The Mentoring Expectations and Experiences of Four Novice Teachers in Two Township High Schools in the Msunduzi Circuit

By: Patience Annastasia Phumzile Miya

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree Master of Education (MEd). School of Education
University of KwaZulu-Natal
Pietermaritzburg.

June 2022

DECLARATION

I, Patience Annastasia Phumzile Miya, declare that the entirety of the content submitted herein is my own original work (with the exception of where acknowledgements indicate otherwise).

I also declare that the entire work has neither been submitted, nor is being submitted in this university, or any other institution for other academic purposes, by myself or any other party under my consent.

Author: Mrs. Patience Annastasia Phumzile Miya

Signature

Date : 27/06/2022

Supervisor: Dr. Jane Pennefather

Signature :

Date : 27/06/2022

DEDICATION

To my husband **Simphiwe Miya**, my two sons, **Snethemba and Wandile,** and my late daughter, **Nompumelelo**.

ACKNOWLEDGEMENTS

- To God Almighty who gave me strength to complete this journey.
- To my supervisor, Dr J. Pennefather, for all her guidance and support. When I felt despondent, she was there to encourage me. Thank you.
- To my family; my husband, Simphiwe Miya, for always supporting me and sacrificing family time to allow me to do this study. Ngiyabonga Gcwanini.
- To my boys, Sinethemba and Wandile, for being patient with me when I struggled with modern technology.
- To the principals who allowed me to conduct this research in their schools in the midst of the COVID-19 pandemic.
- To my participants for agreeing to be part of my research and sacrificing their free time for me to conduct this study.

Thank you very much, God bless you all.

LIST OF ACRONYMS AND ABBREVIATIONS

- ATP Annual Teaching Plan
- BEd Bachelor of Education
- CPD Continuing Professional Development
- CPTD Continuing Professional Teacher Development
- DBE Department of Basic Education
- DHET Department of Higher Education and Training
- DoE Department of Education
- DSG Development Support Group
- HEI Higher Education Institution
- HoD Head of Department
- GPK General Pedagogical Knowledge
- IQMS Integrated Quality Management Systems
- ISPFTED Integrated Strategic Planning Framework for Teacher Education and Development
- MRTEQ Minimum Requirements for Teacher Education and Qualifications
- NFIE National Foundation for the Improvement of Education
- NT Novice Teacher
- NTC New Teacher Centre
- NPST National Professional Standards for Teachers
- PCK Pedagogical Content Knowledge
- PGCE Post Graduate Certificate in Education
- QMS Quality Management Systems
- SDT Staff Development Team
- SMT School Management Team
- WIL Work Integrated Learning

ABSTRACT

The induction and mentoring of novice teachers (NTs) is a cause for concern when it comes to its application in South Africa. The inadequacy of NT induction and mentoring is a global challenge and South Africa is no exception. NTs struggle to manage classes, both in pedagogic content knowledge and adapting to the school culture, leading to NTs feeling inundated and discouraged within a couple of months after entering the profession. So, this study focuses on the expectations and experiences of mentoring of selected NTs in township high schools in the Umgungundlovu district in KwaZulu-Natal.

Wong (2004) suggests that mentoring is the main component of induction. So, in attempting to conceptualise the mentoring of selected NTs, this study explored mentoring as part of the broader phenomenon of induction. Induction and mentoring of NTs was explored through international trends of induction and mentoring and contextualising mentoring within the South African policy terrain. The Hudson Five-Factor Model for Effective Mentoring (Hudson, 2004) was used as the conceptual framework in this study. This was a qualitative study within the interpretive paradigm that adopted the narrative inquiry. Semi-structured interviews and letter writing were the data generation methods used in the study.

The findings of the study revealed that participants' induction and mentoring expectations were not sufficiently met. The mentors were not formally assigned to support NTs, hence the absence of formal induction and mentoring programmes meant that NTs were not able to get all the assistance they required. Although mentors generally had good relationships with the NTs, they lacked understanding of their roles in mentoring the NTs. As a result, the Five Key Factors of Effective Mentoring outlined by Hudson (2004) were not applied equally, leading to gaps in the mentoring support needed. This led to recommendations made on further research to be done on a variety of contexts in South African public schools, as well as the conducting of studies on mentors and SMTs. A further recommendation made was to do research on the DBE to ensure the effective application of induction and mentoring in schools. In addition, the DBE and HEIs should expose pre-service teachers to a range of contexts during work integrated learning.

TABLE OF CONTENTS

DECLARATION ii
DEDICATION iii
ACKNOWLEDGEMENTS iv
LIST OF ACRONYMS AND ABBREVIATIONS v
ABSTRACT vi
TABLE OF CONTENTS vii
LIST OF FIGURES xi
CHAPTER 1 1
1.1 Introduction 1
1.2 Problem statement and background to the study 1
1.3 Focus and purpose of the study 4
1.4 Rationale 5
1.5 Aims of the study 7
1.6 Key research questions 7
1.7 Literature and theoretical framework 8
1.7.1 International trends in novice teacher induction and mentoring 8
1.7.2 South African policy terrain in novice teacher induction and mentoring 8
1.7.3 Conceptual framework of the study 9
1.8 Research design and methodology 10
1.8.1 Research methods 11
1.9 Overview of the dissertation 12
1.10 Conclusion 12
CHAPTER 2 14
LITERATURE REVIEW 14
2.1 Introduction 14
2.2 Exploration of concepts 14
2.2.1 Who is a novice teacher? 14
2.2.2 Who is a mentor? 15
2.2.3 Understanding Induction 15
2.2.4 Understanding mentoring 16
2.2.5 Conceptualising continuing professional development 16
2.3 Mentoring relationships 17
2.4 Attributes of a mentor 18
2.5 Roles of a mentor 20

2.6 Benefits of induction and mentoring 22
2.6.1 Benefits for the mentee 22
2.6.2 Benefits for mentors 22
2.6.3 Benefits for schools and educational systems 23
2.7. International trends in induction and mentoring 24
2.7.1 Induction and mentoring in the United States of America 24
2.7.2 Induction and mentoring in the United Kingdom 25
2.7.3 Induction and mentoring in Japan 26
2.7.4 Induction and mentoring in Namibia 27
2.8 Contextualising mentoring within the South African policy terrain 28
2.8.1 Pre-service mentoring 28
2.8.2 In-service mentoring 30
2.9 Conceptual framework 32
2.9.1 Personal attributes 33
2.9.2 System requirements 34
2.9.3 Pedagogical knowledge 35
2.9.4 Modelling 35
2.9.5 Feedback 36
2.10 Conclusion 36
CHAPTER 3 38
RESEARCH DESIGN AND METHODOLOGY 38
3.1 Introduction 38
3.2 Research paradigm 38
3.3 Research approach 39
3.4 Research methodology: narrative inquiry 40
3.5 Data collection and data management: methods of data collection 44
3.5.1 Semi-structured interviews 44
3.5.2 Letter writing 46
3.6 Sampling 48
3.6.1 Context 49
3.6.2 Participants 49
3.7 Data analysis 50
3.8 Ethical issues 51
3.9 Trustworthiness 52
3.10 Limitations of the study 53
3.11 Chapter summary 53
CHAPTER 4 54

DATA PRESENTATION AND ANALYSIS **54**
4.1 Introduction 54
4.2 Participants' profiles 55
4.3 Participants' expectations and experiences of induction and mentoring 56
4.3.1 Participant A1: the frustrated peer networking coordinator 57
4.3.2 Participant A2: the enthusiastic collaborative practitioner 60
4.3.3 Participant B1: the respectful communicator 65
4.3.4 Participant B2: the cautious civil servant 69
4.4 Novice teachers' understanding of the role of mentors 72
4.4.1 Participant A1 73
4.4.2 Participant A2 74
4.4.3 Participant B1 75
4.4.4 Participant B2 76
4.5 Strategies employed by mentors in mentoring novice teachers 78
4.5.1 Participant A1 78
4.5.2 Participant A2 80
4.5.3 Participant B1 81
4.5.4 Participant B2 83
4.6 Data analysis and interpretation 85
4.7 Personal attributes 86
4.8 System requirements 88
4.9 Pedagogical knowledge 90
4.10 Modelling 91
4.11 Feedback 92
4.12 Conclusion 93
CHAPTER 5 ..... **95**
FINDINGS AND RECOMMENDATIONS **95**
5.1 Introduction 95
5.2 Summary of findings 95
5.2.1 What are novice teachers' expectations and experiences of induction and mentoring? 95
5.2.2 What are novice teachers' understandings of the role of mentors? 99
5.2.3 Which strategies do mentors employ in mentoring NTs? 99
5.3 Discussion 101
5.4 Recommendations 104
5.5 Concluding thoughts 106
REFERENCES **107**
APPENDICES **116**
APPENDIX 1: ETHICAL CLEARANCE **117**

APPENDIX 2: GATE KEEPER'S LETTER **118**
APPENDIX 3: LETTER OF CONSENT **120**
APPENDIX 4: SEMI-STRUCTURED INTERVIEW SCHEDULE **123**
APPENDIX 5: LETTER WRITING INSTRUMENT **126**
APPENDIX 6: TURNITIN CERTIFICATE **128**
APPENDIX 7: EDITOR'S LETTER **130**

LIST OF FIGURES

Figure 1.1: The Hudson Five-Factor Model **33**
Figure 4.1: Hudson's Five-Factor Model **86**
Figure 5.1: Hudson Five-Factor Model **101**
Figure 5.2: Illustration of the findings using the Five-Factor Model **103**

CHAPTER 1

The Mentoring Expectations and Experiences of Selected Novice Teachers in Two Township High Schools.

1.1 Introduction

This study examines the perceptions and experiences of mentoring of novice teachers (NTs) in selected township high schools. Hobson, Ashby, Malderez & Tomlinson (2009) suggest that NTs are beginner teachers who are within their first three years of being teachers. Similarly, I have based my study on NTs who have one to three years' teaching experience. My study focuses on the expectations and experiences of mentoring of four selected NTs in two township high schools in the Msunduzi Circuit which falls under the Umgungundlovu District in KwaZulu-Natal.

De Waal (2004) identified the wide theory-practice gap between what policy developers document in South African policies and the actual practice in schools, especially the historically disadvantaged schools in townships. This poses a challenge for NTs' induction and mentoring experiences upon entry in the profession.

Therefore, in order to understand the induction and mentoring provided in selected township high schools, my study explores the perceptions and experiences of selected NTs. This introductory chapter includes the introduction, focus and purpose of the study, the rationale, the background of the study, the aims of the study, key research questions, a review of the related literature with a theoretical framework, the research design and methodology, the overview of the dissertation and the conclusion of the chapter.

