EXPLORING THE PRACTICE OF MENTORING STUDENT TEACHERS IN AN INTERNSHIP PROGRAMME

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ABSTRACT

Mentoring is maintaining the delicate balance between an experienced practitioner and a novice teacher and giving them the opportunity to develop and grow to become a better teacher. In this study, the experienced practitioner is the mentor and the person working alongside the mentor is referred to as the intern. The mentoring practices were explored through the relationship, which developed, between a mentor and her intern in an internship programme in a private secondary school.

The interpretivist paradigm was used and a qualitative case study design was adopted. Holistic understanding within a context through conversations with participants was undertaken through semi-structured interviews. Participants created collages, which were a reflection of their mentoring experience. The study used four data generation methods, semi-structured interviews, collages, focus group discussion and a written reflection.

A summary of the findings reveals that not only the mentors have an influence in the development of the intern's teaching ability but the interns also play a vital role. The mentors had different views and beliefs on aspects of teaching and mentoring and this influenced the overall experience and the mentoring relationship. The interns were able to reflect on their experience and some felt cared for and supported. Mutual respect was shown in the relationships but some relationships were able to develop further than others were.

Hudson's five-factor model (2004) was used to explore the mentoring practices and suggestions on how the model could be adjusted have been discussed together with recommendations on how the internship programme could be structured. Further research on the power dynamic and cultural diversity was recommended.

DECLARATION

Submitted in partial fulfilment of the requirements for the degree of Masters of Education in the Graduate Programme of Teacher Development Studies, University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, Bernese Hyde, declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

a. Their words have been re-written but the general information attributed to them has been referenced

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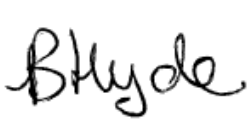

Bernese Hyde **Prof Carol Bertram**

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CONTENTS

CHAPTER 1

1.1 Introduction

In this study, mentoring practices were explored through the relationship, which developed, between a mentor and her intern in an internship programme in a private secondary school. The interns worked alongside their mentors for the year while they completed their teaching degree through distance education. They were exposed to real life teaching experiences and were able to model their teaching on the practices of an experienced mentor who was there to guide and lead during the internship. This concept is not new and the practice of mentoring supported by the quote, "If teaching involves thinking on your feet and responding in appropriate ways to an ever changing situation, then one could learn to think like a teacher by working alongside an experienced practitioner who can articulate her internal dialogue with the situation" (Feiman-Nemser, 1998, p. 69). In this study, the experienced practitioner is the mentor and the person working alongside the mentor is referred to as the intern. A relationship between the two develops as they work with each other, observing and learning how to think and be like a teacher in the situation, which presents itself. A conversation evolves as the relationship develops and certain practices are adopted.

In this chapter, the focus and purpose of the study is outlined, a rationale explaining my interest in the topic of mentoring is explained. Background to the study, a summary of the literature that is reviewed in Chapter 2 is given, the theoretical framework is briefly explained and finally a brief motivation for the choice of methodology is presented.

1.2 Focus and Purpose of the study

The focus of this study was the mentoring relationship that existed between experienced teachers and student teacher interns who are part of an internship programme in a private secondary school. Interns in this context are young women who are pursuing a career in teaching. Either they are completing a Postgraduate Certificate in Education (PGCE) or they are enrolled for a Bachelor Degree in Education (B.Ed) through distance education. The aim of the internship programme is to form a partnership between the school and the intern and to provide an experience of the ethos of a school and opportunities to understand the day-to-day

running of the school day, while the intern has the opportunity to complete her studies and gain valuable work experience within the community.

The purpose of this study was to explore the mentoring practices, which take place in a relationship between a mentor and her intern. The intention of the study was to provide an understanding of the practices used by mentors so that the internship programme could be improved and training could be provided, were necessary, through the Professional Development of staff.

1.3 Rationale

The rationale for this study was based on the fact that an internship programme was introduced a few years ago but there was no formal training of mentors and there was no outline of mentor and intern requirements. As I am co-ordinating the internship programme I felt that there was a need to explore the mentor's understandings of their mentoring role and I was interested to discover what the mentor's and intern's experiences were.

The internship programme, at the case study school, was introduced because there was a need to expand the role of the boarder mistress. A boarder mistress in this context was a young single woman who was happy to perform evening duties in the boarding establishment. In return, they receive board, lodging and a small stipend. She was employed during the day outside the school environment and was only required to be on duty outside of her normal working hours. Over the last two years, there has been a move to incorporate these young women into the academic part of the school so that they were able to develop meaningful relationships with the boarders and other staff members. By being part of the wider school community, they would have a better understanding of the mission and be more involved with the day-to-day activities. This was difficult to implement with the current boarder mistress model, hence the introduction of the internship programme. An intern, in this context, was a young woman who wishes to pursue a career in teaching. She either was completing a Postgraduate Certificate in Education (PGCE), Honours or Master's degree or was enrolled for a Bachelor Degree in Education (B.Ed) through distance education. There were four interns at the school.

Interns were employed for a year and are integrated into the school environment. They were exposed to a variety of teaching styles, strategies and learning and this should better equip them to be teachers with influence and passion in their classrooms. In an inquiry into South African new teacher's perceptions of their university education conducted by Gravett, Henning and Eiselen, in Gauteng, 268 questionnaires were completed and 38 interviews with school principals, teachers, HOSs and district officials were undertaken. The findings revealed that only 59% of the novice teachers reported that they were paired with an experienced mentor in their first year of teaching (Gravett, Henning, & Eiselen, 2011). This statistic alone motivates for the need for an internship programme and a better understanding of the practices, which take place within the relationship between mentor and intern.

The authors of the study also conclude that there was concern about the preparation of teachers for the realities of the classroom and that it was unfair to expect universities to be solely responsible for the preparation of new teachers (Gravett, Henning, & Eiselen, 2011). The school community and therefore an internship programme, is the optimal setting for authentic, non-trivial and real life challenges, which are unique to South African schools. Lastly, the findings of the study, conducted in the Gauteng Province, revealed that novice teachers were confident when it came to content knowledge and some aspects of pedagogy but their preparation for the social world of teaching and for its logistics is uneven. This was referred to by Hudson (2010) in his five-factor model of mentoring, as system requirements. This study will therefore provide a good opportunity to explore the mentoring practices and to ascertain if any of the concerns expressed by Gravett, Henning & Eiselen are addressed. The "theory-to-practice" divide should not be as great since the student teachers are part of an internship programme.

From a personal perspective, I am the co-ordinator of the internship programme and drew up the policy document, which was presented to the School Board. I therefore have a personal interest in the outcome of this study. I have selected the school that I work in for the case study because there has been resistance and negativity expressed from some of the teachers who have been allocated the role of mentor. This study explores the mentoring practices, which take place and the mentors should be able to use the results as a learning tool. Billet et al (cited in Flick, 2010, p. 421) states that "teacher learning is the reflection and action

through which teachers develop skills and acquire knowledge of experience." Through the reflection and action taken due to the findings from this research, changes could be made to improve the internship programme currently running at my school and a policy framework can be used to facilitate learning and training for both mentors and interns. The mentor's understandings of mentoring were highlighted so that the role of mentor was a positive learning experience rather than an additional task added to an already heavy load.

1.4 Background Information

The case study was situated in a private girl's high school. The school encourages an education that is useful in all aspects of a girl's future and as a result, the girls are prepared for the challenges of the real world. The teachers are employed as subject specialists and are not expected to participate in extracurricular activities. Each staff member is a member of a grade cluster and they are responsible for the grade activities. There is a strong academic ethos and the National Senior Certificate (NSC) results and sporting accolades are impressive. Against this backdrop there is a high expectation placed on teachers to perform at their best and to keep abreast with new advancements in education. Teachers have the opportunity to go to national conferences and to network with experts in their subject area. They are also equipped with state of the art classrooms and technology to enhance their teaching. This environment presents many opportunities for an intern to gain experience from experienced teachers and there is an expectation that all teachers are involved in mentoring of colleagues or interns.

1.5 Research Questions

The following research questions directed the study:

1.5.1 What were mentor's understandings of her mentoring role?

1.5.2 What were mentor's and intern's experiences of the practice of mentoring?

1.5.3 In what ways does Hudson's five-factor mentoring model describe the mentor relationship?

1.6 Brief Review of Related Literature and conceptual framework

The literature that was relevant to the focus of the study, the nature of the mentoring relationship, which took place through the mentoring of students who are participating in an

internship programme at a secondary school, was explored. The key concepts, which are described further in Chapter 2 are initial teacher education, teacher learning, teacher development, conceptualisation of mentoring, mentoring in South Africa, characteristics of the mentor, the mentoring relationship, benefits to the mentor, role of the mentor and the conceptual framework.

The purpose of this study was to explore the mentoring practices, which took place in a relationship between a mentor and her intern. To achieve this a conceptual framework was used which functions as an epistemological guide, which aided the interpretation of data presented in this study. A five-factor model of mentoring which focuses on classroom practices and mentoring for effective teaching was identified by Hudson (2013). The mentoring attributes and practices linked to each factor were justified statistically with empirical evidence in other studies (Hudson, 2007, Hudson, Skamp, & Brooks, 2005). Hudson's five-factor framework provided a structure for me to analyse the practices, which were evident in a mentor/intern relationship during the internship programme. I used it to organise the research design and facilitate the questions used for the interviews. The five factors were used to analyse the responses from both the mentors and interns to explore the mentoring practices, which exist.

1.7 Methodology

The interpretivist paradigm was appropriate as interpretivists believe that there is not only one single truth but rather there are a number of ways to understand the social world (Cohen, Manion, & Morrison, 2007). The interpretivist paradigm was used in this study because the findings were explained through the mentor's and intern's views, which were gathered through semi-structured interviews, conducted in their social context, namely the school. The purpose was to understand how the participants made meaning of the phenomena through the participant's eyes, in their social context and patterns of meaning were developed from the collection of data (Maree, 2007). Qualitative methods were underpinned by the interpretivist paradigm. A case study was used for this research because it is an effective way of providing meaningful data and exploring experiences of participants (Flick, 2010). Holistic understanding within a context through conversations with participants was undertaken (Cohen, Manion, & Morrison, 2007) in the form of semi-structured interviews and

participants were invited to complete a collage, which was a reflection of their mentoring experience. The study used four data generation methods, semi-structured interviews, collages, focus group discussion and a written reflection. The data collection process was conducted in three phases:

- Phase 1: Initial audio-recorded semi-structured interviews with both mentors and interns.
- Phase 2: Second audio-recorded semi structured interview with the mentors only, using Hudson's five-factor model of mentoring for teaching as a guide for the question structure.
- Phase 3: Participants were invited to compile an individual collage which reflected their mentoring experience. The mentors participated in a focus group discussion in order to share their thoughts and reflections with the other mentors. The interns were asked to write a reflection of their experience.

Borg and Gall (cited in Ponte & Twomey, 2014) suggest richer data is collected when a smaller sample size is used. In order to understand the relationship experienced by mentors a relatively small sample set of four mentors and four interns was selected for this study. This provided a "deep understanding within the field of mentoring, rather than providing generalizable outcomes" (Ponte & Twomey, 2014, p. 24).

Triangulation was used to strengthen the rigor and trustworthiness of the data analysis by member checking, in which the codes, domains and interpretations were shared so that accuracy could be verified (Shoaib, 2016). Member checking is when transcribed interview data are returned to the participant to verify. Triangulation of data methods were used as two methods of data collection namely, interviews and collages were undertaken.

1.8 Overview of the Dissertation

There are five chapters in this dissertation. Each chapter is briefly outlined below.

Chapter One serves as an introduction to the study. The focus and purpose are stated together with the rationale. Some background information is given and the research questions are clearly stated. There is a brief summary of the literature review; the conceptual framework and methodological approach are presented. The chapter concludes with an overview of the chapters included in the dissertation.

Chapter Two outlines the literature, which has been reviewed. Five key concepts are described, namely teacher development with a focus on teacher learning, conceptualisation of mentoring, the role of mentor, effective mentoring relationships and finally the benefits of the mentor. The conceptual framework of Hudson's five-factor model of mentoring for effective teaching (2013) is defined. Hudson's five-factor framework provides a structure to analyse the relationship, which develops during the internship programme. It also helps organise the research design and facilitates the questions used for the interviews. The five factors are used to analyse the responses from both the mentors and interns to explore the mentoring relationship, which exists.

Chapter Three identifies the research design and methodology used in the study. The interpretative paradigm and qualitative approach were used together with a case study methodology. Semi structured interviews, collages were used as the data collection methods and purposive sampling was used. The methods for data analysis are explored to ensure trustworthiness. Ethical considerations are also explained.

Chapter Four examines the findings of the study. Themes are explored to find out what the mentor's understanding of her mentoring role is. The relationship between the intern and her mentor is outlined using the five-factor model for mentoring and effective teaching and lastly the findings will be examined to see how the mentor's and intern's reflected on the mentoring process.

Chapter Five presents a discussion of the data in which the three research questions are answered. Recommendations and concerns following from the study are made followed by concluding comments.

1.9 Chapter Summary

The introduction chapter has given a brief overview of this dissertation in terms of the background, purpose, rationale of the study and the structure of the dissertation. Teaching requires you to respond appropriately to particular situations, this could be learned effectively by working with and being mentored effectively (Feiman-Nemser, 1998), this statement supports the value of mentoring and therefore the significance for research to be done in this

area. I have also discussed the concept that mentoring is mutually beneficial to both the intern and the mentor (Huling, 2001) and that through mentoring certain practices are adopted.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this literature review was to explore the literature that is relevant to the focus of the study, namely, the nature of the mentoring relationship, which takes place through the mentoring of interns who are participating in an internship programme at a private secondary school. The literature was divided into seven themes, initial teacher education, teacher learning, teacher development, conceptualisation of mentoring, the role of mentor, effective mentoring relationships and finally the benefits for the mentor. This was followed by an exploration of the theoretical framework that informs this study. This provided a lens through which the research data collection and analysis was viewed, enabling an exploration of the mentor practices which took place during a relationship which developed between a mentor and an intern within a private South African school context. The chapter concludes with a summary, which outlines the purpose of the literature review and what has been covered in Chapter 2.

2.2 Initial Teacher Education

Initial teacher training is the starting point for the entry into the teaching profession. In a review of literature done by Darling Hammond et al. (2005) on Teacher Education and Teacher Learning (TELT), they suggested that there was no single best way to organise initial teacher experiences but there was a growing number of considerations when developing programs and strategies. These considerations suggest that teacher education must model practices; powerful learning experiences must be constructed; progress, understanding and practice must be supported; student's progress and understanding must be carefully assessed and there should be a strong link between theory and practice (p. 441). In a successful mentoring relationship during an Internship programme, many of these considerations should be evident.

To ensure that teacher education programmes are successful Morrow (2007, p. 84) proposes four primary goals. These goals may be taught at different stages and different contexts. Firstly, a well-supported conception of teaching needs to be developed which is grounded in

systemic learning. Secondly, subject knowledge should be made accessible through a good understanding of what is required. Thirdly, there needs to be an awareness of the impact that social, organisational and institutional context can have on teaching practices and lastly, course design needs to ensure that effective learning of relevant content can take place.

