. 3

QUESTIONNAIRE FOR PRINCIPAL

1. Does your school have an induction and mentoring policy?

   YES   NO

2. Do you invite successful applicants at your school, before they arrive

   to take up their post, an opportunity to a tour of the school?

   YES   NO

3. If not, why?

   ....

   ....

4. Does your school have an induction and mentoring programme for new staff?

   YES   NO

5. If not, do you think that the introduction of such a programme will enhance

   the effectiveness of your school?

   YES   NO

6. Do you believe that all new staff members should be exposed

   to an induction and mentoring programme?

   YES   NO

7. Please elaborate

   ....

   ....

   ....

   ....

8. Is there an induction and mentoring programme for trainee teachers

   (student teachers) in place at your school?

   YES   NO

9. If no why?

   ....

   ....

   ....

10. How are the matching of suitable mentors to mentees done at your school?

....

....

....

11. How are mentors chosen?

....

....

....

12. Is there any training provided for inductors and mentors?   YES   NO

13. Who undertakes the training of mentors?...

14. Are mentors fully conversant with their roles before the implementation   YES   NO

of the induction and mentoring programme?

15. Is there any document/school handbook available for newly   YES   NO

appointed teachers at your school?

16. Are contracts drawn up between mentors and mentees?   YES   NO

17. If yes, briefly explain the contents of the contract

....

....

....

18. Are there any factors that impede the implementation of an induction and   YES   NO

mentoring programme at your school?

19. If yes, please elaborate

....

....

....

....

20. Are mentors given a lighter teaching load as compared to their colleagues on the same post level?　　　　YES　　NO

21. If no, why?

....

....

22. Are mentees given a lighter teaching load?　　　　YES　　NO

23. If no, why?

....

....

....

24. Are mentees given an opportunity to observe their mentors teach?　　　　YES　　NO

25. If no, why?

....

....

....

26. Have you at any time offered to discuss or offered your support in the professional development of a mentee?　　　　YES　　NO

27. If yes, please elaborate

....

....

....

28. Do you experience difficulties in finding mentors? | YES | | N(|

29. If yes, what are some of the difficulties?

....

....

30.   How is the mentor's role in the mentor/protégé relationship monitored to

       ensure that he/she is an effective and willing mentor?

....

....

....

31.   As the mentoring programme progresses are mentors and mentees issued | YES | | N(|

       with questionnaires to indicate their problematic issues or needs?

32.   What are some of the problems experienced by management of educators who

       have not undergone an induction and mentoring programme

....

....

....

....

....

33. Are there any suggestions or comments you would like to make regarding the

management of induction and mentoring that might not have been mentioned

in this questionnaire?

....

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....

....

THANK YOU FOR YOUR TIME AND PATIENCE

IN COMPLETING THIS QUESTIONNAIRE

APPENDIX A.4

02 September 2002

Dear Colleague

I am presently conducting research in the management of induction and mentoring at your school. The title of my research topic is:

> **An enquiry into the management of induction and mentoring in an urban secondary school in Phoenix, North Durban Region, KwaZulu Natal Department of Education and Culture.**

To assist in the research project, I have compiled a questionnaire relating to the management of induction and mentoring. The questionnaire is in three parts. The first part relates to general personal information. The second part is related to your experience of induction and mentoring at your school and the third part relates to your experiences as a mentor.

To answer some of the questions you may have to reflect on your past experiences especially those in your formative years at the school. Please note that there is no right or wrong answer. This questionnaire is aimed at eliciting information on the success or failure of the induction and mentoring process at your school. Please try to answer all questions on this questionnaire.

Your assistance in answering this questionnaire would be greatly appreciated and will be very valuable in informing the process of developing a policy on induction and mentoring of staff members. All information provided will be treated as confidential and will be used only for the purpose of this study. Be assured that your responses will be treated in **STRICTEST CONFIDENCE**. Should you have any queries regarding this questionnaire kindly contact me in my office. Please return the completed questionnaire to me in my office.

I would sincerely appreciate the return of this questionnaire before 25 September **2002.**

Thank you for completing the questionnaire.

H. DAYARAM (Mr.)

QUESTIONNAIRE FOR SUPPORT STAFF

Please note: wherever there are questions requiring YES or NO responses, and

alternatives, please enter a cross in the appropriate box.

E.g. if your answer is NO please enter a cross as indicated

| YES | NO ☒ |

Use a BLACK or BLUE ink pen. Please DO NOT use a pencil.

1. Your gender is

| MALE | FEMAL |

2. You are appointed as a............................ administration clerk.

3. Your qualifications are...

4. On your first day were you shown around the school and its

campus?

| YES | N(|

5. Were you given any documents on your first day at the school?

| YES | N(|

6. If yes elaborate on its contents if no please indicate what documents ought to be

....

....

....

7. Were you introduced to key personnel and educators on your first day

at the school?

| YES | N(|

8. Are you aware of the school's mission statement?

| YES | N(|

9. Did you receive any mentoring during your first year at this school?

| YES | N(|

10. If yes what were the advantages of such a programme?

....

....

....

11. Was your progress monitored during the mentoring stage?　　　| YES | | NO |

12. If yes explain how, if no, suggest what ought to have been done.

....

....

....

13. Are you in agreement of introducing induction and mentoring programmes　　| YES | | NO |

at the school?

THANK YOU FOR YOUR TIME AND PATIENCE

IN COMPLETING THIS QUESTIONNAIRE