1.2 Problem statement and background to the study

My study emanates from the challenges faced by NTs in many countries who frequently feel overwhelmed and disheartened a few months after entering the profession (Moir & Hanson, 2008; Botha, 2018). NTs in South Africa are no exception to the challenges observed by Moir & Hanson (2008), and this has resulted in NTs' attrition, mostly in township high schools, as documented by De Waal (2004). This study focuses on the perceptions of NTs in the Msunduzi Circuit regarding their experiences of mentoring as they enter the profession. These NTs are appointed by the KwaZulu-Natal Department of Basic Education (DBE) as specialists in their

respective subjects, based on their qualifications. When they join schools, they are expected to teach, manage classrooms, and take part in coaching learners in extra or co-curricular activities, as stipulated in the *Employment of Educators Act No. 76 of 1998* (Department of Education [DoE], 1998). Some NTs have to teach subjects they are not qualified to teach.

Davids (2009) claims that the teacher-learner ratio in most previously black schools is high, indicating that some of the classrooms are over-crowded with a 1:55 - 1:60 teacher-learner ratio, whereas the DoE (2005) mandates a ratio of 1:35 in secondary schools. This puts a lot of anxiety on NTs who are not equipped with skills to deal with such big classes. De Wet (2016) contends that South Africa has legislation stating that schools need to facilitate professional development for their NTs and experienced teachers, using induction and mentoring as a strategy. However, the reality he observed is that "*induction programmes for NTs are a rarity, and if they take place, they are usually unplanned and informal*" (De Wet, 2016, p. 145). This highlights the challenge facing most NTs in South Africa who have mentors that have not been trained, and as a result do not know what their role entails. Also, Brodie & Borko (2016) argue that conceptualising professional learning through induction and mentoring of NTs, as recommended in the *Integrated Strategic Planning Framework for Teacher Education and Development* (ISPFTED) by the Department of Basic Education and Higher Education and Training (DBE & DHET) (2011), is a cause for concern in South Africa when it comes to its application. The Department of Basic Education (DBE) and the Department of Higher Education and Training's (DHET) collaboration in the ISPFTED aims at strengthening professional development for both pre-service teachers and newly qualified NTs. However, there is a challenge in the implementation of induction and mentoring in most schools.

The *South African Council of Educators Act No. 31 of 2000* (RSA, 2000) as amended by the *Education Laws Amendment Act, No. 31 of 2007* (RSA, 2007) and the *Basic Education Laws Amendment Act, No. 15 of 2011* (RSA, 2011) states that it is the DBE's responsibility to provide induction to NTs. This induction must be designed and implemented by schools. Yet, teachers have been made to depend on the DBE for worksheets and examination papers, especially in the under-performing schools (DeClercq, 2013). So, designing the induction and mentoring programmes is a quite a challenge to some schools as they are used to the culture of dependency. Most of these under-performing schools are in poor socio-economic contexts that include townships.

Although township schools are part of cities, they differ in many aspects from former white schools. Township schools are located in mainly poor communities that are under resourced, overcrowded and which cater for learners from poor socio-economic backgrounds, whereas ex Model C schools which were formerly white schools, are well resourced and cater for wealthier socio-economic groups of learners (Spaull, 2013). These schools are not over-crowded. Additional staff are employed and paid by the school if learner numbers increase because they can afford it, which does not happen in township schools. In view of these diverse South African school backgrounds, induction and mentoring needs to be prioritised to retain NTs, especially in challenging school contexts.

In preparing pre-service teachers for the teaching profession, Higher Education Institutions (HEIs) have collaborated with schools in mentoring pre-service teachers through work integrated learning (WIL). This is done as per the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) (DHET, 2015) as a means to prepare pre-service teachers for the profession. Swart (2013); and Du Plessis (2013) observed that these collaborations between HEIs and schools are poor due to the universities' dominance in the design and structuring of the partnerships. HEIs design the mentoring programmes for teaching practice, and place pre-service teachers in schools to familiarise them with real school contexts without involving the schools in designing the mentoring programmes. These programmes are to be facilitated by school-based mentors who are expected to provide support by mentoring student teachers, guiding, supervising, and providing feedback to them. However, HEIs have identified that student teachers are not given enough of this support through effective mentoring by school-based mentors (Mutemeri & Chetty, 2011). According to Mukeredzi, Mthiyane & Bertram (2015), school-based mentors simply fill in the student assessment forms and check the students' teaching practice file. Therefore, pre-service teachers do not get the professional development and feedback HEIs intend to expose their student teachers to, in preparation for their teaching career.

Besides weak partnerships, Mutemeri & Chetty (2011) identify that other challenges still exist in mentoring, like bridging the theory-practice gap to support NTs. Also, Dewey (1904, as cited in Korthagen, 2017) maintains that there is a gap between practice and theory in teacher learning which is evident internationally. In light of this reference to Dewey, the theory and practice problem has existed for more than a century. The theory-practice gap problem often leads to shocking experiences for NTs that result in NTs leaving the profession. These shocking experiences in schools include lack of teaching resources and severely overcrowded

classrooms. This emphasises the significance of induction and mentoring that should be implemented in each school context to meet the needs of its NTs.

In many township schools, NTs' duty loads and expectations, stipulated by the School Management Teams (SMTs) are similar to those of experienced teachers. Some NTs are even given grade 12 classes to teach in their first year of teaching. Yet, there is little support given by experienced teachers in the professional development of NTs to cope with the demands of the profession (Brodie & Borko, 2016). This concurs with Hobson, Grant & Harris (2010), who maintain that there is insufficient support in the form of mentoring given to novice teachers in many countries. The inadequacy or lack of NT induction and mentoring is, in fact, a global challenge, as studies by Lieberman & Miller (2008); Hobson et al. (2009); and Aspfor & Fransson (2015) claim that the implementation of NT induction and mentoring is also a challenge in some developed countries like the US, New Zealand and Japan. These studies observed that even in these states with well-established mentoring programmes, mentors were not trained. This has an impact on the effective execution of induction and mentoring of NTs.

According to Hobson et al. (2010); Ingersoll & Strong (2011); and Kurtz & Maurice (2015), the lack of mentoring together with the shortage of teaching resources and poor learner achievement causes frustration which may lead to NT attrition. In South Africa this problem is exacerbated by the diversity of the social backgrounds which schools are located in. Schools in townships are still affected by the legacy of apartheid. They are under-resourced and overcrowded, learners often come from child-headed families, and they present a lot of disciplinary problems for NTs, which result in teacher attrition (Xaba, 2003). In view of these challenges, induction and mentoring must be applied as soon as possible to address NTs' needs.

1.3 Focus and purpose of the study

The focus of this study is the expectations and experiences of mentoring of four NTs in two township high schools chosen from the Msunduzi Circuit in KwaZulu-Natal. The purpose of this study is twofold: to establish if the selected NTs' expectations of mentoring in township high schools are being met, and to determine the experiences of induction and mentoring that novice teachers have had in these schools.

This study seeks to establish if the selected participants' experiences of induction and mentoring prepare them for the challenges of the profession. SACE (RSA, 2007) and the *Integrated Strategic Planning Framework for Teacher Education and Development*

(ISPFTED) 2011-2025 (DBE & DHET, 2011) policy outline induction and mentoring as pre-requisites for teacher professionalisation for both pre-service and NTs. Korthagen (2017) argues that in promoting teacher learning, student teachers and NTs' thoughts, feelings and wants need to be taken into consideration. These dimensions are prompted by the social contexts in which teacher learning takes place. Induction and mentoring of NTs must be planned and implemented in response to novice teachers' needs. This suggests that NTs need to be heard when designing induction and mentoring programmes that address their needs. My study seeks to understand NTs' voices on how induction and mentoring is implemented in the selected schools.

1.4 Rationale

The rationale for this study is prompted by the challenges I had as the Head of Department (HoD) in a township high school with novice teachers battling to manage classes, and struggling with their pedagogic content knowledge, their administrative duties and adjusting to the school's culture. As the HoD, I also had NTs who were appointed to teach subjects in my department. It was expected that I provide induction and mentoring for these NTs, but I really struggled because I did not have the knowledge or competence to mentor them since I also did not experience proper induction and mentoring when I started teaching.

The induction I experienced when I started teaching was very informal and unplanned. On my first day at school, the principal took me for a school tour which focused mainly on the layout of the classrooms and the classes I was going to teach. Thereafter I was given the syllabus, a scheme book in which to record my year plan, lessons, and marks, and then given books as teaching resources. If I encountered problems, I asked any senior teacher for help, as I was not given a specific teacher (mentor) to get help from. So, in my role to provide induction and mentoring, I replicated my experiences of being mentored. This can be referred to as an "*apprenticeship of observation*" (Lortie, 1975, p. 61), where I replicated practices which I experienced, and which need some kind of interruption to be changed. On realising that my practice did not yield positive outcomes in developing novice teachers, I felt the need to conceptualise induction and mentoring through this study, not only for my benefit, but to help other SMTs and the DBE.

Rhodes & Beneicke (2002) suggest that good mentoring support impacts on enhancing teacher confidence, which results in improved learner achievement. The learner achievement in most

of the NTs' classes in township schools is below average. This is supported by Fricke, Horak, Meyer & Van Lingen's (2008) study on township schools in Tshwane, which indicated poor performance in Maths and Science in matric. In responding to this crisis, the Teacher Mentor Programme (TMP) was initiated to assist in mentoring maths and science teachers at historically disadvantaged township schools.

Classes in many township schools are over-crowded with mostly ill-disciplined learners, and resources for effective teaching and learning are scarce (DoE, 2005; Spaull, 2013). This township context may create a reality shock for NTs as some of them did their schooling in ex Model C schools. This has resulted in schools losing a number of NTs within two years of employment, especially Maths and Science teachers who feel overwhelmed by this reality and leave the profession. This challenge of teacher attrition supports the need for induction and mentoring for NTs at the beginning of their careers (De Waal, 2004). A number of studies (Mukeredzi et al., 2015; Silbert & Verbeek, 2016) have been conducted on mentoring of both pre-service and novice teachers in primary schools and ex Model C high schools, but only a few studies have looked at township high schools, especially in the Msunduzi Circuit. My study tries to understand induction and mentoring practices in the selected schools from the novice teachers' perspectives.