2.2.1 Teaching education policy in South Africa

In South Africa students may follow two paths to become professionally qualified: a Bachelor of Education degree (B.Ed.) over four years or a Bachelor's degree which is followed by a one year Postgraduate Certificate in Education (PGCE). The Minimum Requirements for Teacher Education Qualifications (MRTEQ) (DHET, 2018) has given guidelines for the practice teaching period. For the PGCE qualification, 6 to 8 weeks supervised school based practice is required and for a B.Ed degree 20 to 32 weeks over four years is recommended with a maximum of 12 weeks per year with at least three weeks completed consecutively. The school based practice or work integrated learning (WIL) needs to take place in schools which are purposefully selected to ensure that students are provided with the required levels of support. Schools receive no funding for accommodating students or for mentoring the student teachers There are no policy prescriptions such as contracts or training on how universities and schools should collaborate (Robinson, 2016). Students "move from observation and other forms of learning from practice to supported teaching to independent teaching (learning in practice)" (Department of Higher Education and Training , 2018, p. 25).

The Minimum Requirements for Teacher Education Qualifications (2018, p. 10) in South Africa, currently focuses on the different types of knowledge practices that form the basis for teachers' practice while encouraging the idea of integrated and applied knowledge. Five types of learning related to acquisition, integration and application of knowledge are identified. These are disciplinary learning, pedagogical learning, practical learning, fundamental learning and situational learning. However, many current student teachers were not exposed to these types of learning during their school career. Their learning tended to be focused on content and recall rather than actively processing information for critical thinking.

2.2.2 Research on Teaching Practice Experiences

There have been a number of studies on student experiences of teaching practices in South Africa. A study conducted in 2010 (du Plessis, Marais, Weeks, & Van Schalkwyk, 2010) where the views of 16 Unisa students were considered on teaching practice, concluded that a more systemic approach to learning should be adopted as many of the students were not clear about what was expected of them. They also found that it was important to understand the school context and identify what the institution had to offer the student teachers before the placements for practical teaching took place.

It is interesting to note that research done eleven years prior to 2009, had commented on similar problems. Rhodes and Bellamy (cited in Robinson, 1999) identify a number of reasons why reform in teacher practice experience is needed. They point out that school-based experiences are unsupervised and inadequate; students enrolled in the teacher education programmes are not motivated or passionate. There is little contact and lack of communication between the schools and the university faculty and there seems to be a perception that teacher education has a low status. In July 2009, a Teacher Development Summit was held in South Africa to address the challenges experienced in teacher education and development. The Summit was successful in bringing together many stakeholders from across the teaching profession, however, the challenges of policy implementation still remained (Robinson, 2016). Finally, teacher education faculties are seen to be idealistic and detached from the realities of schools in South Africa.

When describing the teacher learning which takes place for an intern it is necessary to acknowledge the influence of the learning community (Carpenter & Blance, 2007). In this learning community, they describe learning taking place in many settings. There is classroom learning, theoretical learning and learning from real life experiences. A three-way partnership should be formed between the intern, the mentor and the University (Carpenter & Blance, 2007). Calderhead and Shorrock (1997), define teacher learning as a multi-dimensional process of multi-directional movements. They emphasise that various skills are learnt in different spaces and through multiple processes. They state that the fundamental question is not “how student teachers learn” but “how do particular student teachers learn x in context y” (p. 193). Calderhead and Shorrock (1997) would then agree that teacher learning is not linear

in process but very complex, taking into account the content, the context and the specific disposition of the learner. Wells (cited in Kelly, 2006, p. 513) would agree with this as he defines learning as "the transformation that continuously takes place in an individual's identity and ways of participating through his/her engagement in particular instances of social activities with others."

In a study, conducted by Robinson (1999), pre-service teachers from the University of the Western Cape were interviewed, the students were from historically disadvantaged groups, some of the student teachers commented that many of the schools they visited during their teaching experience "were very structured, like their own high school" (Robinson, 1999, p. 192). These students adjusted easily and "had very little problem slotting in", however, this was not the case for all student teachers as they were expected to "learn to teach" in a "vastly different context from the one in which they were schooled" (Robinson, 1999, p. 192). In a study by Rusznyak (2009), University tutors found that student teachers they observed often had ideas about teaching that either reflected or reacted against the type of schooling they experienced. Good mentoring of these student teachers could change their beliefs about what is good teaching practice.

The importance of mentoring was an aspect that was identified by du Plessis, Marais, Weeks and Van Schalkwyk. The findings suggested that there needed to be clarity around what was expected of the mentors. Collaboration, discussions and training needed to be completed and mentors needed to understand that they "had an obligation to provide student teachers with emotional support and opportunities to develop their own identities as teachers" (du Plessis, Marais, Weeks, & Van Schalkwyk, 2010, p. 337). This will be elaborated on in the next section.

2.3 Conceptualisation of Mentoring

The traditional view of mentoring can be defined as a "one-on-one relationship" (Kennedy, 2005, p. 242) between a novice teacher and a more experienced, competent colleague. According to Shank (2005) the mentoring relationship has shifted more recently and mentoring has been defined as a two way reciprocal flow of ideas and support from an experienced teacher to a novice teacher. Hobson (2009) adds to this definition by stating that

mentoring is primarily designed to develop and assist mentees and to facilitate in the induction process into the culture of the profession (teaching) and the local context (the school). Similarly, Long (2009) through the exploration of surrounding mentor programmes, in Australia, asserts that professional learning which includes mentoring should be part of a whole school approach which focuses on the school as a collaboration of learners. The mentoring programme becomes a catalyst for change and renewal within the school community rather than a separate programme for novice teachers. Mentors are encouraged to be problem solvers, innovators and leaders within their own communities, creating creative, autonomous, collegial practitioners who are willing to participate in critical dialogue to improve pedagogy and student learning outcomes.

Finally, a review of literature indicates that there are a number of reasons why mentorship programmes are introduced in schools. The main reasons given are to increase the supply of teachers; to encourage teachers to remain in the profession and mentoring can be used as an opportunity for growth and development for both the mentee and mentor (Hobson, Ashby, Malderez, & Tomlinson, 2009). In South African schools, the implementation of mentorship models has been inconsistent. While the government's *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025* (Department of Education, 2011) emphasises mentoring in all stages of teacher education, full-scale implementation is not yet in place.

2.4 Mentoring in South Africa

"In South Africa, the supply of qualified and competent teachers remains a challenge" (Mukeredzi, Mthiyane, & Bertram, 2015, p. 1). They also "indicate that mentoring is the single most powerful process in promoting competence and quality amongst teachers in South African schools" (Mukeredzi, Mthiyane, & Bertram, 2015, p. 2). Student teachers and novice teachers should be developed through the effective use of mentoring by South African Universities or by more experienced school based teachers. Unfortunately, this is not the case in all schools.

As teachers grow in experience in their careers, they would move from novice to master teacher as part of their teacher development. One of the roles of a teacher as outlined in the

Minimum Requirements for Teacher Education Qualifications (Department of Higher Education and Training , 2018) is that all teachers have a responsibility to mentor in their schools. The Integrated Quality Management System (Department of Education, 2011) also mandates that all teachers should provide pastoral care and mentoring as part of on-going professional development initiatives. This would form part of the Continuing Professional Development (CPD) learning programmes, which provide teachers with the opportunities to expand and develop themselves.

South Africa is faced with a challenge of rectifying inequalities created from the past education system where a substantial number of teachers were trained in underdeveloped teacher training colleges. Although the education system has recently undergone fundamental and multi-faceted changes, the opportunity for all student teachers to observe experienced teachers modelling conceptually deep, enquiry-based teaching is not available. In many cases, teachers teach as they were taught and unless they have been mentored through professional development programmes they will pass on these practices to their mentees.

Formalized mentoring programs are not common, informal unstructured mentoring takes place but this is not sustained. Many schools offer student placement opportunities for B.Ed or PGCE students; this is run for a ten-week cycle once a year and relies on the partnership with university tutors. More recently, schools offer learnerships or internship programmes. In a study completed by Henning and Gravett for the Gauteng Department of Education, 38 interviews were conducted with school principals, teachers, HODs and district officials. They concluded that “the expectation that universities should prepare teachers fully for practice is not feasible, since the school as a place of work is the optimal setting for getting to know, in an authentic and non-trivialising way, the hardships and challenges of what constitutes teaching in a country like South Africa” (2012, p. i).

Policy makers are attempting to formalise mentoring support programmes, which regulate mentoring in schools. The Norms and Standards for Educators specified that the role of a competent teacher should entail mentoring in schools (Department of Higher Education and Training , 2018). Mentoring programmes, which attempt to strengthen the relationship between universities and schools, have been established. An example of this is explored by Mawoyo and Robinson (2005), three schools were involved in the study, they were selected

because they were participating in a learnership programme with the Faculty of Education at the Cape Technikon. In particular, the study focused on the way the mentor and the student teacher managed and organised the process of learning to teach. They concluded, “learnerships add value to student teachers and that learning has been shown to be more complex in practice than might have been envisaged. Learnerships are not generic in their implementation. Whilst at policy level there are certain expectations imposed on the mentor and the student teacher, in practice what happens can be very context-dependent and can actually constrain the student teacher's learning” (p. 114). Their findings revealed that only one out of the six mentors had received formal training and the mentors were relying on their own instincts and teaching experience, there were no clear guidelines given. The data collected during the study revealed that mentors put emphasis on different aspects of classroom teaching and therefore their assessment of the student teachers used different criteria.

The Department of Basic Education and the Department of Higher Education and Training have outlined plans to strengthen the partnerships by creating “teaching laboratories” (Department of Education, 2011). It is proposed that Teaching Schools and Professional Practice Schools are developed as sites where students are placed for the practical components of their studies. Student teachers will engage in learning-from-practice, by observing best practice, participate in microteaching exercises and subject methodology courses (Department of Education, 2011). The document states mentors in Teaching Schools will be developed to be able to teach methodology courses within their areas of specialisation. Teachers at Professional Practice Schools will mentor initial teachers and provide them with appropriate support and guidance. While the Department of Education in South Africa sees mentors as playing a significant role in education, this is not necessarily the case in practice.

In a study conducted by Mukeredzi, Mthiyane and Bertram (2015), 20 students who had recently completed their PGCE, part-time, at the University of KwaZulu-Natal were interviewed. The findings of a study showed that there were three types of mentoring experiences highlighted by students. They identified subject-specific mentoring, which provided feedback related to the teaching of a particular subject, general pedagogical

mentoring which involved feedback on generic teaching strategies and classroom management and finally compliance mentoring which meant that the mentor simply completed documentation provided by the institution where the student is registered. The participants received different levels of mentoring, some received mentoring in only one area while others experienced a little of all the identified areas. This suggests a need for comprehensive mentor training (Mukeredzi, Mthiyane, & Bertram, 2015), however, Grossman and Davies (2012) argue that mentoring cannot be provided with a one-size fits all approach and recommend that mentoring should be a good fit for each mentee taking into account their backgrounds, needs and school context.

2.5 Characteristics of the Mentor

According to Mukeredzi, Mthiyane and Bertram (2015) a good relationship needs to be fostered between a mentor and mentee. This relationship needs to be based on trust and goodwill. Mentors need to display commitment, efficiency, responsibility and enthusiasm. This leads to a description that the role of a mentor is multi-faceted. Guide, coach, supervisor, counsellor, role model, nurturer, advisor, critic and supporter are words that are used when describing this relationship (Mukeredzi, Mthiyane, & Bertram, 2015). This echoes what Long (2009) acknowledges when she states that to become a mentor requires understanding and commitment, skill and energy. She believes a mentor is responsible for structuring and managing a mentor programme and facilitating activities that encourage understanding of pedagogy. Reflection on practices should be established together with a relationship built on trust and respect. Tilley (2002) identifies certain qualities that he believes a mentor should have in order to be effective. Firstly, good interpersonal skills and the ability to listen attentively; be non-judgemental when dealing with differences of opinion; when asking questions it is better to use open ended questions and lastly, be flexible and keep the focus on the mentee.

The findings of a study, which interviewed three teachers form the KwaDukuza area (Ilembe District) and focused on the experiences of master teachers in their mentorship role, conducted by Pather (2010) revealed that master teacher mentors embraced the characteristics of collaboration, collegiality and critical dialogue in their mentoring relationship with their mentees. Long (2009) refers to the mentor as a supervisor, where progress and performance

assessment are undertaken. It is suggested the relationship between the mentor and mentee could change depending on how this role is handled. Hobson (2009) maintains that "the restricted range of approaches employed by some mentors serve to restrict their mentees' learning and development in a variety of ways" (p. 211). In contrast to this Ponte and Twomey (2014) suggests that if the role of assessor or evaluator is acknowledged as an area of conflict it can be resolved. In their study, mentors were teachers who have at least three years' experience and are committed to the programme for two years. They mentored students who were enrolled in a two-year site-based university teacher preparation programme in Hawaii. Ponte and Twomey (2014) believe that assessment and evaluation are inter-related (Watson 1994 cited Ponte & Twomey, 2014) and are central to the role of mentor. Tension can exist but "areas of conflict were often areas of growth for all involved" (p. 24) In one situation to resolve the conflict the final mark was calculated as a combination of self, peer, mentor, principal and field supervisor assessments.

2.6 Mentoring relationships

There are a number of relationships formed through the mentoring process. The relationship with the mentee, the mentor, the school context and the university are examples of these. In Hobson's (2009) report, on international literature available on mentoring beginner teachers, he states that mentoring should be fit for purpose and should consider individual learning styles together with strategies, which support learning and development. The objectives of the mentoring relationship need to be established and agreed upon and should be reviewed and modified if necessary. The literature suggests that if observations of lessons are conducted in a sensitive, non-threatening way where specific aspects have been identified, meaningful, constructive discussion can take place, which will lead to learning and development. There are differing opinions about the pairing of mentors and mentees, some literature suggest that there should be shared pedagogical beliefs, while others support the idea that different beliefs and styles allow both the mentor and mentee the opportunity to learn from each other (Hobson, Ashby, Malderez, & Tomlinson, 2009).

In order for a mentor to be effective, they need to draw on personal and interpersonal skills. A relationship build on trust needs to be maintained with the mentee, effective communication

is emphasised and professional and emotional support are valued (Moir, 2009; Moir et al., 2009; Udelhofen & Larson, 2002; Danin and Bacon, 1999 cited in Bird & Hudson, 2015).

In a study, conducted by Kilburg (2007, cited in Bird & Hudson, 2015) 149 mentoring teams participated and Kilburg found that those mentees who did not receive emotional support from their mentors showed signs of anxiety, insecurity and a lack of confidence. Glenn (2006) describes the mentoring relationship as "give and take," where collaboration exists and there is mutual interest personally and professionally. The two-way relationship is consistent with Parker Palmer who describes the relationship as follows:

> *Mentors and mentees are partners in the dance of spiralling generations, in which the old empower the young with their experience and the young empower the old with new life, reweaving the fabric of the human community as they touch and turn* (Palmer, 1998, p. 25).