Township schools reflect the inequalities of South Africa's past (Spaull, 2013). A number of experienced teachers and SMT members in township and rural schools are from the previously disadvantaged black race who received teacher training before 1994 in underdeveloped teacher colleges, and the emphasis on induction and mentoring was not there when they qualified as teachers (Shalem & DeClercq, 2019). Consequently, many teachers in the system are unsure of how to implement policy on induction and mentoring as they have had little experience themselves of effective mentoring. This then suggests the importance of understanding how NT's experience induction and mentoring and what effective induction and mentoring is. This study is informed by the struggles of NTs who should be supported through mentoring in their professional development by experienced teachers and SMTs but are not.

Although HEIs attempt to prepare student teachers for the world of work, the diversity in the South African school context makes this a challenging task, often leading to limitations in the preparation of student teachers for contexts of diversity. Hobson et al. (2010) claim that a number of NTs lack the specific skills needed upon entry into the teaching profession. These include planning and organisational skills which can be acquired through effective induction

and mentoring. Zepeda & Ponticell (1997) have also identified among others, classroom management skills and subject matter knowledge as challenges many NTs struggle with. Another challenge facing NTs in the South African education system is dealing with paperwork. There is excessive paperwork and Hobson et al. (2010) claim that almost everything the teacher does must be documented. NTs are not given fewer duties as they learn to adapt to the teaching profession, and guidance and support by SMTs and veteran teachers through proper induction and mentoring is minimal or non-existent in some schools (De Wet, 2016). The continuous changes in South African policies and demands that the teaching profession faces put a lot of pressure and anxiety on NTs, especially in disadvantaged township schools. Hobson et al. (2010) suggest that excessive policy change is one of the factors causing anxiety for NTs, especially as NTs are expected to adjust to these changes without adequate resources and mentor support.

Given the lack of resources, the size of many classes, the challenging social problems faced by many learners in township contexts, and policy changes etc., induction and mentoring therefore becomes a necessity to support NTs' negotiation of these many challenges. Understanding how novice teachers experience induction and mentoring in township schools is therefore important in adding to the body of knowledge on induction and mentoring in South African schools.

1.5 Aims of the study

This study aims to achieve the following:

- Firstly, to understand the expectations of selected novice teachers regarding induction and mentoring.
- Secondly, to explore the experiences of novice teachers' induction and mentoring in the selected township high schools through the novice teachers' lens.

1.6 Key research questions

The focus of this study is to explore the mentoring expectations and experiences of novice teachers in two township high schools in the Msunduzi Circuit. The questions are designed to help me understand whether induction and mentoring is provided, and to clarify approaches used in the induction and mentoring of the selected sample of novice teachers. The following broad research questions frame this study:

1. What are novice teachers' expectations and experiences of induction and mentoring?

2. What are novice teachers' understanding of the role of mentors?
3. What strategies do mentors employ in mentoring novice teachers?

1.7 Literature and theoretical framework

This is an overview of the literature that is presented in the second chapter. NTs often battle with the realities of the teaching profession when starting their careers. The challenges NTs struggle with include the school context, the school culture, socialising with colleagues, managing classes, and teaching skills when they transition from initial teacher education institutions to schools at the beginning of their profession. In township schools the challenges are exacerbated by overcrowded classrooms which contribute to learner discipline problems and the scarcity of teaching and learning resources (Xaba, 2003).

To answer my research questions, the literature consulted focused on concepts such as novice teacher, mentor, induction, mentoring and continuing professional development. These concepts will be further explained in Chapter Two. The literature also looked at international trends in novice teacher induction and mentoring, as well as the South African policy terrain which supports the development of induction and mentoring in both pre-service and in-service teacher professional development.

1.7.1 International trends in novice teacher induction and mentoring

Most countries have mandatory induction and mentoring of NTs, but implementation remains a challenge. There are studies that indicate that many developed and developing countries consider induction and mentoring as playing a prominent role in supporting the professional development of NTs. These studies include those of Moir & Hanson (2008); Hobson et al. (2009); and Aspfor & Fransson (2015) who claim that the challenge in several countries regarding induction and mentoring is the preparation of mentors. They highlight that there is no organised mentor education.

1.7.2 South African policy terrain in novice teacher induction and mentoring

The recognition of the importance of the preparation of teachers for the challenging contexts of the country is reflected in changing policy in teacher education. This is seen clearly in the government's policy on work integrated learning (WIL) in the revised policy on the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) (DHET, 2015) in South Africa, which emphasises supported practical learning across a variety of contexts. During this WIL

period, the practice of teaching skills, managing classes and knowledge of the requirements of the education system are introduced to pre-service teachers through mentoring at schools. This preparation designed by HEIs in partnership with school mentors needs to extend to the induction and mentoring of NTs upon assuming their roles as qualified teachers in schools. This is supported by Swart (2013) as she suggests that "*the induction phase runs across two phases; pre-service into the teaching profession…*" (p. 83). My study examines the induction and mentoring of selected novice teachers with the intention of understanding their experiences of the second phase of mentoring as newly qualified teachers.

Induction and mentoring in South Africa are mandated in legislation and policies. These include the *South African Council of Educators (SACE) Act No. 31 of 2000* (RSA, 2000 as amended by the *Education Laws Amendment Act, No. 31 of 2007* (RSA, 2007) and the *Basic Education Laws Amendment Act, No. 15 of 2011* (RSA, 2011) that provide recommendations to the DoE about developing and implementing an induction programme for NTs. Also, the *SACE Professional Teaching Standards* (SACE, 2018) and the *Employment of Educators, Act No. 76 of 1998* (DoE, 1998) state that experienced teachers have a responsibility to "*provide supportive environments for the induction and mentoring of colleagues*" (SACE, 2018, p. 8), both for pre-service and newly qualified teachers. The introduction of the Integrated Quality Management System (IQMS) (Education Labour Relations Council [ELRC], 2003), which is now known as the Quality Management System (QMS) (ELRC, 2014), emphasised the continuing professional development (CPD) of teachers, and part of IQMS is the mentoring of NTs (Ncube, Mammen & Molepo, 2012).

Furthermore, the Department of Basic Education and the Department of Higher Education and Training developed the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* (ISPFTED), *2011-2025* (DBE & DHET, 2011) as a strategy to support mentoring for pre-service and novice teachers. These policies and laws help in understanding the induction and mentoring experiences of NTs which is the focus of my study. These are discussed in detail in the next chapter.

1.7.3 Conceptual framework of the study

The model that is used to understand NTs' expectations and experiences in this study is the Hudson Five-Factor Model of Mentoring for Effective Teaching (Hudson, 2004). This model of mentoring is underpinned by the constructivist theory which emphasises that mentees develop skills and knowledge for teaching from internship or practice through constructive

mentoring. In developing his Five-Factor Model, Hudson (2004) draws on key aspects of effective mentoring, namely the personal attributes of the mentor, system requirements, pedagogic knowledge, modelling, and feedback. He highlights the need for collaboration between NTs and their mentors on all aspects of mentoring stated in the Five-Factor Model. These aspects of mentoring are also supported in other studies of mentoring (Smolik, 2010; Bird & Hudson, 2015). The Hudson Five-Factor Model is used to frame the research questions and to interpret and analyse the data in this study.

1.8 Research design and methodology

This study is located within the interpretive paradigm as it aims to understand the expectations and experiences of selected novice teachers through their narratives or their subjective interpretations. My study aims to understand selected novice teachers' experiences of induction and mentoring. Cohen, Manion & Morrison (2018) argue that the interpretive paradigm starts with individuals. It endeavours to "*understand the subjective world of human experience*" (p. 19). Therefore, the interpretive paradigm is appropriate for a study that tries to understand the novice teachers' interpretations of the induction and mentoring they experience as individuals. I selected a qualitative approach as I was interested in understanding the subjective experiences of the selected novice teachers. This then made a narrative inquiry methodology appropriate as my study focuses on the mentoring experiences of novice teachers. These experiences will be expressed by novice teachers narrating their expectations and experiences of induction and mentoring. Clandinin & Connelly (2000) claim that narrative inquiry begins with experience as expressed in lived and told stories. Naidoo (2018) asserts that the narrative inquiry provides opportunities to examine personal and professional experiences. This is therefore an appropriate approach for my study which explores novice teachers' personal as well as professional experiences of mentoring.

To meet the broad aim of this study, which is to explore the induction and mentoring of novice teachers through their voices, purposive sampling is used. I use purposive sampling as it is aimed at a specific group of four novice teachers' induction and mentoring experiences. This sample is in a particular context; the two township high schools in the Msunduzi Circuit in KwaZulu-Natal. The four novice teachers, in each school, were selected to get a clear picture of the mentoring practices they experienced per school.

1.8.1 Research methods

Data for this study is gathered using semi-structured interviews and letter writing. Bertram & Christiansen (2014) contend that interviews are used in interpretivist research to "*explore and describe people's views and understandings that might be unique to them, and useful because they give the researcher an opportunity to ask probing and clarifying questions and to discuss research participants' understandings with them*" (p. 82). My study examines the participants' unique experiences of induction and mentoring, therefore this method allows me to get rich data by encouraging my participants to clarify their responses. Firstly, semi-structured interviews are characterised by open-ended questions even though topics and questions are given. Secondly, prompts and probes are used to encourage interviewees to elaborate on their responses, as they are not limited in answering questions. Semi-structured interviews offer the flexibility for follow-up questions. Dane (1990) claims that more information is gained about the subjective views of respondents by using semi-structured interviews. This approach is suitable for my study as it allows the novice teachers to respond in detail about their expectations and experiences of mentoring, thus, providing rich data for this study.

In this study, letter writing is used to establish the NTs' mentoring expectations at the beginning of the data collection process. After the semi-structured interviews, letter writing is again used to explore the NTs' experiences that could not be established during the face-to-face interviews and to validate the responses from the semi-structured interviews. Participants will first be asked to write letters to their mentors outlining their expectations of mentoring. The second set of letters will be written after the semi-structured interviews where participants share their experiences of mentoring with one another. Neither of the letters will be sent to either the mentors or the NTs' peers. They will be used as research tools to determine the NTs' expectations and experiences.

Channa (2017) states that letter writing is a form of reflective practice that can capture personal experience. In addition, Salmon (2018) affirms that letter writing is a means to provide a unique form of data depicting the thoughts, feelings, and observations of the letter writer. In my study, the thoughts and feelings of the novice teachers towards their mentors and about the mentoring process are explored and therefore the process of letter writing offers further opportunities for deeper, more reflective responses from these participants.

The research design and methodology are elaborated upon in Chapter Three of this study.

1.9 Overview of the dissertation

This study is made up of five chapters which are designed as follows:

Chapter One introduces the focus of the study which is the induction and mentoring expectations and experiences of four novice teachers in two township high schools. The rationale and background of the study are presented. There is a brief review of related literature, the conceptual framework, the research design and the methodology. The chapter concludes with an overview of the dissertation.