Hobson (2009) outlines five areas where the effect of the relationship is not fully known because there is limited evidence. Firstly, the cost effectiveness of the mentoring process compared to other methods of support is important to acknowledge as this affects the school and university. Secondly, the mentoring relationship is dependent on the willingness of the mentee to be mentored. Thirdly, the impact of mentoring on the learners within the school is largely unreported. Fourthly, the impact of mentoring on the retention of expert teachers in the profession is unclear and finally, the effectiveness of training received by mentors is unknown. This study, which will explore the relationship, which develops, between an intern and a mentor will shed some light on the limitations Hobson has highlighted. In particular, the willingness of the mentee to be mentored will be explored and the need for mentor training will be examined.

2.7 Benefits for the Mentor

Recognising that mentors also gain benefit from mentorship is an idea that has been around for many years. In a study conducted by Hawk in 1986 (cited in Ponte & Twomey, 2014), 178 teachers were asked about their experiences as mentors and 66% responded 'definitely' when asked if they achieved positive professional growth through participation in a mentorship programme.

The mentor relationship is “dynamic and reciprocal” (Shank, 2005, p. 74) and there are a number of factors which influence the mentor experience. Maphosa, Shumba and Shumba (cited in Mukeredzi, Mthiyane, & Bertram, 2015) commented that the role of a mentor is multi-faceted and could include roles as guide, supervisor, counsellor, coach, adviser and supporter. Several studies have been undertaken to document the benefits on mentoring for the student teacher (Darling-Hammond, 2003; Feiman-Nemser, 1996; Greene, 1997; Manke, 1998; Rowley, 1999). According to Huling (2001) the benefits a mentor receives from mentoring may be equal or greater to those the novice teacher experiences. The concept of mentoring being mutually beneficial is one of the aspects that I am exploring through the focus on the mentoring relationship, which develops during the internship programme.

Mentoring benefits according to Huling and Resta (cited in Ponte & Twomey, 2014) have been documented in the following areas: professional competency, reflective practice, renewal, elevated sense of self, appreciation of collegial interaction and leadership skills. The research indicates that teachers improve through reflective questioning and cognitive coaching as they build a relationship with the mentee. There is a sense of renewal as the mentors listen to new ideas and strategies, which the mentees share with them; this may also prompt them to reflect on their own practice. The mentor embraces the relationship and the mentee begins to develop an elevated sense of self, as their ideas, teaching strategies and learning styles are validated by the mentee.

In a similar vein, Hobson (2009) contends that studies completed by Abell et al (1995) and Simpson et al (2007) cites mentors referring to gaining “new ideas” and “new perspectives”. They also reported that learning new teaching styles and strategies improved their use of technology in the classroom. Mentors become self-reflective, their communication skills improved, they were more aware of the mentees needs and were reminded that they too were a novice teacher. They commented that they felt reassured when their ideas were embraced and they felt less isolated and enjoyed the collaborative relationship, which developed.

2.8 Professional Development Benefits of Mentoring

In the South African context two imperatives have been identified by Meyer and Abel (2015). Firstly, there is a need to improve pedagogical content knowledge (PCK) and secondly there is a warning that once-off training without participation in a professional learning community (PLC) has limited impact on teacher learning. From a literature review, conducted by Meyer and Abel (2015) four insights and ideas were identified for continuous teacher development in South Africa. Firstly, teacher training and development are defined as complex, contextually situated processes. Secondly, course-based training is ineffective if there is no follow up support in the form of coaching and mentoring. Thirdly, peer coaching has been proven a valuable form of support and lastly learner progression and promotion should not be the focus when considering the role of assessment but rather the teachers' planning for assessment should be critical.

2.9 Role of the Mentor

The mentoring roles may differ depending on the school and the mentor. Some mentors may emphasise different aspects of classroom management or teaching techniques. This could be seen as a good thing and allow professional independence, which is usually valued by mentors, however, it may also cause tension in the relationship. Feiman-Nemser (cited in Bullough, 2005) state that for mentoring to be beneficial certain criteria needs to be met and that mentoring must be intentional. This would indicate that a clear understanding of the role of the mentor would be advised for mentoring to be beneficial.

From a review of literature, the following points have been identified as helpful suggestions a mentor could note:

- There must be a high level of commitment to the responsibilities of the role (Bullough, 2005).
- The expectations of the programme need to be clear and understood.
- A strong and well-grounded concept of teaching is needed (Morrow, 2007).
- Create a balance between sufficient opportunities and overloading responsibilities.
- Ensure that content-specific or pedagogical content knowledge is discussed (Heeralal, 2014).

- Foster a relationship that is both supervisory and developmental.
- Provide the intern with both emotional and psychological support.
- Affirm the intern to build confidence, particularly when feedback is given.
- Meet on a regular basis and keep communication line open and relaxed.
- Allow interns to be part of the decisions and included in planning, work collaboratively.
- Observe lessons and ensure that feedback is constructive and developmental.
- Be a role model, provide support and direction.
- Help an intern learn their role as a teacher and establish their self-image or teaching style (Seriovanni and Starratt cited in Heeralal, 2014).
- Orientate the intern into the school culture to make them feel welcome and included.

When looking at the above list it could be suggested to sort the roles into areas of responsibility, Hudson's (2010) five-factor model of mentoring for effective teaching, which has been used as the conceptual framework for this study, could to achieve this. This model is detailed in the next section.

2.10 Conceptual Framework

The purpose of this study is to explore the mentoring relationship that exists between a mentor and an intern. A mentor in this study is an experienced teacher. Mukeredzi, Mthiyane and Bertram (2015) support the notion that the mentor should offer constructive critique, appropriate coaching, inspire learning, show commitment, motivate and provide support. A mentee or intern is new to the profession and through the guidance of their mentor they should be able to develop personally and be able to integrate socially into the school environment. Management of teaching and learning and pedagogical knowledge should be improved through a relationship which develops between a mentor and her intern.

In order to describe this relationship, a conceptual framework will be used which functions as an epistemological guide to generate and interpret the data presented in this study. A five-factor model of mentoring for effective teaching has been identified by Hudson (2010) in the study which investigates a five-factor model of mentoring for effective teaching. Evidence from the survey of 218 students teachers who had just completed their practical

teaching period, conducted by Bird and Hudson (2015) supports Hudson's five mentoring framework that may be used as a benchmark for mentoring practices. The results indicated the five factors, namely, personal attributes, system requirements, pedagogical knowledge, modelling and feedback (Bird & Hudson, 2015). The figure below illustrates how the five factors fit together.

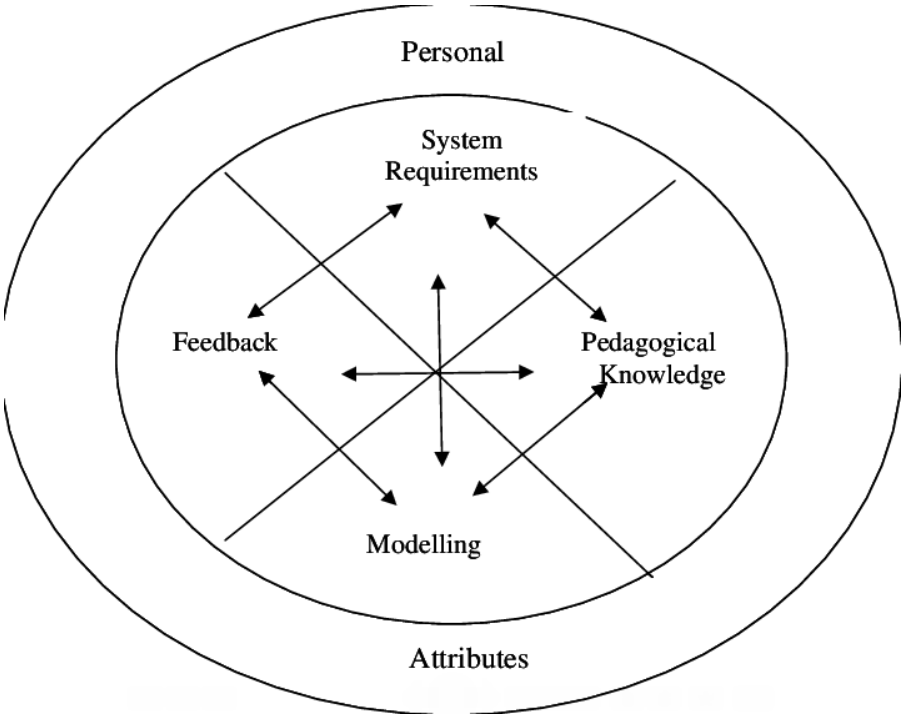

Figure 1: A five-factor model of mentoring for effective teaching (Hudson, 2010, p. 32).

Personal attributes are in a band around the outside of the other four factors because in order for a mentor to develop a relationship with an intern that was positive and supportive (Hudson, 2010) good listening skills, reflective discourse and a willingness to pursue an interns educational interests within the context of the classroom needed to be demonstrated. The four factors in the centre of the circle have arrows pointing to each other, this indicated interaction between the factors and that they are not seen in isolation.

Hudson's five-factor model of mentoring has been chosen for my research because it is a school-based mentoring model, with a focus on the development of new teachers and it is already a well-established and researched model. The five factors, namely, personal

attributes, system requirements, pedagogical knowledge, modelling and feedback, help to identify the specific responsibilities of mentor teachers and could be used to outline the goals and outcomes for the role as mentor. The five factors are outlined in more detail below:

Personal Attributes:

This includes personal and interpersonal skills used to interact with the intern. The focus is on building a relationship that is supportive professionally and emotionally. Words that can be used to describe these attributes are resilience, personable, commitment, responsible, reflective, enthusiasm, lifelong learning, encouraging, affable, attentive and supportive (Hudson, 2004). Therefore, a large part of the mentors' role is demonstrating the personal attributes that would best facilitate the interns' development. For example, if the mentor takes an interest in the intern's lesson plans by giving time to discuss them and the intern is given positive comments and constructive advice and feels supported by her mentor, then the intern may become more confident in teaching the lesson. Alternatively, if a mentor does not display supportive and positive personal attributes this may affect the intern's confidence to teach. In summary, the mentor should be supportive, attentive and comfortable with talking about specific primary teaching practices. They should be able to help develop a positive attitude in their intern.

System Requirements:

A student teacher needs to understand the policy requirements of at least three different systems: the national policy, such as curriculum and assessment policies, policies on religion and inclusion. School-level policies, for example the rules and routine and the disciplinary procedures and finally the subject department policies, which could include how the assessments are conducted or the how moderation takes place and which teachers, set which tests. It is recommended that three key mentoring practices within system requirements should focus on the aims for teaching a specific subject, the curriculum and policies**.** These are the systems, which are in place to manage the school, the internship programme and the course work requirements set out by the university for the student teachers, such as curriculum requirements. The mentors would also have curriculum and assessment requirements for their phase level. For effective mentoring these need to be made available to

the intern where necessary and the details need to be clearly communicated so that the intern understands how the school procedures and policies work.

Pedagogical Knowledge:

Pedagogical knowledge refers to the knowledge that a student teacher needs to teach a series of lessons effectively. This could include planning for teaching, timetabling, preparation, teaching strategies, classroom management, questioning techniques, problem solving, content knowledge, implementation and assessment and sharing opinions and viewpoints. Problem solving and teaching strategies are discussed together with lesson structure and content knowledge that are aligned with the curriculum and assessment plans. A mentor is required to provide pedagogical knowledge about assessments and other factors, which will influence effective teaching practices.

Modelling:

This is an opportunity for the mentor to model what has been discussed and what the student teacher has learnt in her university-based courses. It is an opportunity for the mentor to put the theory into practice. The intern needs to see the appropriate methods and techniques of teaching, assessing and classroom management modelled by the mentor. Passion, enthusiasm, effective teaching, a rapport with the pupils, lessons that are hands on and well-designed are some of the aspects that can be modelled for the intern. Then the intern has the opportunity to model these practices for the mentor.

Feedback:

This is an opportunity for the mentor to review what has been observed during interactions with the intern. Positive advice and constructive criticism given by the mentor is essential for the growth of the intern. Feedback can address pedagogical concerns such as teaching techniques and skills, as well as content knowledge and classroom management. This can be given orally or in writing and needs to be specific to the intern focusing on building confidence within an honest discussion. Below is a figure, which suggests the process that can be followed when feedback is given.

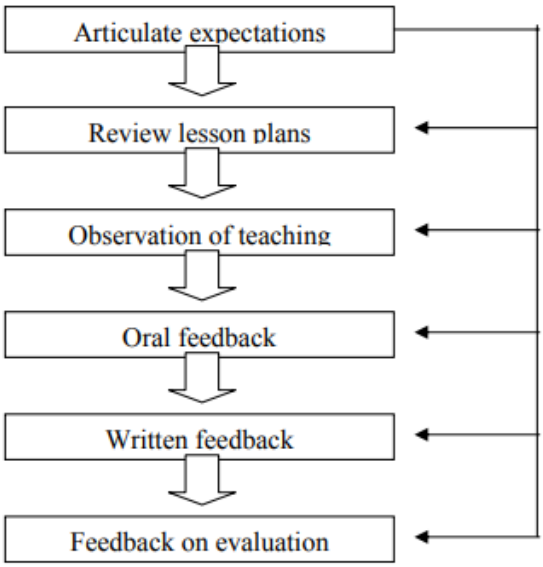

Figure 2: Step to follow when giving feedback (Hudson, 2004)

2.11 Chapter Summary

In conclusion, the purpose of this literature review was to present a discussion, which was divided into six themes, namely initial teacher learning, professional development, conceptualisation of mentoring, mentoring in South Africa, the role of mentor, effective mentoring relationships and finally the benefits of the mentor. Initial teacher learning takes place through university-based training programmes and school-based collaboration. The concept of mentoring has been explored showing how the relationship has evolved and there has been a shift away from the one-on-one, one way, power driven relationship between an experienced teacher and a novice teacher. The role of the mentor and an outline on how this role affects the relationships between the mentor, mentee, school context and universities was explored. Lastly, the sixth theme, the benefits for the mentor, was outlined. Finally, the literature review concluded with an exploration of the theoretical framework that informs this study. This provided a lens through which the research data collection and analysis was viewed, enabling an exploration of the relationship which developed between a mentor and an intern within a private South African school context.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides details about the research strategy, which has been adopted in order to answer the research questions listed above. The methodology chapter is divided into three subsections, namely the research design, which includes the paradigm and research approach. Secondly, the methods of data collection are outlined together with sampling and lastly ethical issues and trustworthiness are discussed.

3.2 Research Paradigm

The interpretivist paradigm was used in this study because it is about answering the "why" question and understanding the experiences of both mentors and interns. According to Mertens (cited in Mackenzie, 2006), the interpretivist paradigm understands reality as socially constructed, the context is important as it reflects the participants background and experiences. There was interaction between the researcher and the participants and this could mean that the researcher may not be completely objective.

Both qualitative and quantitative methods can be used when using the interpretivist paradigm. Qualitative methods in the form of interviews and reflections were used for this research because it was an effective way of providing meaningful data and explored the experiences of participants (Flick, 2010). Holistic understanding within a context through conversations with participants was undertaken in the form of semi-structured interviews (Cohen, Manion, & Morrison, 2007).