Chapter Two focuses on the review of related literature. Here concepts related to induction and mentoring are explored. I then draw on both international literature and national literature including South African policy terrain on induction and mentoring in teachers' professional development. The chapter concludes with an outline of Hudson's Five-actor Model which provides the lens through which novice teachers' experiences of induction and mentoring can be understood and which informs the data collection and analysis.

Chapter Three presents the research design and methodology. The study is located within the interpretive paradigm, using a qualitative research approach. The chapter describes and justifies the use of the narrative inquiry methodology and then expands the discussion to explain the sampling approach, data sources, data methods, data collection and analysis. It concludes with a discussion on the limitations and ethical considerations.

Chapter Four presents an analysis of the findings of the research based on the research questions. Data collected from the letter writing and semi-structured interviews of each of the four participants is presented in the form of narratives of each participant. The inductive approach is used in deriving the emerging themes from the participants' narratives in relation to my research questions. This is followed by a deductive approach adopting Hudson's (2004) Five-Factor Model as the conceptual framework used to discuss the findings of the study.

In Chapter Five, the findings of the study are summarised, and the limitations of the study are outlined. Recommendations and concluding remarks based on the findings are offered.

1.10 Conclusion

This introductory chapter outlines the focus and purpose of the study, which is to determine the expectations and experiences of induction and mentoring of novice teachers in township high schools. This emanates from the problems faced by novice teachers when entering the

profession. The rationale, aims, and the background of the study are briefly discussed, and the research questions for this study are tabled. A brief overview of the relevant literature, both international and national, is given, as are the conceptual framework, research design and methodology, and the overview of the dissertation. The subsequent chapter explores the literature consulted that is relevant to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Challenges facing both experienced and novice teachers in the teaching profession are numerous. The *South African Norms and Standards* (DoE, 2000) and the *Continuing Professional Teacher Development* (CPTD) (SACE, 2013) documents state the roles that teachers should play in the teaching profession. These include addressing learners' needs, teaching them and offering them pastoral care. This necessitates doing administrative work and managing time effectively, which is a huge challenge for NTs. Learning to teach is quite a complex task, especially where learners face challenges like coming from child-headed homes with social problems that make teaching and learning difficult. This demands that the NT provide pastoral care and act *in loco parentis*, which the NT may not have expertise of. Also, lack of discipline among learners and not getting parental support poses a big challenge for NTs.

Given the complexity of the teachers' work, it is imperative that NTs be supported in developing their expertise as part of their professional development upon entry in the teaching profession (DBE & DHET, 2011). Teacher learning around the globe is most effective when student teachers and NTs collaborate with veteran teachers in real school contexts (Kelly, 2006; Hobson et al. 2009). Therefore, this exploration of literature presents an understanding of how mentoring programmes offered in schools can assist in creating positive experiences of mentoring for NTs and facilitate their professional development.

This chapter explores concepts related to induction and mentoring in-depth, as stated in the first chapter. In order to get an understanding of the mentoring expectations and experiences of NTs in my study, I need to explore concepts related to induction and mentoring in more depth as well as understand the South African policy terrain related to induction and mentoring. This will serve to contextualise my study, both within international as well as local contexts. The final section presents a conceptual framework of facets of mentoring through which the mentoring perceptions and experiences of the NTs in my study can be understood. The chapter ends with a short summary of what the chapter has covered.

2.2 Exploration of concepts

2.2.1 Who is a novice teacher?

Hobson et al. (2009) claim that novice teachers can either be beginner teachers who are undergoing "*programmes of initial teacher preparation or are in their first three years as qualified teachers*" (p. 207). In light of this definition, this study therefore focuses on the newly qualified NTs with between one and three years of teaching experience. In order to survive in the teaching profession, these NTs should be given "*emotional support and assistance on learning classroom routines and processes*" (Rudney & Guillaume, 2003, p. 11). This support is provided by mentors through induction and mentoring.

2.2.2 Who is a mentor?

The effectiveness of mentoring depends on the mentor assigned to help the NT. Rudney & Guillaume (2003) claim that a mentor is an individual who formally and informally supports a novice teacher's professional development. Rhodes & Beinecke (2002) describe a mentor as a more experienced person who is willing to share the knowledge they have with a less experienced individual (the mentee or novice teacher) in a relationship of trust from both parties. Ramnarain & Ramaila (2012) assert that a mentor is person who offers help to the NT that reduces the anxiety of their transition into the teaching profession by offering emotional support. The mentoring experiences of the NTs in my study depend on the support given by their mentors during the induction and mentoring phase.

2.2.3 Understanding Induction

Mentoring is sometimes regarded as similar to induction, but these concepts are not the same. Induction is viewed as a process which districts and schools utilise to train, support, and retain NTs (Wong, 2004). He further asserts that induction is a very organised and all-inclusive staff development process, and it encompasses a lot of individuals and components. This process is systematic and ongoing and can take two to five years where a new teacher is introduced to the culture, context, and policies of the school. Coleman (2003) argues that induction is a process in which NTs learn about their profession, new colleagues, and the culture of the school. Induction is defined as initiation into the career and the organisation by Middlewood (2003). This initiation is not limited to NTs, as it also applies to experienced teachers who are new in the institution. The ultimate goal of induction is realising the academic, social, and personal potential, particularly of the NT, but it can also include any new member of staff in the institution.

2.2.4 Understanding mentoring

This study focuses on the phenomenon of mentoring as part of induction in the professional development of NTs. The mentoring process assists in facilitating the induction of the NT into the culture of teaching and the school context. Mentoring is guidance and support provided by veteran teachers to NTs to help the novices learn and adapt to the teaching profession. Mentoring according, to Wong (2004), is one significant component of induction. He further claims that mentoring is a component that focuses on the professional development of each NT through support offered by an experienced teacher to learn about the profession. In light of this explanation, my study looks at mentoring experiences as part of the broader concept of induction, where mentoring is a strategy used in induction. Sasser (2018) defines mentoring as an ongoing process of support offered by veteran teachers to NTs, with the intention of giving support in the management of classrooms and lesson planning, as well as providing emotional support to NTs. This assertion is echoed by Aspfor & Fransson (2015) who regard mentoring as an activity, a process, and a long-term relationship between a mentor and a newly qualified teacher (NQT), basically designed to support the NQT's professional development, learning and well-being.

2.2.5 Conceptualising continuing professional development

Day & Sachs (2004) contend that continuing professional development (CPD) refers to all the activities that teachers participate in in the teaching profession which are designed to improve their practice. Kelly (2006) explains CPD as planned opportunities for teacher learning through which novice teachers progress towards expertise. Kelly's explanation highlights that mentoring is a strategic ongoing process of teacher development that should take place in the NTs' early years of teaching.

Similarly, in South Africa NT induction and mentoring is perceived as an integral component of professional teacher development. This is highlighted in the DoE's (2005) study that emphasises that each NT must take part in the induction and mentoring programmes that are designed at the district or school level. However, Kadenge (2021) asserts that district induction programmes are mainly focused on compliance and legislative guidelines in the teaching profession. These programmes neglect induction that has a positive effect on the classroom practices of NTs. Professional development in pedagogical content knowledge and curriculum development of NTs is perceived as the responsibility of the SMT, particularly the HoDs. So induction and mentoring in many South African schools is facilitated partly by the *Integrated*

Quality Management System (IQMS) (ELRC, 2003). According to IQMS Resolution 8, the IQMS is defined as a quality management system that includes developmental appraisal, performance management, and whole school evaluation (ELRC, 2003). The DBE designed the IQMS as a CPD policy aimed to address the mentoring needs of novice teachers and to support the continuing professional development of experienced teachers. In the collective agreement reached between the DBE and teacher unions, the IQMS policy was changed to the *Quality Management System (QMS) for School-Based Educators* (ELRC, 2014). Most high schools in South Africa depend on the IQMS policy for the professional development of NTs (Ncube et al., 2012). A key aspect of effective mentoring is the relationships that underpin the support given and this, according to Hudson (2004), depends on the personal attributes of the mentors.

2.3 Mentoring relationships

Traditionally mentoring is understood as a one-on-one relationship between an experienced teacher (the mentor) and a novice teacher (the mentee) that supports the mentee's professional development, and it is the key strategy for addressing the needs of novice teachers as they enter the profession (Shank, 2005; Kennedy, 2005). Other views include conceptions of a co-enquiry and group mentoring. Novice teachers need to be orientated into the teaching profession through effective induction and mentoring strategies as soon as they start their teaching careers. This helps familiarise NTs with the culture of the school and the profession, and also to adapt to the reality of the teaching profession.

Rhodes & Beneicke (2002) define mentoring as an extended relationship that involves counselling and professional friendship. This relationship is comprised of two peer-networking people who work together to exchange information and good practices for "*mutual support and learning*" (p. 301). This assertion is similar to the conceptions of Koballa, Bradbury, Glynn & Deaton (2008) that mentoring is about co-learning. In this relationship of mutual trust, both the mentor and the NT learn and benefit from each other's knowledge. Neither of the two parties involved is an expert.

Awaya, McEwan, Heyler, Linsky, Lum & Wakukawa (2003) add an interesting perspective when they describe mentoring as a journey that portrays a unique relationship between the mentor and the mentee characterised by trust, moral support and sharing know-how in teaching. Their definition highlights the fact that mentoring is not a once off practice, but an ongoing process which starts from teacher education at HEIs to the commencement of the teaching

profession. Iancu-Haddad & Oplakta (2009) observed mentoring as a nurturing process in which the mentor teaches, motivates, sponsors, and counsels the novice teacher with an intention of promoting the novice teacher's professional and personal development.

Ncube et al. (2012) assert that mentoring is a dynamic relationship shared by the mentor and the mentee; the mentor taking the position of a guide, an advisor, and a role model for the mentee. In addition to this definition, they contend that a mentor-mentee relationship that is ethically acceptable is based on mutual trust, respect, empathy and understanding. An interesting conceptualisation of mentoring by Feiman–Nemser (2003) suggests that mentoring also involves the assistance the NT receives to fit in to the culture of a particular school.

A positive relationship between the mentor and the mentee contributes to the continuing professional development (CPD) of NTs. The creation of a positive relationship between the mentor and NT is dependent on the mentor's display of supportive and positive personal attributes, as maintained in the Hudson five-factor model for effective mentoring (Hudson, 2004). Creating these positive relationships is dependent on the attributes a mentor should possess.