For interpretivists, the purpose of research is to understand the meaning, which informs human behaviour. This study seeks to understand the relationship experienced by the mentor and intern through mentoring a student teacher in an internship programme. Interpretivists hold the belief that there is not a single reality or truth about the social world, but rather a set of realities or truths, which are historical, local, specific and non-generalisable. There are many possible interpretations of events and situations. Thus, it is recognised that research results are not "out there" waiting to be found or discovered by the researcher, but they are created through interpretation of data (Guba & Lincoln, 1994). The methods that were

selected are influenced by the fact that researchers interpret findings with the purpose of understanding human nature, behaviour, attitudes, beliefs and perceptions. There was a subjective relationship between the researcher and the participant and meaning can only be understood by the interaction between them. The researcher needed to engage the situation from the viewpoint of the participants in order to interpret the data correctly.

The research took place in context, Cohen, Manion and Morrison (2007), refer to this as naturalistic research. There are four key claims, which the interpretivists outline. Firstly, there needs to be a common frame of reference in order to understand individual behaviour (Cohen, Manion, & Morrison, 2007). Secondly, an individual constructs their own understanding of the world by relating and sharing with others (Maree, 2007). In this case study, the mentors and interns had the opportunity to share their experiences of the mentoring relationship. Thirdly, there are a number of ways of interpreting the situation and the context influences this, together with different personalities and beliefs. Lastly, the context has a very important part to play in respect to individual experiences, which influence the way people interact (Cohen, Manion, & Morrison, 2007 Maree, 2007).

When considering the nature of this study and the focus on the mentoring relationship the interpretive paradigm was suitable because an in-depth understanding of the mentors views and values together with their experiences were obtained from their personal responses. The study also explored the understanding of the mentorship role and the relationship, which formed, between the mentor and the intern.

3.3 Research Approach: Case Study

According to Yin (2003) a case study design should be considered when the focus of the study is to answer the “how” and “why” questions and the researcher cannot manipulate the behaviour of those involved in the study. The intention is to cover contextual conditions because you believe that they are relevant to the phenomenon under study and the boundaries are not clear between the phenomenon and the context.

Three types of case studies, namely, explanatory, descriptive and exploratory are identified by Yin (2003). Explanatory case study involves looking at data at a deep level as well as from a distance. Pattern matching is used to explain the phenomena in complex cases. The

descriptive case study describes the phenomena and may use narrative to describe the story (Yin, 2003). In an exploratory case study, general questions are asked that allow further examination into the phenomenon because in exploratory case study there is no clear outcome within the given situation (Yin, 2003). This study uses exploratory case study to explore the phenomenon of mentoring. The case is the relationships experienced between the mentor and the intern.

Harling (2012) defines a case study as a holistic inquiry where a contemporary phenomenon is investigated in a particular context. Stake, Yin and Imas (cited in Shoaib, 2016) add to this definition by identifying the phenomenon as complex, where detailed description is given together with interpretation of instances in a contextual setting. This allows the researcher to view the situation as a whole and understand the real meaning of the situation. Borg and Gall (cited in Ponte & Twomey, 2014) suggest richer data is collected, in contrast to a large scale study where shallow information is collected because of the smaller sample size. In order to understand the relationship experienced by mentors a sample of four mentors and four interns were selected for this study. This provided a "deep understanding within the field of mentoring, rather than providing generalizable outcomes" (Ponte & Twomey, 2014, p. 24).

3.3.1 Case Study Strengths

The strengths of a case study are outlined by Merriam (1985) who described it as a research approach which enables a level of understanding and explanation which is not possible when other experimental or survey designs to research are used. Triangulation is used to strengthen the rigor, validity and trustworthiness of the data analysis by member checking, in which the codes, domains and interpretations were shared so that accuracy could be verified (Shoaib, 2016). This study aimed to analyse the relationship between the mentor and intern. The case study approach allowed for rich and vivid descriptions of events. In some cases there was a blend of descriptions and analysis and one of the main strengths is that the researcher is integrally involved in the case and is able to understand the context fully (Cohen, Manion, & Morrison, 2007).

3.3.2 Case Study Limitations

Yin (2003) identifies three disadvantages of cases studies that need to be acknowledged. Firstly, there could be a lack of rigour, which may allow bias to influence the findings and

conclusions. The design of the case study is therefore very important. The design includes a research objective, which is acquired from the research question(s), the data collection sources, the limitations and ethical considerations should also be included (Shoaib, 2016). A second disadvantage is that there is little opportunity for scientific generalisation because of the small sample sizes that are used. However, this criticism is the main strength of a case study as it seeks to inquire about a particular phenomenon within a specific organisation. Lastly, case studies can take a long period to conclude. Ethnographical or longitudinal studies are examples of such studies. Large amounts of data are generated which need to be systematically organised which is time consuming.

3.4 Sampling

Cohen, Manion and Morrison (2007) contend that for a case study to be effective there are four factors that need to be considered in the design. Firstly, the sample size; secondly the issue of representation; thirdly, the access to the sample and finally the sampling strategy used. Each of these factors is discussed below:

3.4.1 Sample Size

There were eleven people in the population group in the case study school. Four were interns and seven were mentors. Each intern was assigned one or two mentors, according to their teaching subjects. This meant that an intern might have more than one mentor. For an exploratory case study, a small sample group is more beneficial as in-depth details of each case are needed. Therefore four interns who teach four different subject areas were selected together with their four mentors so that four mentoring relationships were explored.

3.4.2 Representation

The interns selected were part of the Internship Programme and the mentors were allocated to them according to their teaching subjects. Two interns were in their second year of a Bachelor in Education, one intern was completing her PGCE and the fourth intern completed her teaching degree and is a novice teacher although she has not been allocated any classes to teach formally. The four mentors were experienced teachers, two mentors have been teaching for more than 30 years and the other two have been teaching for just on 20 years each. All were full time teachers, have taught to Grade 12 level for many years and are considered experts in their subject areas. Two of the mentors are subject heads, which means that they

are responsible for the running of their department and managing the teachers within their subject area.

3.4.3 Access to the sample

All the participants were employed at the school. Interviews and observations took place during free lessons or after school hours. The interns all lived on the school campus and the teachers live within 30-minute drive from the school.

3.4.4 Sample Strategy

In my study, purposive and convenience sampling was also used. “Purposive sampling is when participants are selected according to preselected criteria relevant to a particular research question” (Maree, 2007, p. 83). This affords me the opportunity to hand pick the participants. Four interns have been matched with four mentors offering different subject specialisations.

Convenience sampling strategy was used. This “involves choosing the nearest individuals to serve as respondents” (Cohen, Manion, & Morrison, 2007, p. 113). As I am a member of staff at this school and have been co-ordinating the intern programme, it was convenient to access the school. The Principal was aware that I am currently completing my Master’s Degree and I have enjoyed his support together with the support of other senior members of staff. At this point I would like to acknowledge that a power dynamic exists and this will be discussed in more detail in the Ethical Issues section.

3.4.5 Context

The research was undertaken in one school setting. The school is situated in the Midlands of Kwa-Zulu Natal in an affluent urban suburb. It is a private independent school registered with the Independent Education Board. There are well-maintained buildings and gardens and a number of top quality sports facilities. Holistic development is emphasised and the girl’s achievements in academics and sports are excellent. There is a range of activities offered outside the classroom to cater for the diverse talent and interests, which the girls of the school enjoy. The staff is made up of a principal, two deputy heads, five grade heads, two school counsellors, academic staff, a number of sports coaches, a variety of music teachers, a staff member responsible for social outreach, a Chaplain, admin staff, support staff and grounds

staff. There are just over 400 girls enrolled at the school. Girls are able to be termly boarders, weekly boarders and day boarders. All subjects are taught in English although Afrikaans, IsiZulu and French are other languages on offer.

3.4.6 Participants

All participants are female and over the age of 18. There are seven possible relationships in the population group. I have selected four relationships so that each intern has one mentor in one designated subject. I have kept the subject anonymous to protect the identities of the teachers and interns. The concept map below shows the total number possible mentors and how the four mentoring relationships were selected.

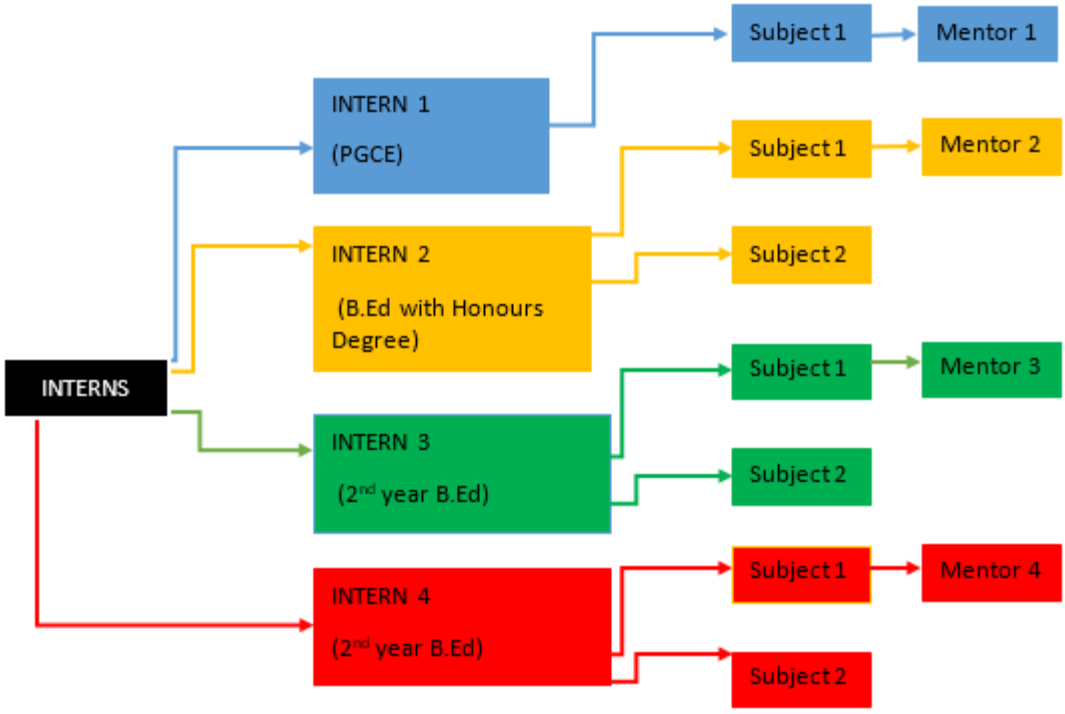

Figure 3: Table representing the selection of participants

3.5 Data Collection

The study used four data generation methods namely semi-structured interviews, collages, focus group discussion with the mentors and a reflection piece written by the interns. The nature of the mentoring relationship is explored using Hudson's five-factor model of mentoring for effective teaching (Hudson, 2010) using individual semi-structured interviews with interns and mentors, collages and a focus group discussion with mentors were used to

explore the mentor's experiences were and finally the interns created collages and wrote a reflection piece which gave insight into their experiences.

3.5.1 Semi-structured interviews

A semi-structured interview allows for flexibility in the questions asked. A basic outline was drawn up but as the interview progressed other questions were added and more probing questions were asked to ensure that the data collected was rich and valuable. The purpose of the interview was to find out what the participants know about a particular topic, what their values and preferences were and finally to find out what they thought, which points towards their attitudes and beliefs (Bertram & Christiansen, 2014). It is important to remember that the interview is a social encounter and that the interviewee needs to remain relaxed and not pose a threat or overwhelm the participant in any way.

Two semi-structured interviews were conducted, interview one, with both mentors and interns, took place at the start of May and the second interview, which was with the mentors, only, took place 4 months later at the end of September. There was a gap of 4 months to allow the relationship to develop and show progression in the mentoring relationship. The interview questions for interview one were open-ended questions about the mentors and interns' expectations of the mentoring relationship (See Appendix 1). The second interview, phase 2, with the mentors was divided into five sections: mentoring factors, personal attributes, system requirements, pedagogical knowledge, modelling and feedback (Hudson, Mentors report on their own mentoring practices, 2010) and open ended questions related to each section were asked (See appendix 2). All interviews were recorded so that they could be transcribed at a later stage.

3.5.2 Collages

These were used to answer the third research question: What were the mentors and interns' experiences through the practice of mentoring? The mentors and interns were invited to create collages, which explored their experience as a mentor or intern. These were created individually during the September holidays. They were asked to create a digital collage, on an A4 size sheet. The collage could contain words and/or images that helped express their

experiences as a mentor or intern and further explain the relationship with their intern or mentor.

Collages can be used as a reflective tool, a form of elicitation and as a conceptualising of ideas. Through the creation of the collage, the mentors were able to process their feelings, thoughts and ideas about their mentoring experiences during the year (Butcher-Kisber & Poldma, 2010). Collages also allow work to be done in a non-linear and intuitive method through the arranging of images that reveal conscious and unconscious connections and new understandings are revealed (Butcher-Kisber & Poldma, 2010). Robertson (cited in Butcher-Kisber & Poldma, 2010, p.2) states that "collage reflects the very way we experience the world with objects given meaning not from something within themselves, but rather through the way we perceive they stand in relationship to one another".

3.5.3 Focus Group Discussion and Reflections

The focus group discussion took place on the Friday afternoon after the September holidays. The mentors had sent their digital collages through to me so that I was able to project them on to a big screen during the discussion. As each collage was projected, each mentor provided a description of what she had created and gave reasons why certain pictures were selected. During the sharing of their collage, with the group, they were able to verbalise their ideas and new connections and understandings were revealed. The group sharing also allowed a time with other mentors on the mentoring experience, which proved helpful. The focus group discussion session was an opportunity for the mentors to share their experiences with the other mentors. They created a Collage to help with the reflection process. The insights and reflections were rich as the mentors involved themselves in the discussion. The group consisted of four mentors, which was small enough for each participant to feel comfortable to share their experiences in an honest and meaningful way. Collages were saved onto a flash drive and the focus group discussion was recorded and transcribed at a later stage.

Cohen, Manion & Morrison (2007) define focus group discussions as interactions between the researcher and participants while discussing a given topic and these interactions give the opportunity for data to be collected. Merriam (1985) warns that data is collective rather than

individual, although the group dynamics allow for data that may not have been revealed on an individual basis to be collected. The range of responses is wider as participants build on each other's ideas (Maree, 2007). A criticism of a focus group discussion is that one participant may dominate and overshadow the discussion to avoid this; the researcher must allow all participants to share and lead the discussion in such a way that all voices are heard equally. With this criticism in mind, the decision was made not to have a focus group discussion with the interns but instead they were invited to write a short paragraph about their collage to explain why they had selected certain pictures to describe their relationship with their mentor. During the sharing of their collage, with the group, the mentors were able to verbalise their ideas and new connections and understandings were revealed. The group sharing also allowed a time of discussion with other mentors on the mentoring experience, which proved helpful. Collages were saved onto a flash drive and the focus group discussion was recorded and transcribed at a later stage. The interns were asked to write a reflection piece rather than have a focus group discussion because I felt that they had not developed a trusting relationship with each other and they would find it difficult to share their experiences honestly with the other interns. The interns were able to express themselves freely and were honest about their experiences.

3.6 Data Organisation

The recorded interviews were transcribed and returned to participants to comply with ethical requirements. All the participants were in agreement with what was transcribed. I then read the transcripts from the interviews and focus group discussion repeatedly in order to familiarise myself with the data and to establish a good understanding and a clear sense of the nature of the data. Codes were used to keep the identities of the participants anonymous. The interns and mentors were numbered 1 to 4. The mentor and her intern were given the same number and each relationship was given the same number. For example: Mentor 1 was paired with Intern 1 and their relationship was labeled Relationship 1. Two tables were drawn up to summarise the data collected from the first semi-structured interviews with both the interns and the mentors. The following headings were used for the Mentor's table: Why did you become a teacher? Role of the mentor and your experiences? What would you like to gain from this experience? Finally, what are your expectations of your relationship? These headings were changed slightly for the interns: Why do you want to become a teacher? What

do you think the role of the mentor entails? What would you like to gain from this experience? Finally, what are your expectations of the relationship with your mentor?

The data from the second semi-structured interviews was divided into the five mentoring factors used by Hudson (Bird & Hudson, 2015) which was the theoretical framework used for this study. Lastly, the collages from both the mentors and interns, together with the transcripts from the focus discussion group and the written reflections from the interns were divided into four under each relationship.

3.7 Data Analysis

Both the inductive and deductive analysis approach was used to analyse the data from the interviews, the collages and the focus group discussions. All data collected was analysed in a purposeful and sequential manner (Cohen, Manion, & Morrison, 2007). Maree (2007) goes on to state that in order to analyse qualitative data, data needs to be interpreted to find meaningful content. This approach entails that the researcher sets out with a clear set of concepts and this framework is used to analyse the data. Hudson's five mentoring factors (Hudson, 2010) was used as a framework for analysis. Content analysis was used for this study as transcripts were analysed. These were generated from two semi-structured interviews and a focus group discussion.

The data was initially divided into two separate sets, the mentors and the interns. Each set of data was sorted into seven categories, namely, the role of the mentor, personal attributes, system requirements, pedagogical knowledge, modelling, feedback and finally, mentor experiences. Once this was complete, the data was reorganised in order to analyse the relationships between the mentors and the interns. The data was reorganised into four relationship groups. This allowed me to combine responses from both the mentor and intern and the meaning and interpretation was drawn out (Henning, 2004). Through this process, the transcripts were read and reread so that I could become familiar with the data (Maree, 2007). During the reading process, words and phrases were highlighted; similarities were noted together with differences.

3.8 Ethical Issues

Ethical approval was obtained from the Humanities and Social Sciences Research Ethics Committee, University of KwaZulu-Natal (See Appendix 3). Permission were obtained in the form of a letter from the principal of the school. Both the mentors and interns who participate in the study have returned a signed consent letter confirming their participation. All participation was voluntary and individuals were informed that they might withdraw at any stage. Consideration was given by recognising that all participants have given up personal time to be part of this study over and above their normal workload and this was appreciated. Their participation has contributed to their own professional development and has enhance the internship programme.

All personal information was kept confidential and codes were used to protect the identity of the participants. The findings of this study will be available for all participants and the school. This research may be used to inform the internship programme which is currently run at the school. Consideration needs to be made for the fact that I am currently the co-ordinator of the internship programme and this could lead to conflict with position of power. I have a close working relationship with all the participants and it is important that the mentors and interns feel comfortable to discuss any issues with me and that responses are honest rather than superficial interactions. I have asked all the participants to communicate with The Deputy Head: Academic, should they feel uncomfortable talking directly to me about any issues that may arise.

3.9 Limitations of the Study

Rule and John (2011) state that by declaring the limitation of a study the dependability of the study is raised. The limitations of this research are that the sample group is relatively small and the findings will not be able to be generalised beyond this school context. One of the interns was appointed one term after the rest of the group. The nature of her relationship could have been compromised because there was less time for them to get to know each other before the first interview. This study is in the interpretive paradigm and as such, any interpretations that were made are subjective and reflect the beliefs and interpretations of the participants. All the participants were from one school and this could be seen as a limitation

because participants from other schools may have yielded other interesting data. On the other hand this could be highlighted as a strength because in-depth knowledge of each situation was possible. Using one context allowed for less variation and the focus could be narrowed to the mentoring relationship.

3.9 Trustworthiness

Trustworthiness is strengthened if the research instruments are dependable and consistent (Maree, 2007). The interview questions were first reviewed by my supervisor and then they were piloted with colleagues who are not part of the study, changes were made before the first interview took place. Cohen, Manion and Morrison (2007) advocate that it is important to record and represent data accurately to ensure this, all interviews were transcribed and the participants were invited to read through the transcripts. Triangulation is used to strengthen the rigor and trustworthiness of the data analysis by asking the same question in different ways, codes, domains and interpretations were shared so that accuracy could be verified (Shoaib, 2016). Member checking (Maree, 2007) was conducted, this is a rigorous process, which ensures accurate recording of data. The participants were given the freedom to make corrections to their interview transcripts. No changes were made.

Electronic and printed copies of all interviews, recordings and transcripts have been safely stored to ensure that there is a systematic audit trail (Rule & John, 2011) needed to enhance trustworthiness. It is argued by Rule and John (2011) that the researcher has the best lens to view the phenomenon. Transferability has been achieved in this study by giving thick descriptions. In a case study the researcher gives the reader the opportunity to transfer the findings and conclusions.

As this study was situated at the school where I am employed, I was open and honest about my role and position. I was transparent and explicit in my dealings with the participants (Rule & John, 2011). My role as researcher has been clearly defined and a conscious attempt was made to remain objective at all times, therefore trustworthiness has been further enhanced through this process.

3.10 Chapter Summary

An outline of the methodology of this study has been given in this chapter with elaboration on the interpretive paradigm and the qualitative approach. The research approach, case study was outlined and the details about sampling, data collection and data analysis were given. Ethical issues were explained and lastly trustworthiness was examined.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter, the data is presented and analysed. The profile and teaching biography of each mentor and intern is outlined, the understanding of the mentoring process is explored from both the mentors and interns perspective. Thirdly, the mentoring practices are analysed and then the mentor's experiences and reflections are shared. Lastly, the mentor/intern relationship is presented using the collages created by the mentors.

4.2 Profile of participants

4.2.1 The Mentors

Four mentors took part in this study. They were all female teachers with a great number of years of experience, two of the mentors have been teaching for more than 30 years and the other two for just on 20 years. All are full time teachers and taught different subjects to Grade 8 to Grade 12 girls.

Three of the mentors had a desire to be a teacher from an early age. "I used to have classes for my stuffed animals" and " I used to play school – school with my cousins when they came to visit" are two quote which illustrate the passion for teaching. All four mentors are passionate about the subject they teach and feel a need to pass on this passion to younger teachers. It was important to establish why the mentors want to teach because mentoring requires the mentor to pass on values and aspects of teaching which are implicit. If a teacher is in a classroom for the wrong reasons this could affect the mentoring relationship negatively.

There was a mix of experiences when it came to their own mentoring experiences. It was important to establish what experiences the mentors had because this would influence their approach to their mentoring of the intern. If they had a bad experience, they may not put much value in the mentoring process or alternatively they may feel that they missed a valuable experience and would like to mentor the intern well so that their experiences were not repeated.

Mentor 1 said she was “thrown into the deep end” and “I had to struggle along on my own”. She felt that her progress was much slower than her colleagues at other schools who were assigned a mentor. Two of the mentors had mentors during their practical teaching but their experiences were very different. Mentor 2 found that her mentor facilitated her taking classes so that she was able to fulfil the requirements for the practical teaching module but there was no relationship between them. In her first year of teaching, she “latched onto her Head of Department” as a “survival technique” but she felt that she was criticised and there was “not much hand holding”. Mentor 3 felt that her experience was made richer because she was able to observe her mentor for a number of weeks before she had to teach. She found her mentor very encouraging and felt that she was not so overwhelmed. Mentor 4 had the opportunity to experience three different mentors. Her mentor during her first practical teaching was very critical and she thought that perhaps she intimidated her mentor. She also felt that her mentor had unrealistic expectations and was not mindful of the fact that this was her first time teaching these concepts. The second mentor was very nurturing and encouraged her to enjoy what she was doing, as she wanted her to enter the teaching profession because at the time there was a demand for teachers in her subject area. Mentor 4 was also fortunate enough to have a mentor during her first year of teaching and this she felt was very helpful and taught her that it is “fabulous to have a good team around you” and “that the value of teamwork and sharing resources with each other was so reassuring”.

All four mentors were enthusiastic about the opportunity to mentor and wanted to help their interns as much as they could. They had high expectations for the relationship. Their own experiences seemed to motivate them to want to “do a good job”. Those mentors who did not have a good experience with their mentor while they were students were determined to make a difference now so that their intern was able to benefit. On the other hand those that had had a good experience were happy to “pay it forward” as they were well aware of the benefits they had received from their mentor.

4.2.2 The Interns

Each mentor was paired with an intern. The interns were assigned two subjects as part of the school internship programme but I have chosen to focus on only one of these subjects, which implies that there are four mentor/intern relationships in this study. The relationships were

numbered 1 – 4 and these numbers corresponded to the mentor and intern number. For example, Mentor 1 was paired with Intern 1 to form Relationship 1.

The interns who were part of this study were employed by the school for the year and are part of the school internship programme. The internship academic programme was structured in a way that they were introduced to teaching strategies and styles through the practice of observation. Their experience was divided into three parts. Firstly, they observed a number of teachers who were not linked to their subject specialisation. They then followed and observed a junior and senior girl for a day. Secondly, they were assigned to their subject specialisation departments and they were given the opportunity to observe a variety of teachers within their field of interest and finally, they were paired with their monitor. During this last phase, they were expected to teach and contribute to the life of the academic department.

All four interns have chosen the career in teaching because they want to help teenagers understand things that they found challenging at school. Intern 1 commented that "I can't see myself doing anything else and teaching is my normal".

Two of the interns (Interns 1 & 2) had completed Honours Degrees before they joined the internship programme. This year one was completing her PGCE (Intern 1) and the other was exploring options to complete a Master's degree (Intern 2). She had completed her teaching qualification before she did her Honours Degree. The other two interns (Interns 3 & 4) were in their second year of a B.Ed degree.

4.3 Understandings of mentoring

This section describes the participants' understanding of the mentoring role. It is important to establish what each participant's understanding of the role is because if their understanding is clear they are more aware of some of the responsibilities and one would assume they would be able to mentor their intern appropriately. The mentor's understandings are described first, followed by the intern's expectations of their mentor.

4.3.1 From the mentors' perspective

All four mentors felt that this was an opportunity for them to model "how it is done", they all said that mentoring is about showing the interns how to teach rather than just about what to teach. They agreed that there was huge value for the intern to observe them as well as the pupils and that there was a lot learnt by just watching human behaviour. They were all interested in discussing ideas and gaining insights into what the interns' reflections of what they had observed revealed. Mentor 3 was particularly interested in "making connections" and having the opportunity to interact and work together with her intern. On the other hand, Mentor 2 was interested in passing on methodology and linking this with theory so that the intern could see practically how it all fits together.

When the mentors were asked about what they wanted to gain from the experience, Mentor 1 commented that she would like to gain confidence in her own teaching and become more relaxed with another person other than the pupils observing her lesson. Mentor 2 was excited to explore new ideas and she was hoping, because her intern was young, that she would be exposed to new ideas in terms of technology. She also wanted to become more aware of her own practice. Mentors 3 and 4 both wanted to see a growth in the intern's confidence and pass on a passion for their subject.

The mentors described similar expectations that they had of the relationship, which they wanted to build with their intern. They wanted open communication and a joint respect for each other. They wanted to "bounce ideas off each other" and be approachable and give sound advice. Mentor 1 was very clear that she wanted her intern to develop her own teaching style and she did not want to "dictate how things should be done".

In the second semi-structured interview the mentors where given the opportunity to reflect on their understanding of being a mentor, after they had mentored for four months. All mentors said that the main ideas had stayed the same, however, Mentor 2 commented that she needed to be "more hands on" than she thought originally and that she has become more involved now. For example she now sits with her intern and plans the lesson structure, so that enough work gets covered each lesson. She has also encouraged Intern 2 to develop her own smart

notes rather than projecting the class notes which the pupils had access to. Smart notes are notes, which are created through a programme called SMART. The notes are projected onto the board and the teacher is able to write on, highlight and move images and text around. Usually the notes are supplementary to the notes the pupils are given and may include video links, which can be accessed during the lesson to explain concepts. Her feedback had also become more direct and she has identified a few areas that need to be improved. Mentor 4 felt that she had to make a concerted effort to connect with her intern and she thought that this would have happened more naturally. She felt that her intern was not that interested in what she had to offer and seldom stayed after the lesson to chat. Mentor 4 said that she always made the first step to communicate and she was not sure if this was because Intern 4 was shy or intimidated by her.

4.3.2 From the interns' perspective

All the interns agreed that they wanted their mentor to be a guide. Intern 1 was hoping for a "big sister" type relationship where there would be total honesty and constructive criticism. Intern 3 was excited to learn the "tricks of the trade" and was expecting her mentor to "hold her hand" and guide her through the process. They all acknowledged that their mentors had many years of experience and that they could definitely learn from observing them in action. Intern 3 commented that she would like to learn more about teaching strategies and classroom discipline, while Intern 4 wanted to improve her own understanding of concepts. She hoped that she would be able to fill in the gaps in her own subject knowledge while she was observing lessons as she felt that the teaching she had received at school was poor and her subject knowledge was weak. She was expecting her mentor to not only pass on teaching knowledge but subject content knowledge as well.

When the interns were asked about what type of relationship they were hoping to form with their mentor, they all felt that communication was key and that it was a two way process. Intern 2 wanted her mentor to have faith in her and did not want to disappoint her in any way. Intern 1 wanted there to be clear boundaries and "rules" so that she knew exactly what was expected of her. Intern 3 wanted to be "given a chance" so that she could have the opportunity to see what she was capable of and she wanted her mentor to acknowledge that she had something to offer even though she was not a qualified teacher.

4.4 Mentoring practices

The five-factor model of mentoring which focuses on classroom practices and mentoring for effective teaching identified by Hudson (2013) is used in this study to structure the interviews which were conducted with the mentors only. The mentoring attributes and practices linked to each factor have been justified statistically with empirical evidence in other studies (Hudson, 2007, Hudson, Skamp, & Brooks, 2005). Hudson's five-factor framework provides a structure for me to analyse the practices, which are evident in a mentor/intern relationship during the internship programme. I have used it to organise the research design and facilitate the questions used for the interviews. The five factors were used to organise the responses from the mentors to explore the mentoring practices, which the mentors have used.

Each factor is defined first and a summary of the mentor's response follows:

4.4.1 Personal Attributes

This includes personal and interpersonal skills used to interact with the intern. The focus is on building a relationship that is supportive professionally and emotionally. Words that could be used to describe these attributes are resilience, personable, commitment, responsible, reflective, enthusiasm, lifelong learning (Hudson, 2010). All mentors in this study were able to give good support professionally. They found it difficult to give emotional support because they had not developed a relationship to this level. They believed their communication skills were good, although some mentors commented that they felt that it was one sided at times and they would have preferred more collaboration between them and the intern. They also felt that their primary responsibility was to grow the intern's confidence.