2.4 Attributes of a mentor

Mentors play a crucial role in the induction and mentoring process of novice teachers. It is for this reason that Mukeredzi et al. (2015) suggest that a strong relationship of trust and goodwill must be established between the mentor and the mentee. The existence of such a relationship enhances positive induction and mentoring experiences for NTs, which ensures their professional growth in the teaching profession. Mentors are expected to be role models to NTs who model commitment, efficiency, responsibility, and enthusiasm in their practices. Long (2009) also contends that a mentor should be committed to his/her work, be understanding, and display skill and energy. On top of the relationship built on trust, she adds that there must be respect for the mentee. In addition, Shank (2005) identified trust as an essential feature of a mentor. Mentors must trust their mentees and be trustworthy themselves and be credible in their words and actions.

There are certain skills that are characteristic of a mentor who can offer the required support to NTs. McIntyre & Haggar (1996) claim that among these skills, there are interpersonal skills. This claim is further supported by the National Foundation for the Improvement of Education (NFIE) (1999). Scholars like Devlin (1995); Hobson et al. (2009) and Griffiths (2011) assert

that a mentor should be approachable as this is a vital factor in the mentor-mentee interpersonal relationship. In being approachable, a mentor must be accessible should the NT need assistance beyond their scheduled programme.

Moreover, Tilley (2002) points out that a mentor should be flexible and remain focussed on the mentee. In focusing on the NT being mentored, the mentor should be able to listen attentively to the NT. This means that a mentor must have good communication skills. These are sometimes portrayed when giving feedback, which is key to the NT induction and mentoring that leads to effective professional development (Hudson, 2004). Mentors should offer honest and constructive feedback. In that interaction, Hobson et al. (2009) suggest that a mentor should be trustworthy and non-judgemental towards the NT. These attributes are portrayed especially when there are differences in opinion between the two of them. The manner and pace in which NTs learn during induction and mentoring is not the same. Therefore, a mentor should be understanding and patient with the NT, keeping in mind that it is the NT's needs that must met. Devlin (1995) adds that a mentor should be sympathetic, supportive, and understanding towards the NT.

Professional competence and experience are also important qualities of a mentor. This means that a mentor is expected to be an effective practitioner who models good professional practice (NFIE, 1999; Hobson et al., 2009). Added to that, a mentor should possess enough knowledge and experience. This includes both excellent pedagogical and subject matter knowledge and experience. NTs' induction and mentoring experiences are influenced by the mentors' expertise in the pedagogy and subject matter. It is for this reason that Zepeda & Ponticell (1997) suggest that NTs must be allocated mentors who teach similar grades and subjects as their mentees. This pairing has the potential of offering the NT the best opportunity to get support that is relevant to their needs in subject content and classroom management.

NFIE (1999) further suggests that a mentor should have "*confidence in his/her instructional skills and demonstrate excellent classroom-management skills*" (p. 8). Having confidence results in a mentor feeling comfortable when his/her practice is observed by other teachers, especially the mentee. Therefore, NT learning in induction and mentoring involves observing experienced teachers teaching and executing other tasks in the teaching profession. This provides positive professional development experiences for the NT to learn from (Hudson, 2004). According to Hudson (2004), NTs must, in turn, be observed in practice during

induction and mentoring to put into practice the skills learnt from observing mentors. Therefore, a mentor should be a meticulous observer of the NT's classroom practice.

The mentoring process also requires a mentor to be prepared to learn from the mentee. NTs as newly qualified teachers are not just recipients of knowledge in the induction and mentoring process; they also bring along new teaching strategies and knowledge which a mentor can learn to improve his/her practice (Koballa et al., 2008). The ability to collaborate well with other teachers is also an attribute of a good mentor. According to Hudson (2004), NTs need support in understanding the systems' requirements during mentoring. So a mentor must have a clear understanding of the policies and procedures in his/her school, the district and the Department of Education. When a mentor displays these qualities, he/she can be trusted to play an effective role in the induction and mentoring of an NT.

2.5 Roles of a mentor

The complexity of learning to teach, highlighted in the introduction, means that a mentor's role is also complex. This is emphasised in the assertion by Mukeredzi et al. (2015) that a mentor's role is multi-faceted as it includes guiding, coaching, supervising, and counselling the NT. Hobson et al. (2009) argue that mentors should make NTs feel welcome in the profession and school. It is the mentor's task to ensure that mentees are given emotional and psychological support as they start their teaching career. In addressing this role, a mentor should plan the NT's induction and mentoring programme carefully. Long (2009) contends that it is the mentor's responsibility to design and manage an NT's mentoring programme. Activities that should be undertaken during induction and mentoring are facilitated by the mentor. This is echoed by Koballa et al. (2008), who claim that a mentor's role is more that of a facilitator than being an instructor. It is then required that a mentor should have good organisational abilities.

Included in the mentor's organisation is planning time for meetings with the mentee, and periods for observing lessons with subsequent feedback (Hobson et al., 2009). A mentor needs to keep in mind that mentoring activities must encourage the NT's grasp of pedagogical content knowledge and pedagogic knowledge (Grossman, 1990). As this study focuses on the mentoring expectations and experiences of NTs, having a mentor that follows a structured programme will result in positive experiences which will help in retaining NTs in the profession.

A mentor must be able to demonstrate good practice by being a good role model. The mentor's conduct professionally and personally enhances the professional development of the NT, as he/she learns from the mentor's way of doing things in the profession. Similarly, Bird & Hudson (2015) contend that modelling good instructional practice plays a significant role in the mentees' pedagogical development. NTs need to be orientated into the teaching profession and the school. Therefore, a mentor must provide support and advice and act professionally in his/her practice. When reflecting on the NT's practice, a mentor is both a critic and a guide. A mentor's criticism should be constructive feedback that motivates the NT (Bird & Hudson, 2015) and encourages the novice teacher to reflect on their practice, thereby leading to professional development. Awaya et al. (2003) focus on the role of a mentor as a guide to practical knowledge, through practice and guiding support. They also see this guidance as a form of moral support which encourages the development of mentees to become more independent.

Furthermore, Fairbanks, Friedman & Kahn (2000) suggest that mentors are responsible for helping NTs "*in the development of their professional identities*" (p. 103). That is why Kelly (2006) argues that teacher identities are deemed "*as the ways in which practitioners see themselves in response to the actions of others towards them*" (p. 513). NTs are developed through the assistance of others; their mentors, which results in NTs being empowered to further develop themselves. So, a mentor plays a key role in creating positive mentoring experiences that can assist in the NT creating his/her own identity as a teacher. Through this assistance the mentor assists in making the NT's transition into the school environment easy. This is done by introducing the NT to the school context, giving clear instructions, and also negotiating his/her professional roles and how he/she relates to others.

One of the challenges NTs find difficult to cope with is dealing with administrative work which they were not prepared for in the HEIs (Hobson et al., 2010). That is alleviated by the mentor providing advice about balancing being a teacher with the administrative duties expected in the teaching career. High levels of ill-discipline and lack of respect in learners has also been identified as a frustration for NTs which leads to teacher attrition within the first few years of teaching (Xaba, 2003). So, advice provided by a mentor either by modelling, feedback, or explanations on dealing with disciplinary problems like classroom management and learner discipline plays an important role in making the NT learn to deal with such challenges. If mentors themselves understand the complexity of teaching and implement what is expected of

them in the induction and mentoring of NTs, it benefits all the stakeholders in the education system.

2.6 Benefits of induction and mentoring

The effective implementation of induction and mentoring programmes for NTs has a number of potential benefits for mentees, mentors, and the school.

2.6.1 Benefits for the mentee

Induction and mentoring prioritise the professional development needs of NTs. Hobson et al. (2009) claim that positive experiences from the successful application of induction and mentoring to NTs result in the NTs getting effective support for their professional development, thus helping the NTs to find their feet in the profession. Furthermore, Hobson et al. (2009) assert that NTs receive emotional and psychological support which assists in boosting their confidence, enhancing their morale and increasing their job satisfaction. These feelings contribute to reducing any isolation felt by the NTs as their self-esteem increases, and as a result, teacher attrition is reduced. This allows professional growth for NTs that leads to their ability to self-reflect and solve problems on their own. The mentor's role helps in the socialisation of the NT to familiarise him/her to the norms, standards and what is generally expected in the teaching profession and in their particular school. NTs' capabilities, such as managing classrooms, are developed through induction and mentoring. Such competences are shown in the manner in which the NTs conduct themselves as teachers; being able to manage their classrooms, time, and duty loads. Also, Wall & Smith (1993, as cited in McIntyre & Hagger, 1996) assert that NTs get the benefit of having a person listening to them and acting as their sounding board. As a result, a mentor in this relationship inculcates confidence in the NTs.

2.6.2 Benefits for mentors

Kwan & Lopez-Real (2006) claim that mentors came to an understanding that mentoring is of mutual benefit to both the novice and the mentor. This claim is supported by McIntyre & Hagger (1996) when they state that mentors described mentoring "*as a learning partnership, a two-way interaction for mutual support and of benefit to both of us*" (p. 128). This is further emphasised by Fairbanks et al. (2000); and Hobson et al.'s (2009) studies as they argue that mentors also learn from their mentees. The collaboration that takes place during the mentoring process when mentors and NTs exchange ideas has the potential to lead to professional growth for both the mentor and the novice. This is due to the fact that NTs sometimes bring along

recent teaching strategies like the effective use of modern technology and updated subject matter from universities which mentors may not be aware of (Shank, 2005). Having a mentor that listens to the NT's opinion and considers implementing it boosts the NT's confidence and contributes to induction and mentoring experiences that are valuable to the mentee.

The collaboration between the mentors and NTs helps the mentors to reflect on and improve their practice (Kwan & Lopez-Real, 2006; Hobson et al., 2009). Through mentoring, Kwan & Lopez-Real (2006) maintain that mentors "*become more reflective in their approaches*" (p. 284) as they work with their mentees. In this reflection, mentors are able to create their own identities within communities of practice. Mentoring provides mentors the opportunity of learning from "*their less experienced colleagues*" (Fairbanks et al., 2000, p. 109). This results in professional growth for both the mentor and the mentee. Furthermore, Hobson et al. (2009) suggest that seeing their mentees succeed creates satisfaction and pride in mentors as they realise that they have had an impact on the NTs' development and teaching. This also enhances the mentors' self-esteem and recognition in the profession, which can motivate them to be more committed to their careers as teachers. Studies therefore reveal that mentoring benefits for both the mentor and the NT have a positive impact on the school and the education system as opportunities for professional growth are enhanced.