When the mentors were asked about the personal attributes that they demonstrate, Mentor 1, described herself as having "a presence, empathetic and knowing her stuff". She went on to say that, certain personal attributes can be learnt but felt that, experience over time was the best teacher. She felt that she had learnt how to be patient over time. Mentor 2, felt that being relevant and up to date with current affairs was an important attribute and that she felt she connected with the pupils and was "real with them". She added that teenagers are perceptive and they can pick up very quickly if you are "faking it". Mentor 3, commented that she had a sense of humour and this was very important and felt that teaching was a gift although there were certain aspects that could be learnt. She also felt that she thought about what she was doing and assessed her impact continuously. She was purposeful in her actions and tasks.

Mentor 4, suggested that she was confident about what she taught but she acknowledged that this is not easy and is improved over time. The mentors felt that they had tried to develop a positive attitude within their intern and were supportive but felt it was difficult to achieve a balance between building confidence and being honest about the intern's teaching ability.

4.4.2 System Requirements

These are the systems or policies, which are in place to manage the school, for example the subject assessment policy, the code of conduct, the rules and routine policy. These could also be the internship programme and the course work requirements set out by the university for the student teachers. The mentors would also have curriculum and assessment requirements for their subjects. For effective mentoring these need to be made available to the intern where necessary and the details need to be clearly communicated (Hudson, 2010).

All mentors felt that they had provided their interns with an opportunity to experience the culture within their classroom. Mentors 1 and 2 had the opportunity to discuss assessment policies, as their interns had been involved in setting tests and marking the assessments. The other mentors did not have this opportunity and Mentor 3, was not sure that this was one of the requirements and requested a clear outline of the mentor requirements if she was going to be approached to be a mentor again.

4.4.3 Pedagogical Knowledge

This includes the aspects of classroom management, time allocation, lesson plans and meetings in preparation for lessons. Problem solving and teaching strategies are discussed together with lesson structure and content knowledge that are aligned with the curriculum and assessment plans. A mentor is required to provide pedagogical knowledge about assessments and other factors which will influence effective teaching practices (Hudson, 2010).

Mentor 1 reported that this aspect had gone well because her intern's subject knowledge was good and she was able to apply her knowledge to different situations. Her intern was very organised so they were able to go over lesson plans before each lesson so that suggestion could be made. The intern was also willing to try new things and added a fun element to the lessons by including a quiz.

Mentor 2 commented that her intern had worked hard on her pedagogical knowledge and had sat in on a number of lessons so that she was able to fill in the gaps. They were able to meet before the lesson to discuss strategies but Mentor 2, felt that the intern had not added her own flair to the lesson. She had used the resources, which were made available to her and her lesson was adequate but the mentor had expected a little more "pizzazz".

Mentor 3, was happy to report that she felt that things had gone well initially but as soon as she took a step back to allow her intern space and freedom to make decisions on her own she realised that her intern was not as confident as she had thought. She would have liked to spend more time discussing strategies and lesson structure but felt that there was never enough time.

Mentor 4, was not able to comment on this as her intern had failed to present a lesson. This was due to time management issues and poor organisational skills on the intern's side. The mentor also commented that there never seemed to be a moment for them to chat about what the intern had observed and her intern seldom asked questions.

4.4.4 Modelling

This is an opportunity for the mentor to model what was discussed. It is an opportunity for the mentor to put the theory into practice. The intern needs to see the appropriate methods and techniques modelled by the mentor. Passion and enthusiasm could be demonstrated and the positive effects on the pupils can illustrate how classroom management techniques can be used effectively (Hudson, 2010).

There were mixed responses when the mentors were asked what they believed that the interns gained or learnt from observing them. Each intern was timetabled with observations lessons for two classes, which had an average of 8 lessons in two weeks. Mentors 3 and 4 commented that their interns seldom spoke to them and often continued with their own assignments during the observation lessons. Mentor 3 felt that she would like to use an observation sheet in future so that the intern was more focussed during the lesson. She was also disappointed in that she felt that she had modelled the use of technology well during her lessons and had used a number of apps for short quiz type activities but her intern had chosen to do her quiz using

paper and pen. Mentor 3 also felt disheartened because her intern had not asked for help and had watched her using them but was not curious or confident “to give it a go”.

Mentor 1 expressed that she didn’t want her intern to model herself on her but she would rather she develop her own style but she also realised that as a novice teacher this is not easy and her intern would develop her own teaching personality with experience. Mentor 2 felt that the modelling process had gone well and she reported that she was able to see aspects of herself in the lessons her intern presented. However, she did express that she would like her intern to “put her own stamp” on the lesson rather than just reproducing what she had observed.

4.4.5 Feedback

This is an opportunity for the mentor to review what was observed during interactions with the intern. Positive advice and constructive criticism given by the mentor is essential for the growth of the intern. Feedback can address pedagogical concerns as well as teaching techniques and skills. This could be given orally or in writing and needs to be specific to the intern focusing on building confidence within an honest discussion (Hudson, 2010).

The mentors did not have a regular meeting time, however, all mentors, except for mentor 4, were able to give feedback to their interns both verbally and in writing. This was completed after the intern had taught a lesson. Mentors 1 and 3 gave their feedback verbally and then followed up with an email outlining the main points. Mentor 2 only gave her feedback verbally and this was not always done directly after the lesson was taught. Mentor 4, however, was not able to give feedback on a lesson as her intern never “felt ready” to teach a lesson. She did give her intern suggestion on how to improve her organisational skills and they discussed classroom behaviour informally.

The other mentors all felt that it was important to keep feedback positive and constructive and that there was no benefit to either of them to break the intern down with negative feedback. Feedback for them was all about building confidence and learning from your mistakes. They also felt that as long as they could see progress they were happy with the process. Mentor 2 expressed that she had found giving feedback difficult because she was

aware that her intern had come from a disadvantaged background and she was doing her best. She did not want to be too harsh and was selective about the criticism she gave. Mentor 2 acknowledged that feedback was an important aspect of mentoring and without it; her intern would not develop and grow. Mentor 1 was reluctant to give feedback straight away as she felt it was important for the intern to evaluate herself first as she had a good idea of what went well and where she needed to improve. Mentor 1 preferred to be a collaborator but was able to give constructive feedback when it was necessary.

4.5 Mentor's Experiences/Reflections

The mentors' experiences were positive overall and they expressed that they had enjoyed the experience although they had experienced some challenges.

Mentor 1 commented that she had become more aware of her teaching practice and felt that she was thinking about things more and making deliberate decisions about her teaching methods because she was conscious that there was someone else in her classroom.

Mentor 2 realised that she needed to set firm boundaries and be very clear in her communication with her intern. She also commented that "you can't take things for granted" and she felt that she had certain implicit expectations that had not been picked up by her intern.

Mentor 3 commented that time had been a problem for her. She had picked up other duties this year and she felt that she did not give her intern the time she needed. She also felt that her intern needed to show initiative and look for opportunities to involve herself.

Mentor 4 enjoyed the mentoring process but felt that she had not learnt anything new. She felt that her intern was overwhelmed and did not feel she could put more pressure on her to be more involved in the lessons.

4.6 The Mentor/Intern Relationship

Collages were used as a reflective tool, a form of elicitation and as a conceptualising of ideas. Through the creation of the collage, the mentors were able to process their feelings, thoughts

and ideas about their mentoring experiences during the year (Butcher-Kisber & Poldma, 2010, p. 3). Collages also allowed work to be done in a non-linear and intuitive method through the arranging of images that revealed conscious and unconscious connections and new understandings (Butcher-Kisber & Poldma, 2010). Robertson, (cited in Butcher-Kisber & Poldma, 2010, p.2) states that "collage reflects the very way we experience the world with objects given meaning not from something within themselves, but rather through the way we perceive they stand in relationship to one another", this was the quote given to the mentors before they created their collages. The collages were created individually and in their own time. During the sharing of their collage, with the group, the mentors were able to verbalise their ideas and new connections and understandings. The group sharing also allowed a time of discussion with other mentors on the mentoring experience, which proved helpful.

A criticism of a focus group discussion is that one participant may dominate and overshadow the discussion. With this criticism in mind and given the shy nature of two of the intern's personalities, I decided not to have a focus group discussion with the interns but instead they were invited to write a short paragraph about their collage to explain why they had selected certain pictures to describe their relationship with their mentor.

4.6.1 Relationship 1:

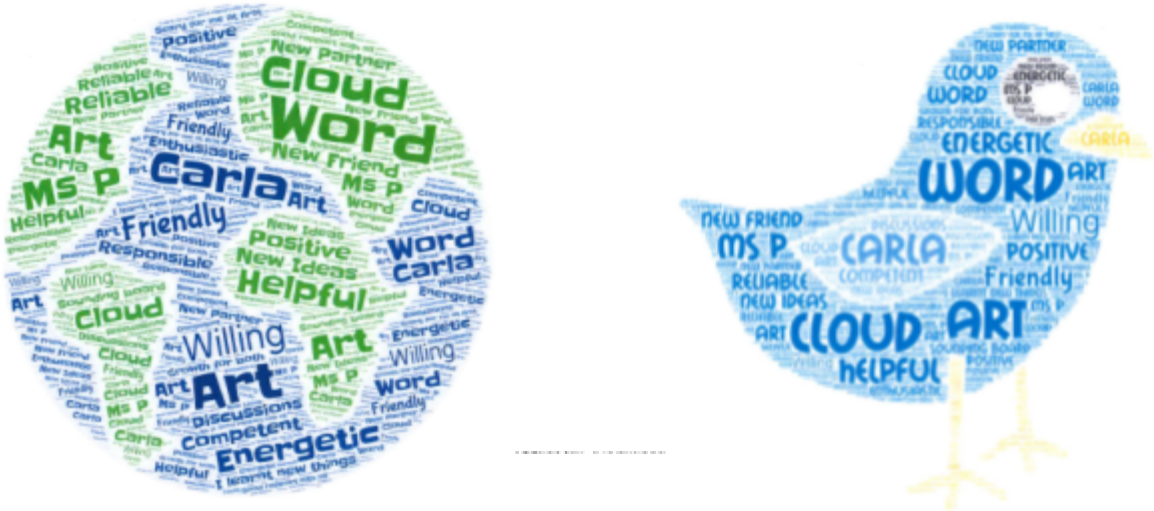

Figure 4: Collage created by Mentor 1

Mentor 1 decided to make two collages. Both used the same words but they were created into different shapes. She chose these shapes because of the links with her subject. Of the two shapes, she liked the world more. The following words were used to create the image: positive, reliable, willing, friendly, enthusiastic and helpful were words which described Intern 1. New ideas, I learnt new things, friend growth for both and new partner were words, which she used to describe what was gained through the experience. The words Art, Cloud and Word were part of the app which was used and she was not able to remove them. She asked for these to be ignored. She used the phrase “scary for me at first” as she was very reluctant to have another person other than the pupils in her classroom. She believed that her rapport with the class was slightly different when someone else was in the room but in practice she admitted that having her intern in the class did not have that much effect. She felt that this was because Intern 1 was very respectful and they were able to establish an atmosphere that was good for both of them. Neither felt threatened by the other. Intern 1 was very reliable; competent; positive; helpful; friendly; willing; and had new ideas to offer. The mentor 1 admitted that her intern “kept her on her toes”. The mentor 1 said that there was not a “lot of too and fro”, although she used the words “sounding board” and described her intern as a “colleague”. She admitted that they had both grown through the experience and they are now able to work together. Mentor 1 admitted that it was a privilege to be a mentor and that she would offer to do it again.

Figure 5: Collage created by Intern 1

Intern 1 has an honours degree and was completing her PGCE this year. She expressed that this year had been a positive experience and her Collage reflects this. The picture, of the little ballerina, symbolises how she has been watching learning in admiration. The word 'team' and 'involved' describe how she felt their relationship had functioned. She said that they had worked together well and thought that there was mutual respect. She felt that she had been included and she was part of the process. She felt that her opinion was valued. The third picture, on the top right, symbolises the freedom that she has experienced. She believed that Mentor 1 had given her the tools and knowledge she needed to be a good teacher, but also gave her the freedom to develop my own teaching style and relationship with my students. She also felt that Mentor 1 wanted the best for her and helped motivate her to do better by giving her opportunities to excel. The bottom left picture shows how thankful and grateful, she is and the quote 'If you want to be the best, learn from the best' both depicts her goals, to be the best teacher she can be and how she plans on growing to reach her goal, which is learning from the best teachers. She describes her mentor as inspirational, hard-working and believes that she has been responsible for her growth and development and she now feels confident and ready to work.

4.6.2 Relationship 2:

Figure 6: Collage created by Mentor 2

Mentor 2 decided to use pictures rather than words. She is a visual person and felt that the pictures created a link with her subject. She included a photograph of her intern as this image portrayed her exactly. Intern 2 is a very respectful young woman, she is kind, quiet and reserved and the mentor described her as shy. She included a flag from the area that the intern originates from as this gave context. Mentor 2 felt that the past experiences has shaped her intern and it was eye opening for her to work with someone who had been through so much and was able to remain positive. She felt that this made her realise how privileged she was.

The picture in the middle was representing the mentor pulling her hair out because she said her intern was "totally out of her depth". She clarified that she did not feel frustrated but she was tearing her hair out because she felt her intern was hesitant and was not "prepared to take risks". She would use the words, "I can't" before she has even tried. Mentor said the following when describing her intern, "I can't fault Intern 2, but I was disappointed. But it is not her fault, she is teaching in the way she was trained and how she was taught." The other words from the images used were "using your own voice" and "doing it my way" these confirmed what was stated earlier.

Two quotes were used on the collage “in order to succeed, your desire for success should be greater than your fear of failure” and the second one was “if you are not willing to risk the unusual, you will have to settle for the ordinary”. Both the quotes were advice for Intern 2 to take risks and to believe in herself. In the end, she described her relationship with her intern as symbiotic.

Figure 7: Collage created by Intern 2

Intern 2 has an Honours degree and is already professionally qualified as a teacher. She stated the year feeling very apprehensive about what was expected of her, however, she expressed that this experience has taught her about the characteristics of a mentor. The pictures that she selected show a mother daughter relationship, she has felt supported and nurtured. As a young child is given space to grow and develop she felt that her mentor gave her enough freedom to try things her way. She describes their relationship as good and expressed that they understand each other although she did say that Mentor 2 was very busy and she felt guilty taking up her time with her questions. Sometimes she felt that she was in the way and that her feelings had not been considered. The picture on the bottom left was included to show this. She commented that she felt the connection could have been deeper but she was kept at a distance.

4.6.3 Relationship 3:

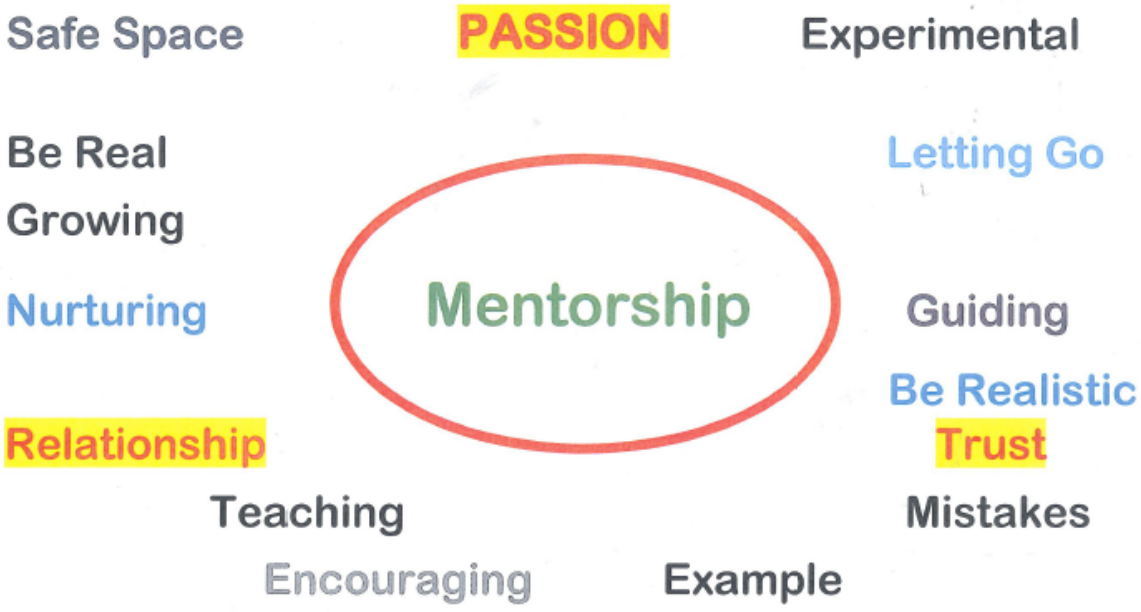

Figure 8: Collage created by Mentor 3

Mentor 3 chose to create a collage of what she felt was the ideal mentoring relationship, which was not her experience at all. She highlighted the words passion, trust and relationship because she felt these qualities did not exist in her interaction with her intern. She described Intern 3 as distant and not willing to engage with her, the lesson or the pupils. As a result, Mentor 3 believed that she had not been a good mentor as she was not able to draw her intern out. As an explanation for this, she (the mentor) said that she had new responsibilities this year and her time was limited. She felt "stretched" just with her own responsibilities and "now I needed to guide and nurture an intern". She felt that things could have been different if her intern had been more involved and she could build a relationship where she would have been able to ask her intern to help her with tasks to relieve her own pressure and stress but because there was no relationship between them, she did not feel comfortable to ask for help. Mentor 3 expressed that she had regrets after listening to the other mentors during the focus group discussion. She commented that she could have done so much more and that she should have taken the lead, rather than allowing her intern to be passive and disengaged during the lessons.

Figure 9: Collage created by Intern 3

Intern 3 was a third year B.Ed student. She expressed that she had felt cared for and supported and Mentor 3 has inquired about how she was doing outside of the role of a teacher. She said that their relationship was built on trust and she felt privileged to be allowed to interact with the girls. She expressed that she had received constructive criticism, which was due to the nature of the relationship. The heart shaped flowers were selected to show the caring relationship and the linking hands showed the trust, which Intern 3 felt existed. She included the picture of the clock because she felt that time in the classroom, time with her mentor and time to prepare lessons had been an influencing factor. The picture on the top right was included at it showed that through trust and leadership, a sense of team and shared knowledge was possible.

4.6.4 Relationship 4:

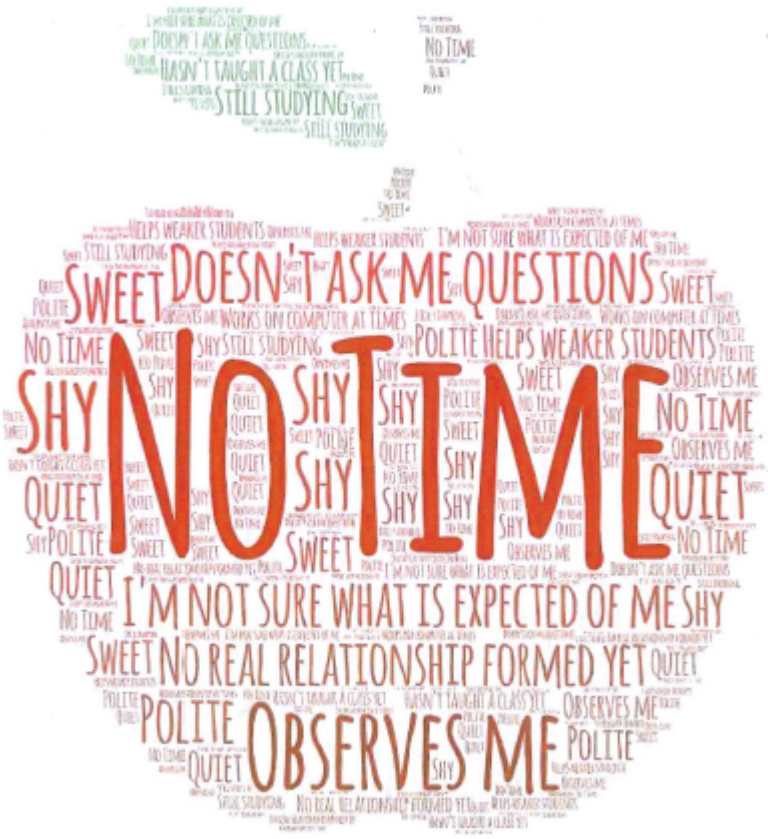

Figure 10: Collage created by Mentor 4

Mentor 4 used the shape of an apple because this is a symbol used for teachers. She stated that there is no real relationship formed, yet. She explains that the lack of time is the reason why no relationship was formed. She was busy and was not able to allocate time outside of her teaching time to discuss things and her intern was shy and never asked questions during the time when she was observing her lessons. Mentor 4 explained that she was not sure of what was expected and she did not know what her level of commitment should be.

The following extract described the relationship further, “I felt like we didn't have a relationship, so it was a courteous relationship. I felt like she was not desperately trying to learn from me and ask me things. She was just observing me. Therefore, Intern 4 was just an observer in my classroom and that was it. So I feel like I cannot contribute much at all.

Figure 11: Collage Created by Intern 4

Intern 4 was a second year B.Ed student. She selected the picture on the top right because she felt her mentor wanted to mentor her in the best way possible. However, the pictures alongside and below show that there was a disconnect and that communication between them was not successful. She expressed that she thought that her mentor did not know what help she needed and although there was a willingness to help her, there was confusion. Intern 4 admitted that she did not know what help she needed and was not able to express this to her mentor. Even though there was a strained relationship, she felt respected and supported but would have enjoyed being part of the planning so that they could work together. The picture of the orchestra was included to illustrate this point.

4.7 Chapter Summary

A summary of the findings reveals that the mentors have an influence in the development of the intern's teaching ability. The Mentors had different views and beliefs on aspects of teaching and mentoring and this influenced the overall experience and the mentoring relationship. Some of the mentors expressed that they would have liked more clarity of what was expected. They were able to reflect on their mentoring experience, comment on their

relationship with their intern, and identify aspects that they would do differently. The Interns were able to reflect on their experience and they all felt cared for and supported. Mutual respect was shown in the relationships but some relationships were able to develop further than others were. When comparing the comments made by each pair it is clear to see that Relationship 1 worked well and the words collaboration, teamwork and equal partner could be used to describe their relationship. Relationship 2 was a nurturing, loving and caring relationship but the intern was not on an equal standing with the mentor. Relationship 3 seemed strained but professional, the mentor and intern fulfilled their roles and did what needed to be done but were unable to build a personal connection with each other. Relationship 4 had a disconnect and neither mentor or intern were able to communicate effectively to restore this.

CHAPTER 5

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to explore mentoring through the practice of mentoring of student teachers in an internship programme. The purpose was to explore the mentoring practices, which take place in a relationship between a mentor and her intern, and the focus was the nature of the mentoring relationship that exists between experienced teachers and student interns who are part of an internship programme in a private secondary school. A qualitative case study was conducted using four mentors and four interns, which allowed four relationships to be explored. This chapter presents a summary of the findings and recommendations based on the results of the research. The findings presented in this chapter serve to answer three research questions:

- What were the mentor's understandings of her mentoring role?
- What were mentor and intern's experiences of the practice of mentoring?
- In what ways does the five-factor mentoring model describe the mentor relationship?

Also presented in this chapter are recommendations, which have been derived from this study together with recommendations for future research and finally a summary of the study is given.

5.2 Summary of the research findings

5.2.1 What are the mentor's understandings of her mentoring role?

At the start, the mentors said that they had a clear understanding of their role and that they were aware that the interns would have varied previous experiences and backgrounds. Some mentors had high expectations, which needed to be adjusted once they got to know their intern. All the mentors felt that observation was a good way to learn the craft of teaching and were happy to pass on the methodology of their subject. These understanding stayed the same through the duration of the study but some mentors suggested that in the future they would be very clear with their intern from the start about what they expected and be explicit about the understandings of the role. There was a shift in understanding of what their role entailed and the mentors requested more clarity about what the official expectations were.

There was generally a high level of commitment (Bullough, 2005) and when this was not evident, the mentor explained that she was not aware of what was expected of her. During the focus discussion group, it was made clear that the mentors would have liked the expectation of the programme to be clearer. All the mentors had good grounding in their teaching subjects (Morrow, 2007) and the content-specific or pedagogical content knowledge (Heeralal, 2014) was discussed with two of the interns. There was concern about the extra responsibilities and time required to mentor and intern. The mentors felt this needed to be addressed by the school and provisions could be made by the school to reduce their lunch duty allocation, which would give them time to meet with their intern. The mentors were able to be role models for their interns. Some of the mentors were able to provide support and direction, although this was not necessarily supervisory and developmental in nature. The mentors found it difficult to give feedback, as they did not want to appear too critical of the young inexperienced women. All the interns were orientated into the school culture and were made to feel welcome. However, two of the interns were unfamiliar with the context as it was very different to their own school experience.

There was no data to support that the mentor's role included emotional and psychological support and that the mentors were able to help their interns establish good self-image and teaching style (Seriovanni and Starratt cited in Heeralal, 2014). Although the mentors understood that, their role was to professional support rather than emotional support. Intern 2, 3 and 4 would have benefited from emotional support from their mentor.

5.2.2 What were mentor and intern's experiences of the practice of mentoring?

The mentors realised that they had something to pass on and that their years of teaching experience stood for something. They acknowledged that there were benefits for both the mentor and the intern provided they were able to establish a relationship. Those mentors who were not able to build a working relationship with their intern agreed with the principle. There was data that suggested having an observer in the classroom made the mentor more aware of what she was teaching and saying and the mentors felt that they became better teachers and they believed that they became more reflective of their own practices. The mentors agreed that having an intern programme was the moral obligation of all teachers and

that it was an opportunity to empower someone and to pass on a passion for the subject, which they loved.

5.2.3 In what ways do the five-factor mentoring model describe the mentor relationship?

The data showed that there was evidence of Factor 1, Personal Attributes, Factor 3, Pedagogical Knowledge and Factor 4, Modelling in the four mentoring relationships. The mentors were very confident with Factor 3, Pedagogical Knowledge and Factor 4, Modelling as they are all experienced teachers and have been teaching their particular subject for more than 20 years. Apart from one mentor, all the mentors were comfortable modelling the role of a teacher to their interns. Mentor 2 who was very reluctant at first comment that she would be happy to be a mentor again, if she was given the opportunity, as she had grown on a personal level, had developed her confidence in her own ability, and had learnt to trust that what she knows is good teaching practice.

There was no strong data to show that the mentors communicated System Requirements (Factor 2) to their interns. The reason for this could be that none of the interns was required to work independently of their mentors. When the teachers were asked about System Requirements, they commented that they were not aware it was part of their role and perhaps someone in a management position would be better suited to provide this information. Two of the mentors were able to discuss assessment policies.

Factor 5, Feedback, had mixed responses. The mentors were aware that it was an important aspect of mentoring and that the process allowed interns to reflect and improve on their teaching skills. However, they felt uncomfortable giving criticism even if it was constructive and developmental in nature. An explanation for this could be that in order to give constructive feedback there needs to be a certain level of trust and this was not yet established by all mentors and their interns.

The data from this study suggests that even though four out of the five factors from Hudson's five-factor model of mentoring which focuses on classroom practices and mentoring for

effective teaching (Hudson, 2013) were present in these mentoring relationships, there is no guarantee that this alone will foster a good relationship between a mentor and her intern.

5.3 Discussion

When considering Hudson's five-factor model (2004) and the mentor relationships it seems that the five-factor model was not completely adequate to describe the mentoring relationships in this study. One of the areas of concern was that the four factors, which are bound by the outer circle, are shown as of equal importance in Hudson's model. The research from this study indicated that this is not the case. The other aspect of the model is that it could be used to assess the mentoring practices of mentors and in particular, their personal attributes. The research from this study revealed that the personal attributes of the intern also played a role when the mentoring relationship was analysed. Thus, I have added 'personal attributes of the intern' to the outer circle. As mentioned previously the four factors in the middle were not evenly spread and in some cases, not all the factors were present in the mentoring relationship. I have added a fifth factor called time constraints. Time was identified as a challenge. Mentors and interns felt that they could have developed their relationship more if they had more time together. I have also added the word 'pedagogy' to system requirements as the research suggested that the mentors were happy to discuss those policies that were relevant to their subject but thought that school-level policies, such as mission statements should be discussed by senior members of staff who would be involved with new staff induction.

Another addition is a bar down the middle, which I have labelled 'cultural diversity'. When we consider post-apartheid policies and legislation, desegregation of schools was encouraged. In order to achieve this three approaches were outlined by Meire and Hartell (2009), the assimilationist approach, 'colour blind' approach and contributionist approach. The assimilationist approach expects the new comer to adapt to the existing characteristics of the school, the 'colour blind' approach requires you to ignore race or colour when dealing with diversity. The problem with this is that the differences that exist are then ignored, suppressed or glossed over. The last approach, contributionist approach, is when cultures and groups, which were not part of the dominant culture of the school, are accommodated by having

special ‘cultural days’, where the newcomers are invited to share their cultural differences. Unfortunately, for most schools this is as far as it goes.

Research from this study would suggest that the assimilationist approach has been experienced by the interns and this has affected the mentoring relationship negatively. The mentors had certain (often implicit) expectations of the interns which were not met. Two of the four interns attended previously disadvantaged schools and their learning experience would have been very different from what they were observing in a privileged independent school. One of the interns was not South African and this created a challenge for her as the curriculum which she had been exposed to was different to what she was expected to teach therefore her pedagogical knowledge was weak.

To illustrate this further and to show how the five factors in Hudson’s model were related I have chosen to construct a model for each relationship and then used the four new models to create a new model, which could be used to describe mentoring relationships in further research. Below are the four models, which have been created from the data collected from the interns and mentors about their mentoring experience.

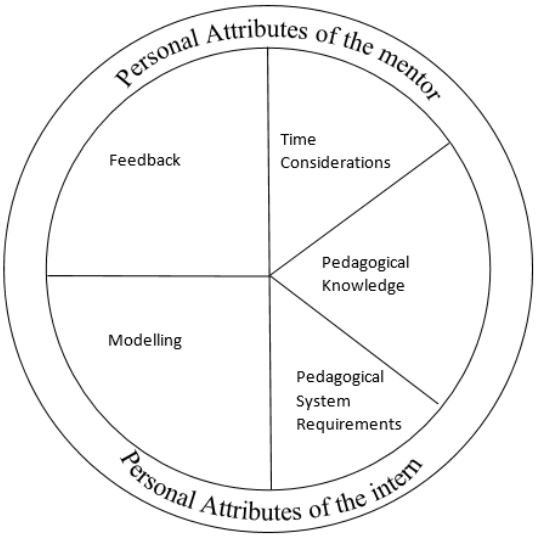

Figure 12: Model created to show Relationship 1

In relationship 1, there was an equal balance between feedback and modelling these activities could be said to represent half of the relationship. The other half was divided into three equal sectors. Time considerations were a factor but not an overwhelming one. Pedagogical

knowledge was not an area of concern because Intern 1 had her Honours in this subject area. Pedagogical systems requirements were discussed as Intern 1 has set some assessments. The cultural diversity bar is not present in this model because there were no cultural differences between the intern and mentor.