2.6.3 Benefits for schools and educational systems

Induction and mentoring of NTs is a vehicle for effective schools and education departments in promoting teacher "*retention and stability*" (Hobson et al., 2009, p. 210). These authors also maintain that the implementation of induction and mentoring programmes helps schools to have NTs who are confident and dedicated to the profession when they have mentors who are enthusiastic about their profession. It has been stated previously in this study that induction and mentoring assist in familiarising NTs to the school context. Effective mentoring relationships lead to the school staff knowing one another, and that increases collaboration and enjoyment for the NTs and the experienced teachers (Ingersoll & Strong, 2011). In addition, these scholars maintain that through carefully planned induction and mentoring, schools can enjoy increased retention and stability of NTs. This allows schools to have continuity in the programmes and activities they plan with the staff who have been there for longer periods. Since induction and mentoring are conducted by the existing veterans teaching in the education system, the department saves money which would otherwise be paid to external teacher training providers. These experienced teachers play a pastoral role by "*providing a mentoring support system to student educators and colleagues*", as stated in the South African Norms and Standards for

Educators (DoE, 2000, p. A-50). Having outlined the benefits of induction and mentoring, the following section explores the international trends in induction and mentoring.

2.7. International trends in induction and mentoring

Induction and mentoring in most countries are regarded as key in addressing the needs for NTs' professional development as they move from pre-service to in-service teachers (Shank, 2005). Hobson et al. (2009) claim that the development of induction and mentoring goes as far back as the 1980s. Developed countries like the USA, the UK and others in Europe have, according to Hobson et al. (2009), introduced induction and mentoring in response to the need to supply more teachers, to retain novice teachers in the profession, and to mitigate the shock NTs experience when faced with the reality of teaching. Zepeda & Ponticell (1997) identified challenges that faced NTs as another reason that necessitated the induction of NTs. These challenges include classroom management, isolation, and poor pedagogic content knowledge (PCK). If these challenges are not addressed as soon as the NT starts in the teaching profession, they may lead to novice teacher attrition.

The implementation of induction and mentoring programmes for NTs may lead to either the retention or attrition of NTs, depending on whether these programmes are implemented effectively or not executed properly. Retaining these NTs in the teaching profession depends on systematic induction and mentoring programmes that are appropriate to the NTs' needs that arise in their particular schools (Ramnarain & Ramaila, 2012). In attempting to understand the international trends of induction and mentoring, this study explores induction and mentoring developments of four countries.

2.7.1 Induction and mentoring in the United States of America

Shank (2005) observed that although induction programmes that involve mentoring are a requirement in the US, these induction programmes differ in the quality and regularity of the support received by the NTs when being mentored. Similarly, Gilles, Carrillo, Wang, Stegall & Bumgarner. (2013) claimed that most states in the US have mandatory induction and mentoring programmes but the objectives and the frequency of implementation varies per state. These differences in implementation and intensity suggest that NTs receiving induction and mentoring are not professionally developed in the same manner. The study by Zepeda & Ponticell (1997) observed induction programmes in suburban high schools in their study at the University of Oklahoma, that ranged from two to five years in duration. Induction programmes in the three schools studied are designed by the principals and their administrative teams and

take between two to five years to complete. The activities and time frames planned for induction and mentoring differ per school. The similarity in the induction and mentoring of the NTs is that all three schools assign mentors teaching the same grade and subject as their mentees. Also, these mentors are trained within the school. NTs' needs that are supported in the induction programmes include classroom management, subject knowledge, discipline, instruction, administrative work like compiling reports and socialising the NTs to avoid isolation. Although all three schools fall under the same district, there are inconsistencies in their mentoring programme.

Gilles et al. (2013); and Korthagen (2017) suggest that the premise for designing induction programmes must be the context and the needs of the NT. Also, Moir & Hanson's (2008) study of the New Teacher Centre (NTC) model of mentoring at the University of California emphasises that support provided to NTs must be tailored according to the needs of the NTs. These needs stated in the previous paragraph are different per school and per NT. Likewise, Greiner, Hofmanna & Katstaller (2017) agree that induction and mentoring programmes vary on the basis of national educational, cultural contexts and the specific goals they are designed for. They further assert that although these programmes are not similar, the fundamental elements of the design criteria are common, namely personal, social, and professional support (Greiner et al., 2017, p. 1).

Contrary to Zepeda & Ponticell (1997), the NTC model promotes mentors and NTs' collaboration to ensure that novice teachers' mentoring meets their development needs in the profession. This must be done to improve the pedagogical practices of the NTs by discussing with them their professional development needs. This emphasises that when planning induction and mentoring, NTs' voices must be heard. The challenge this model poses is that NTs may want to focus their induction and mentoring on certain aspects of teaching, like "*general pedagogical knowledge (GPK), [and] subject matter knowledge*", and leave out induction and mentoring on "*knowledge of context*" which is equally important in adjusting to the school context and its culture (Grossman, 1990, p. 5).

2.7.2 Induction and mentoring in the United Kingdom

Killeavy (2006) claims that England was the first European country to introduce mandatory induction in 1999. This is similar to the USA that has a mandatory induction policy. It is the government that developed detailed support for the novice teachers. Included in this support is the assigning of a mentor that teaches the same subject as the NT in their first year of teaching.

This mentor helps in building capacity in pedagogical knowledge for the NT. The NT is supported through joint planning with the mentor, and by having planned collaboration that assists the NT to acquire and refine their skills and understanding of the roles attached to the profession. The induction and mentoring programme supports NTs' socialisation into the school community by encouraging good relations in which the NT interacts with colleagues. Policies for this support are formulated by local authorities and they guarantee that induction programmes are funded. School principals must ensure that induction and mentoring take place in their schools.

Through these efforts NTs feel valued, and it increases their retention rates in the teaching profession. The UK's approach also mandates that NTs have reduced teaching loads. This allows NTs to adjust gradually to the profession and be able to participate in induction and mentoring programmes without the pressure that the teaching profession presents. This approach suggests that induction and mentoring of NTs is well planned, supported and monitored at all levels, from the government to the schools.

2.7.3 Induction and mentoring in Japan

Similar to the USA and the UK, in 1989 Japan introduced compulsory induction and mentoring in public schools (San, 1999 cited in Dishena, 2014). Like in the UK, Japan's induction and mentoring takes place in the NT's first year of teaching. Induction and mentoring training in Japan are offered by the Boards of Education, and the training takes place in two stages. The first stage takes place at Education Centres, whereas the second phase takes place at schools. The second one is an internal internship training programme which is guided by experienced teachers who are nominated by the principal. This is similar to the UK's approach which also places the responsibility to implement the induction and mentoring of NTs on principals, who assign experienced teachers to guide and support the NTs. Ahn (2014) claims that only 1.35 per cent of NTs leave the profession. She further asserts that induction and mentoring in Japan take place through daily interactions where NTs meet with experienced teachers in the same subject area. These meetings take place in the "*Shokuin shitsu*, *the teachers' room*", supervised by administrators (Ahn, 2014, p. 49). NTs collaborate with veterans in planning and finishing work and practice, which contributes to their professional development. This suggests that induction and mentoring of NTs is a continuous process supported by the state and schools.

2.7.4 Induction and mentoring in Namibia

Likewise, Namibia has an organised NTs' induction plan mandated and supported from the national government to the school level (Dishena, 2014). The core of Namibia's induction programme is the key component of mentoring. He also claims that in 2007 the Ministry of Education in Namibia mandated the *National Professional Standards for Teachers* (NPST) to guide both pre-service teacher preparation and the CPD of in-service teacher training. Dishena & Mokoena (2016) assert that Namibia's induction and mentoring is compulsory, and it takes two years. However, Dishena & Mokoena (2016) claim to have observed that not all NTs had induction that lasted for two years; some had induction that lasted for a few days while others took a year or more. This claim indicates inconsistencies in the NTs' induction in the Namibian context, which may not help in the retention and effectiveness of these NTs. Activities included in the induction and mentoring programme either aim at promoting teacher effectiveness or helping in teacher retention.

The state provides funding for mentor training, conducting short courses to address NTs' common challenges and to develop them into reflective practitioners. NTs are given orientation and are paired with veteran teachers. Induction helps the NTs to adapt to their working conditions while promoting mutual cooperation and emotional support. Also, NTs are given "*subject specific assistance*" (Dishena & Mokoena, 2016, p. 339). The aim is to assist NTs to develop into effective classroom teachers. On top of that, the NT receives administrative support and co-plans with their mentor. NTs receive feedback from classroom observations and hold meetings with their mentors where content specific matters are discussed. Principals facilitate the induction and mentoring in collaboration with mentors, the cluster centre, and the Education Department's regional offices. The similarity with the above countries is that in Namibia it is also the principal's duty to assign a mentor to the NT, and the mentor is expected to work with the NT for two years.

Assigning a mentor is not an unplanned decision; the mentor selected must be in the same phase and teach the same subjects as the NT. This allows the NT to learn effectively from the mentor's teaching practice. NTs are given the opportunity to be part of designing their mentoring plan, where they identify their needs. The mentor acts as a resource for the NT, coaching him/her towards finding his/her own identity and solutions. Through this collaboration in developing the mentoring programme, NTs feel welcome and own their mentoring.

In this induction programme the NT is then introduced to the school, the staff, the school board, school facilities and school procedures. With this level of orientation, the NT is given the sense of belonging and a chance to adapt to the school's culture. Induction includes informal and formal meetings, classroom observations, and advice offered by the principal or the HoD, but the formal orientation is the prerogative of the HoD. NTs are then given basic information about the cluster, the circuit, and the region, and also advised about resources available at this level. Procedures for dealing with colleagues and supervisors are introduced to the NT. These activities are important in helping the NTs to learn about the school and the district.

Namibia's induction and mentoring programme is quite comprehensive. This is because in the mentor-mentee relationship, NTs' needs are assessed and the goals for the NTs' professional development are set. Namibia's induction and mentoring stresses the role of the mentor in the professional development of the NT, which necessitates good personal characteristics and providing constant feedback to the novice teacher on applying pedagogical knowledge. Namibia's approach to induction is characterised by accountability from all levels and supervision that ensures that NTs are supported to develop fully in the profession.

Although these countries have compulsory induction and mentoring policies, some of them do not train mentors for their role. For example, New Zealand does not have mandatory mentor education, even though induction and mentoring of novice teachers has long been practised in the country. Similarly, Japan has a mandatory induction programme, but there is no training of most mentors. The New Teacher Centre in California in the United States mentions the same problem of mentors not being trained for their role (Moir & Hanson, 2008). As a result, mentors may lack the competence needed to yield positive induction and mentoring experiences for novice teachers. This leads me to the South African approach to novice teachers' induction and mentoring.