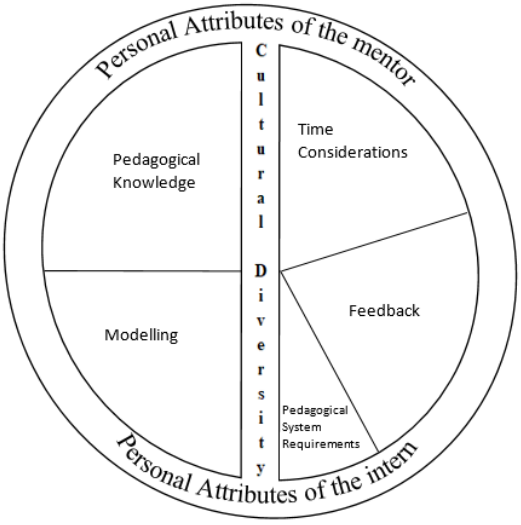

Figure 13: Model created to show Relationship 2

In relationship 2 the pedagogical system requirements has been reduced in size because there was little evidence of this factor shown. Time considerations was an influential factor because both the mentor and intern commented that they would have liked more time together so that they could develop their relationship more and that they could talk about different teaching practices. The cultural diversity bar has been included as there were cultural differences. Intern 2 was not educated in South Africa and her own school experience was very different to what she experienced this year. The modelling, pedagogical knowledge and feedback factors are shown as equal portions of the circle.

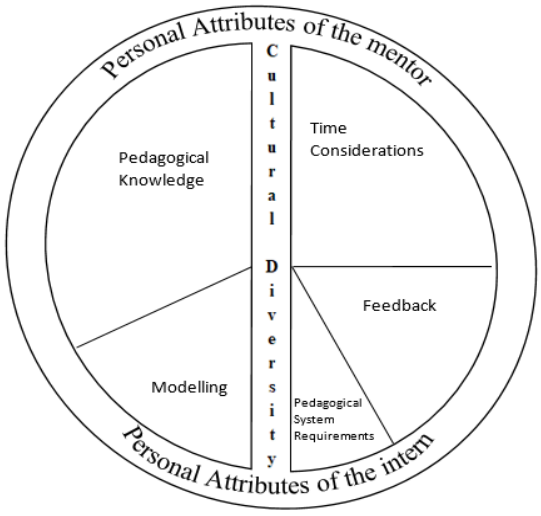

Figure 14: Model created to show Relationship 3

In relationship 3, the time considerations and the pedagogical knowledge factors have been shown as equal portions of the circle. The intern was in her second year of her B.Ed degree and found that her subject knowledge was weak and wanted time with her mentor to go over subject concepts. The modelling factor was not a large factor as the intern did not observe the mentor's lessons attentively and would do her own studies during the observation lessons. Pedagogical system requirements were not a large factor in this relationship because they were not discussed often. The cultural diversity bar has been included because the intern's own school experience was very different to the private independent school. The mentor described the intern as "shy" but she felt nervous to ask questions because of her cultural background.

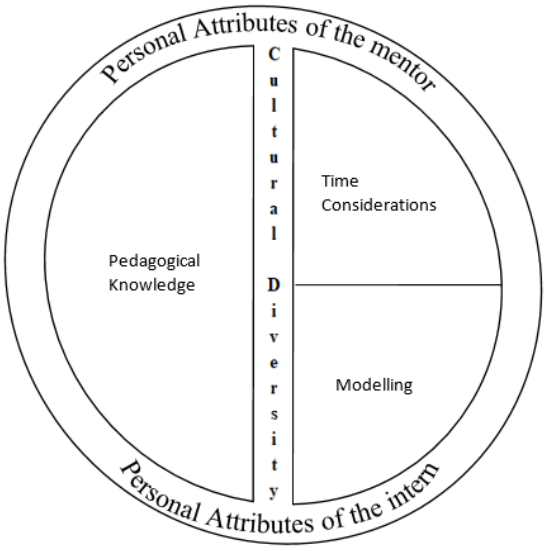

Figure 15: Model created to show Relationship 4

In relationship 4 the pedagogical system requirements has not been shown because this factor was not evident in this relationship. Intern 4 was a second year B.Ed student and wanted to learn more about her teaching subject. She was not able to teach a lesson because her mentor did not feel confident in her abilities and subject knowledge. I have left the feedback factor off the model because there was no feedback given by the mentor. She did not feel comfortable to criticise the intern and felt that the intern's lack of subject knowledge was because she had come from a disadvantaged background. The cultural diversity bar was therefore a big influencing factor in this relationship. Time considerations has been given the same portion as the modelling factor because both the mentor and intern said that they think if they had spent more time together they would have been able to develop their relationship.

Below is Hudson's five-factor model alongside the newly created model, I have decided to show diagrams side by side so that a comparison can be made.

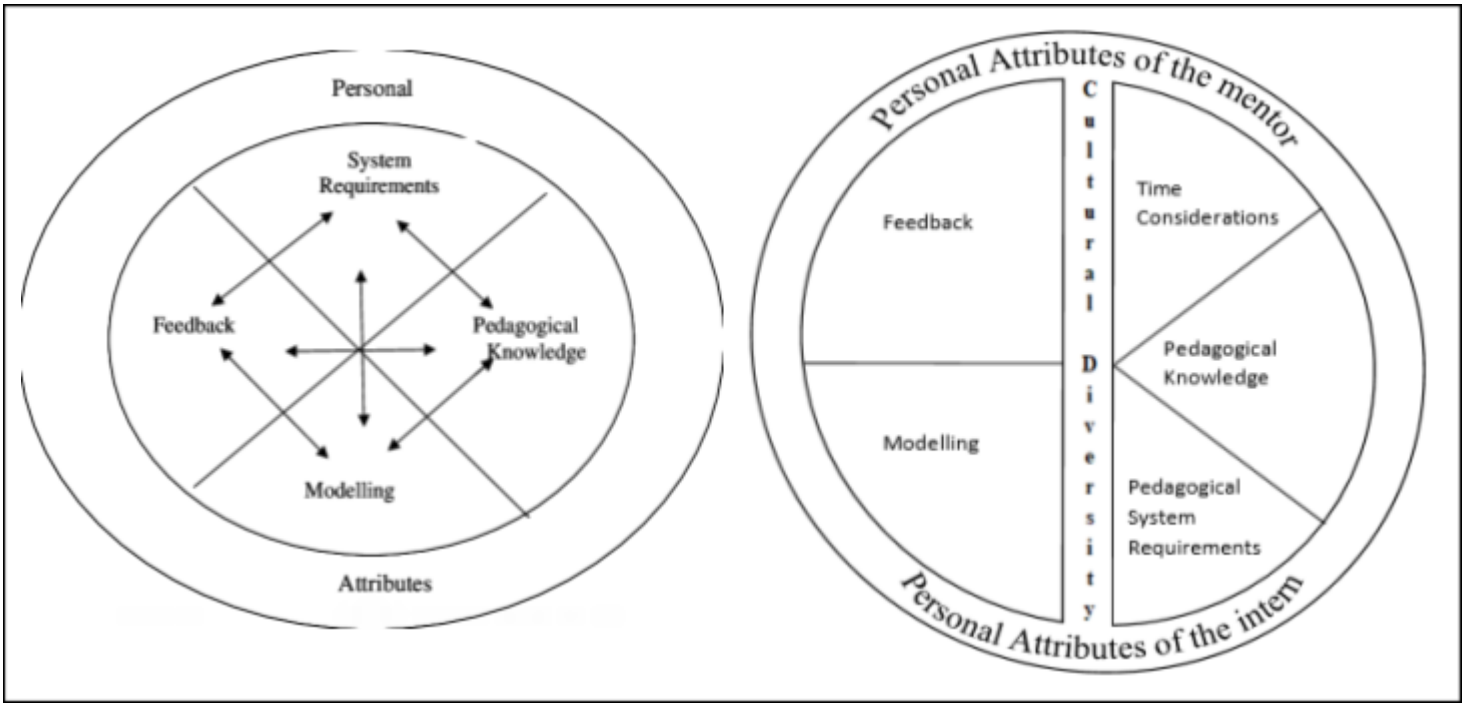

Figure 16: Comparison of Hudson's five-factor model (Hudson, 2004) and the adjusted model.

In the adjusted model there are 5 sections rather than the 4 sections suggested by Hobson. Time considerations have been added, as the research suggests that if the mentors and interns were able to spend more time with each other, their relationships would have developed better. The five sections are not equally distributed because Feedback and Modelling were the two aspects which dominated over the others. Pedagogical Knowledge was the next biggest section. Hobson's model has personal attributes in a band around the edge, I have divided this into personal attributes of the mentor and intern. For the mentoring relationship to be effective, the personal attributes of both parties need to be considered. The mentor can be supportive, understanding and try to instil confidence but if the intern does not listen, show a positive attitude, or reflect on the mentor's advice, the relationship will not be effective.

Lastly, there is a band down the middle of the circle to include cultural diversity. Both interns and mentors come with their own history and cultural diversity. Many of their expectations are based on their own schooling experiences and there is no guarantee that the mentors and interns are going to have similar experiences and therefore the same expectations. There is a disconnect when these expectations do not match.

5.4 Recommendations

The recommendation for the school internship programme is to develop set goals that can become the guiding principles in the development of a formal internship program where mentor training is given through the establishment of professional development sessions run by other experienced mentors. During these sessions the expectation of the mentoring relationship needs to be made clear to both the intern and the mentor. There needs to be clear guidelines about how many observations lesson need to be done and what is observed each lesson. An observation schedule would be a useful tool to use. The number of teaching lessons needs to be decided on and if feedback is given every time an intern presents a lesson. The format of the feedback should also be clarified.

Mentoring is sometimes seen as a natural progression, there is an assumption that if you are a good teacher you will be a good mentor. The research undertaken in this study shows that there are some aspects of mentoring that come more naturally than others do. Feedback was an area that was identified by the mentors during the focus group discussion that did not come naturally to them. Mentors need to be more confident in their role to provide constructive, developmental criticism and interns need to be mature enough to receive the advice given to them. The recommendation would be for mentors to work collaboratively with each other to talk about their experiences and to offer each other advice on how to improve on their practice.

Linked to the above recommendation would be that a concerted effort needs to be made by the mentor to meet the intern where they are. They need to understand the cultural differences and backgrounds of the interns so that they are able to build a honest relationship which will afford them the opportunity to give positive feedback in a constructive way.

The mentors in this study confirmed that the process of mentoring is perceived to be time consuming if done effectively. There is a level of personal and professional commitment required. The recommendation is that there should be some compensation given to mentors to recognise the contribution they have made to the professional and personal development of the intern. This compensation considered should be a reduction of responsibilities rather than a monetary value.

This study explored mentoring through the practice of mentoring of student teachers in an internship programme and it is recommended that further research is conducted in this field as it is difficult to establish the exact mentoring practices which lead to a successful internship programme. It was revealed in this study that even though the mentors were aware of their role they were not necessarily able to foster a meaningful relationship with their intern.

The concept of power dynamics within a mentoring relationship could be another possible area of further research as this area has emerged as a key finding for this study.

5.6 Chapter Summary

The focus of this study is the mentoring relationship that exists between experienced teachers and student teacher interns who are part of an internship programme in a private secondary school. The understanding of the mentorship role was established through semi-structured interviews with both the mentors and the interns. The study used Hudson's five-factor mentoring model as a framework, which was used to identify the mentoring practices used by the mentors. The mentors were invited to create collages, a focus group discussion allowed the mentors to discuss their experiences with each other, and the interns wrote a reflection piece about their collages. The research revealed that both the mentors and interns had a clear idea of what the role of the mentor entailed but there were differences when the mentor practices were explored. In the discussion, the five-factor model was explored and a model was created for each mentor relationship. Finally, a new model was proposed which could be used to explore the mentoring relationship in future research. Lastly, recommendations were given which will allow for the development of the intern programme within this school context and further research will help establish effective mentoring practices so that a strong relationship can be developed between the intern and the mentor.

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APPENDICES

Appendix 1

Initial Interview Questions for Mentors

1) Why did you become a teacher?
2) What qualification do you have and how many years have you been teaching?
3) What do you think the role of the mentor entails? (Probe: did you have a positive mentoring experience when you were a novice teacher?)
4) What would you like to gain from this experience?
5) What are your expectations of your relationship with your intern?

Initial Interview Questions for Interns

1) Why do you want to become a teacher?
2) What qualification do you have or are completing?
3) What do you think the role of the mentor entails?
4) What would you like to gain from this experience?
5) What are your expectations of the relationship with your mentor?

Appendix 2:

Second Interview Questions for Mentors

1) **Role of Mentor**
   a) Has your understanding of being a mentor changed in any way?
   b) How would you describe your relationship?
   c) What are your interns' strengths and weaknesses as a teacher?

2) **Personal Attributes**
   a) What kind of characteristics do you think a good teacher should display?
   b) Do you think these are things that can be learnt? If so, how do you think these characteristics can be learned?
   c) Do you feel comfortable talking to your intern about personal attributes? Elaborate.

3) **System/Policy Requirements**

What school policies, subject policies and curriculum requirements have you discussed with your intern?

Are there other policies/ guidelines that you think she needs to know about?

4) **Pedagogical Knowledge**
   a) Did you have the opportunity to work with your intern in lesson preparation? Describe the process.
   b) In what ways have you assisted your intern with classroom management strategies for teaching your subject?
   c) In what ways have you assisted your intern in mastering different ways of presenting specific content topics (e.g. using different explanations, different activities, different resources)
   d) What teaching strategies do you think your intern has mastered? What other strategies do you think she needs to continue working on?

5) **Modelling**
   a) Did your intern observe you teach?
   b) What do you think your intern learnt from this experience?

c) Was there any discussion about the lesson that was observed?

6) Feedback

a) What do you think is the purpose of you giving feedback after a practice teaching lesson?

b) What kinds of feedback have you provided your intern concerning her teaching generally and for your subject specifically?

c) What have you learnt from the experience of being a mentor?

Appendix 3

Ethical Clearance

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

12 February 2019

Mrs Bernese Hyde 894159419
School of Education
Pietermaritaburg Campus

Dear Mrs Hyde

Protocol reference number: HSS/0061/019M
Project Title: Exploring the nature of the mentoring relationship in an internship programme. A case study of a private secondary school.

Full Approval – Expedited Application

In response to your application received 15 January 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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

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

Yours faithfully

Dr Shamila Naidoo

/px

cc Supervisor: Prof Carol Bertram
cc. Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo, Mr SN Mthembu and Ms H Shezi

Humanities & Social Sciences Research Ethics Committee
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