2.8 Contextualising mentoring within the South African policy terrain

2.8.1 Pre-service mentoring

In exploring the induction and mentoring of NTs, it is important to first examine pre-service mentoring as it is part of the mentoring continuum of novice teacher professional development, and for this to happen induction and mentoring are recognised in a range of policies.

The DHET and the DBE came up with the ISPFTED as a policy that promotes mentoring of pre-service teachers in preparation for the teaching profession, and it extends to the beginning of their teaching careers as novice teachers. The intention is to allow a smooth transition from

initial teacher education practice to NTs' real teaching contexts in schools (DBE & DHET, 2011). Du Plessis (2013) maintains that effective mentoring is crucial to the development of pre-service teachers. International and South African literature provides evidence that mentoring starts in initial teacher education at HEIs as a crucial component of initial teacher preparation and professional development (Awaya et al,, 2003; Hobson et al., 2009; Mukeredzi et al., 2015; Moosa & Rembach, 2018). Teacher qualifications offered by universities are in the form of either the Bachelor of Education (BEd) or the Post Graduate Certificate in Education (PGCE).

The Department of Higher Education and Training (DHET) in South Africa mandates practical learning for initial teacher education through the *Minimum Requirements for Teacher Education Qualifications* (MRTEQ) policy (DHET, 2015). In both BEd and PGCE programmes, pre-service teachers are introduced to the reality of teaching as they undergo teaching practice in the form of work integrated learning (WIL) under the supervision of school-based mentors in schools. This is an obligatory component of initial teacher learning. Mentoring by veteran teachers is introduced during this phase and it is expected to continue when these student teachers begin their careers as qualified teachers.

The debate within literature is the effectiveness of mentoring the pre-service teachers during their teaching practice. Du Plessis (2013); and Mutemeri & Chetty's (2011) studies suggest that pre-service mentoring in South Africa lacks effective collaboration between the HEIs and schools, which impacts negatively on the preparation of the pre-service teachers for the teaching profession. In support of this assertion, Rudney & Guillaume (2003); and Hobson et al. (2010) claim that pre-service teacher training at universities has some deficiencies. These include not being prepared for the many roles NTs have to play as teachers, like taking part in co-curricular and extra-curricular activities and handling paperwork. NTs sometimes feel that time spent in the classroom during teaching practice while at universities was not sufficient. "*Everything from thus bridging the theory practice gap between pre-service preparation and in-service teacher professional development first grade is so overwhelming*" that they leave the profession (Hobson et al., 2010, p. 5). This highlights the importance of induction and mentoring of NTs in their journey of professional development. In both studies mentoring of pre-service teachers lacks the support of experienced teachers, which leaves pre-service teachers discouraged about the profession. These experienced teachers, according to the *Norms and Standards for Educators* (DoE, 2000), have a duty to assist in the professional development

of less experienced teachers by assuming mentor roles for pre-service as well as NTs in their schools.

It is for this reason De Wet (2016) suggests that extensive training through induction and mentoring is imperative for South African novice teachers as they enter the profession. Swart (2013) asserts that induction and mentoring is key in the development of NTs. This aids in bridging the gap between the teacher preparation offered by the HEIs and the reality of teaching in schools, thus alleviating anxiety in NTs upon entry in the profession. Therefore, there should be a link and integration between the pre-service and in-service induction and mentoring process (Swart, 2013; Petersen, 2017). My study attempts to explore the induction and mentoring expectations and experiences of novice teachers. In examining these experiences, the South African policies are explored.

2.8.2 In-service mentoring

In the South African context legislation and policies have been put in place to promote the development of teachers. The *South African Council of Educators (SACE) Act No. 31 of 2000* (RSA, 2000) as amended by RSA (2007) and RSA (2011) recommends the collaboration of the Department of Education and schools in developing and implementing an induction programme which has mentoring as its key component. This programme should be linked to the provisional registration of new teachers and developing a "*welcoming programme and orientating newly qualified teachers into the profession*" (p. 29). SACE's (2018) Professional Teaching Standards state that teachers provide supportive environments for the induction and mentoring of colleagues who are pre-service and newly qualified teachers. This recommendation by SACE is supported by the *Employment of Educators Act No. 76 of 1998* (DoE, 1998) suggestion that principals have a role to create an encouraging and non-threatening environment for NTs, and are responsible for the development of staff training programmes, particularly for "*new and inexperienced educators*" (DoE, 1998, p. C-64).

Together with this role, principals must provide opportunities in which NTs interact with seasoned teachers and parents. All these programmes and opportunities must be designed and provided in accordance with the school's needs. Dale-Jones (2014) asserts that the South African legislation "*requires that schools play an active role to ensure that there is skills development within their teaching cohorts*" (p. 1). In referring to these claims, it is evident that the implementation of NTs' induction and mentoring programmes depends on schools. The principals, SMTs and experienced teachers are catalysts of the induction and mentoring of

novice teachers. The introduction of the *Integrated Quality Management System* (IQMS) in 2003 emphasised the continuing professional development of teachers, and part of the IQMS is the mentoring of NTs (Ncube et al., 2012). An aspect of the IQMS process is the development of a development support group (DSG) in a school, who are expected to support the professional development of the NT. The DSG is made of two people, the peer chosen by the appraisee and the immediate senior. How this is done is not clearly defined in the IQMS policy. Du Plessis (2013) claims there is no clarity on who does what and how to support mentees and that little or no training on mentoring is provided to the mentors.

In the collective agreement 2 of 2014, the IQMS policy became known as the *Quality Management System (QMS) for School-Based Educators* (ELRC, 2014). The implementation of this change started in phases in the year 2021, and the first phase began with principals. The difference between the two is that in the QMS, performance management, teacher appraisals and classroom observations are the responsibility of the SMT, whereas in the IQMS this was conducted by the elected staff development team (SDT) and the DSGs. Also in the QMS, a work plan that sets out targets for improvement must be developed and agreed on and signed by the circuit manager and the SMT, which was not there in the IQMS. In addition, the QMS mandates that teacher appraisals be conducted twice a year; in the IQMS appraisals were conducted once a year. Hopefully the design and clarification of the SMT roles in the professional development of teachers stated in the QMS policy can assist in improving the induction and mentoring of NTs.

The *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* (ISPFTED) 2011-2025 (DBE & DHET, 2011) includes an improvement plan for teacher education in the induction of new teachers into the world of work, thus creating a link between university and the real school context. Included in this plan is training of mentors for student teachers, as well as having experienced teachers as mentors and subject advisors for the induction of novice teachers in the profession. This indicates that the framework suggests that subject advisors assist in the general induction of all teachers in the district, and then schools play the role of mentoring NTs and student teachers within specific school contexts, which is an important part of induction. It also highlights the prominent role of formally trained mentors for both student teachers and novice teachers.

Despite the number of policies designed to promote the professional development of novice teachers and experienced teachers, Swart (2013); and De Wet (2016) argue that having

formally trained mentors is a rare practice in South Africa. This argument is supported by Botha (2011) in his claim that although legislation mandates that schools facilitate induction of their NTs, induction programmes are rare. If they do take place, they are mostly unplanned and informal.

Effective induction and mentoring depends on the good relationship between the mentor and the NT. Moir & Hanson (2008) claim that quality mentoring entails "*the ability to build adult relationships and a commitment to collaboration*" (p. 61). Such relationships are imperative in ensuring positive mentoring experiences for the NTs my study focuses on. Ncube et al. (2012) assert that the mentor-mentee relationship must involve mutual trust, respect, understanding and empathy. This relationship between novice teachers and their mentors is fundamental in assisting novice teachers to adjust to the school context and eliminating frustrations for novice teachers. The personal attributes in Hudson's (2004) Five-Factor Model used in this study provide a guide on building constructive relationships between the mentor and the novice teacher.

2.9 Conceptual framework

The purpose of this section is to describe the conceptual framework which guided and framed my study. In order to understand and analyse the data collected for this study, which is novice teachers' expectations and experiences of mentoring, I used Hudson's Five-Factor Model for effective mentoring as the conceptual framework (Hudson, 2004). It is this conceptual framework that I also applied to organise the data in a structured and logical manner. This Five-Factor Model is underpinned by the broader constructivist theory. Recognising the social nature of learning, Liu & Mathews (2005) assert that the constructivist theory emphasises that learning takes place through active participation that leads to individual and social construction of knowledge. Hudson (2004) explains that the support and guidance given to interns during mentoring gives them the opportunity to learn good teaching practices through social interaction and learning from their mentors, thus building confidence in the mentees.

He further claims that the main focus of mentoring is to ensure that the intern's needs are met. These needs involve learning about the culture of the school, the learners, the school structures, knowledge of the subject matter, the education system, and the profession as a whole. This model depicts the five factors that characterise effective mentoring, namely personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. In his model, personal attributes are depicted as a band surrounding the other four factors, emphasising the importance

of relationships in underpinning effective mentoring. Healthy relationships that are positive and supportive (Hudson, 2010) require empathy, good listening skills, trust, and a belief in the worthwhileness of the process. The remaining four factors that are encircled do not exist in isolation from each other and by using multidirectional arrows, this interaction is indicated. The figure below illustrates the dynamics of the model:

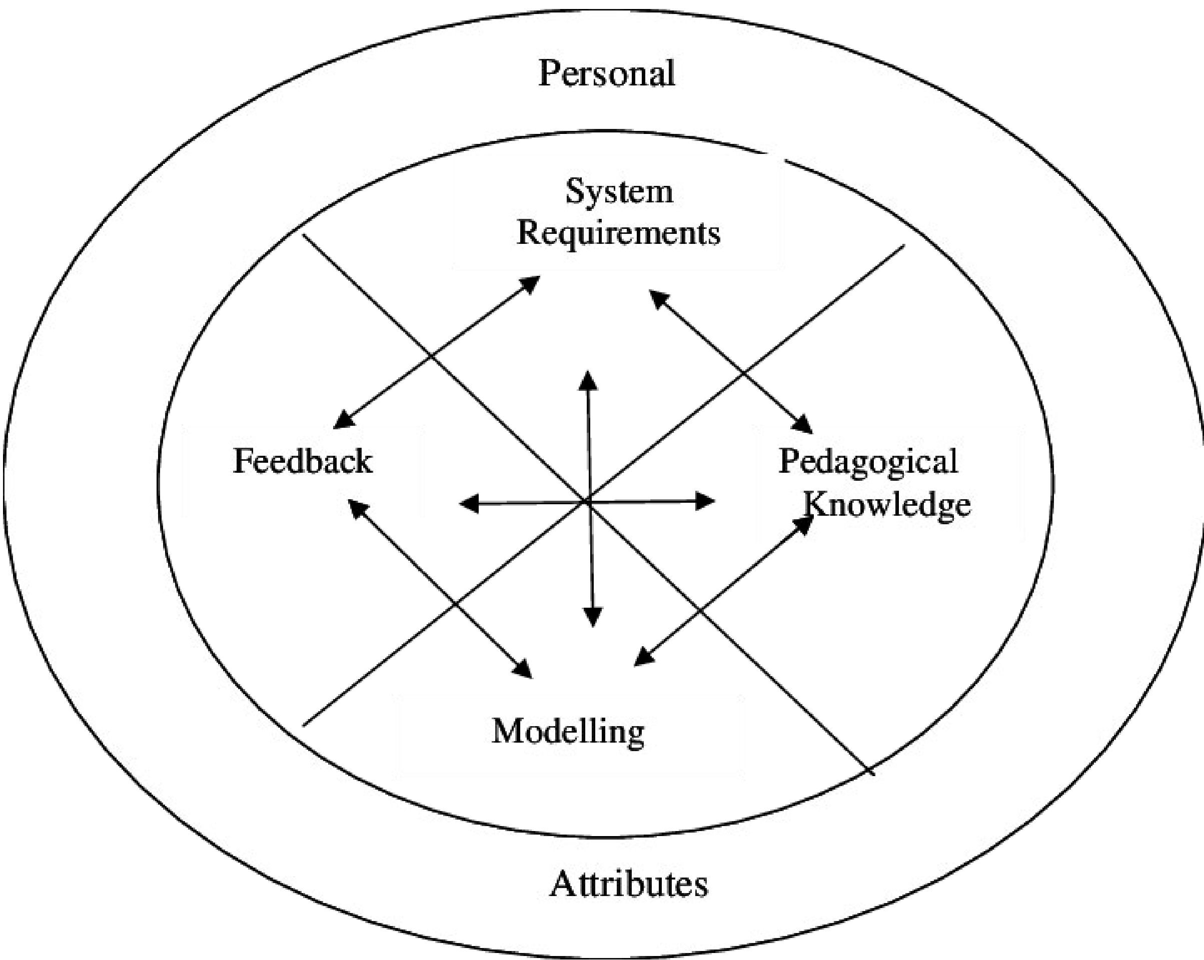


Figure 1.1: The Hudson Five-Factor Model (Hudson, 2004, p. 3)

The components of The Hudson Five-Factor Model are explained below.

2.9.1 Personal attributes

Bird & Hudson (2015) assert that personal attributes are fundamental in maintaining the solid relationship of trust that the mentor must build with the intern. These personal attributes include the mentor's approachability, good communication, listening, trust, and respect. These qualities have an impact on a mentor communicating effectively with their intern. This means that the mentor should be supportive and be eager to listen to the intern. Being supportive can be achieved by giving the intern professional and emotional support in the manner in which the mentor interacts with the intern. It is important that mentoring support also motivates the

intern to reflect on his/her teaching experiences, as this leads to developing a teacher identity. Similarly, Smolik (2010) claims that mentors should exhibit good listening skills, a reflective discourse, and preparedness to assist the mentee learning in the classroom. Most of the challenges experienced by NTs in my study will take place in the classroom. This includes managing classes and imparting subject content in overcrowded classes which are a common phenomenon in township schools. Another interesting observation from Smolik (2010) is that mentors' personal attributes encapsulate the concept of educative mentoring. In this concept mentees are given assistance on learning to teach and develop skills that inspire continuous learning from their practice (Feiman-Nemser, 1998 cited in Smolik, 2010). This suggests that mentors see their roles as beginning a process of professional development, both for themselves and the mentees.

2.9.2 System requirements

Interns enter the teaching profession with very limited knowledge of the system requirements (Bird & Hudson, 2015). System requirements include the school culture, departmental and school policies and the laws of the education system. It is in the collaboration with mentors that interns get an understanding of the dynamics of the school and the policies of both individual schools and the education system that employs them. Du Plessis (2013) argues that in system requirements, mentors communicate the curriculum and policies of an education system. So, the practicality of applying system requirements comes into effect in the implementation of the curriculum, which is the component of pedagogical knowledge. This means that these two factors complement each other. The induction and mentoring process provides interns with opportunities to gain theoretical and practical understanding of the students, the community, the school, and the district which is referred to as knowledge of context (Grossman, 1990). Under system requirements, interns are assisted in understanding the school culture and the curriculum documents provided at the school. The collaboration with the mentors also helps them to understand the different aspects of the school context, school policies and learner assessments. Smolik (2010) also suggests that mentoring in system requirements should include the technical advice that supports instruction. She also adds that interns should be introduced to policies as well as strategies for implementing curriculum documents and local safety issues. The main focus in her study is the practical aspect of teaching that system requirements must address. On the other hand, Bird & Hudson (2015) emphasise the understanding of system requirements of both the theory and practical aspects within the institution. In my study, system requirements includes understanding to what extent

NTs are introduced and supported in their understanding of the policies guiding teaching specific subjects, the assessment policies and the other school policies.

2.9.3 Pedagogical knowledge

Pedagogical knowledge, according to Hudson (2010), is that knowledge that an intern needs to be able to teach effectively. The concept of teacher knowledge is complex, leading Grossman (1990) to combine Shulman's (1987, cited in Grossman, 1990) seven components of teacher knowledge into four knowledge areas. She suggests that teacher knowledge is made up of general pedagogic knowledge (GPK), subject matter knowledge, pedagogical content knowledge (PCK) and knowledge of the context. GPK encapsulates knowledge about a range of generic instructional strategies, principles and theories about learners and learning, and classroom management strategies. Subject matter knowledge involves knowledge of the subject content, and pedagogical content knowledge includes knowledge of the curriculum, and knowledge of instructional strategies and effective presentation of a particular topic. Knowledge of the context entails knowledge of the specific school setting, the students, the community, and the district. All these knowledge areas form a significant part of Hudson's (2004) pedagogical knowledge factor in the induction and mentoring of novice teachers.

Smolik (2010); and Du Plessis (2013) claim that pedagogical knowledge has to do with how NTs should plan for teaching. This involves timetabling lessons, knowledge of the curriculum, teaching strategies, problem solving, questioning skills, and implementing viable practices and assessment. Mentors should discuss preparation for teaching with NTs and guide the novices about where teaching resources are kept and how to use them.

2.9.4 Modelling

Teaching practices and professionalism in teaching are better learnt through modelling by mentors. Du Plessis (2013) observed that mentees develop a positive approach to their work through modelling of their mentors. He concludes that given this powerful role, mentors should model professionalism through appropriate language that is suitable for teaching, effective teaching, good classroom management, lesson planning, and hands on lesson presentation. The significance of modelling in professional development is highlighted by Bird & Hudson (2015), who emphasise that modelling teaching strategies, classroom management and assessment strategies provides interns with tangible evidence of what works and what may not be effective. This takes place as interns observe their mentors' teaching practices and then engage themselves in modelling for the mentor those practices which are essential to successful pedagogic development. Smolik (2010) also points out that modelling is a mutual task in which

the mentor and the NT display their specific teaching styles. The mentor takes the lead while the NT is engaged in the teaching task. Modelling by the mentor can include modelling of attitudes to teaching, attitudes to learners, as well as other professional skills of teaching.

2.9.5 Feedback

Feedback, as the last factor, is important in reviewing the progress made in the mentoring process. Smolik (2010); and Du Plessis (2013) assert that good mentors should express their expectations to the mentees and give them advice on teaching practices. After observing NTs teach, mentors should review the NTs' lesson plans and provide feedback, either in the form of written or oral comments. Feedback given to the NTs must take the form of educative mentoring in which both the mentor and the mentee discuss their practices collaboratively. So, feedback must be specific to the needs of the intern (Bird & Hudson, 2015). Rudney & Guillaume (2003) argue that it is important that mentors provide feedback to mentees frequently. By so doing, errors can be rectified as soon as possible. Mentors should always keep in mind that NTs as their mentees are provided with honest and constructive feedback that builds confidence, a positive attitude, and pedagogical skills in the NTs. In addition, feedback that helps the NT must describe and focus on specific practices of teaching. Through feedback, NTs reflect on their practices and work on improving their teaching strategies as part of their teacher learning.

Hudson's framework or model highlights the complex interplay of a number of aspects in mentoring, including the relational aspects of mentoring which emerge from personal the attributes of both the mentor and mentee. This model provides the conceptual frame that guides my study and assists in clarifying the multidimensional nature of mentoring through its five elements or lenses. The perceptions and experiences of mentoring of the novice teachers in my study will therefore be understood through these lenses.

2.10 Conclusion

In trying to understand the concepts of induction and mentoring, the chapter explores the concepts that underly the induction and mentoring process. This is followed by the discussion of the characteristics of a mentor, the roles of a mentor and the benefits of induction and mentoring for mentees, mentors, and the school, as these aspects have an impact on the professional development of NTs. The chapter further examines international trends in induction and mentoring, as well as the South African policy terrain. The exploration of induction and mentoring through the literature reveals that the concept of novice teacher induction and mentoring is still a global challenge. The literature review is concluded with the

conceptual framework based on Hudson's (2004) Five-Factor Model that gives the lenses through which the data in this study is collected, analysed, and organised. The subsequent chapter explores the research design and methodology used in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this study I focus on the expectations and experiences of induction and mentoring of NTs, through the voices of selected NTs. The purpose of this chapter is to provide a description of and justification for the research design and methodology used in exploring the expectations and experiences of the NTs. The first section provides a description of the research design, locating the study within an interpretive paradigm using a qualitative approach. The second section considers the use of narrative inquiry as the methodology for the study

This is followed by an outline of the data collection methods, data analysis and sampling. Lastly, ethical considerations, limitations of the study and issues of trustworthiness are discussed.

3.2 Research paradigm

My research is a qualitative study within the interpretive paradigm. In trying to understand the induction and mentoring expectations and experiences of individual NTs selected for this study, I used the interpretive paradigm. Given my interest in understanding the individual experiences of induction and mentoring of selected NTs, and the subjective nature of this study, the interpretive paradigm was appropriate. The focus of the interpretive paradigm is highlighted by Cohen et al. (2018, p. 19) who suggest that "*the central endeavour in the context of the interpretive paradigm, is to understand the subjective world of human experience*". Thanh & Thanh (2015) concur with Cohen et al. (2018) that interpretivist research is subjective, and that it seeks to understand people's interpretations of the world around them. The interpretive paradigm also seeks to accommodate multiple truths and versions (Thanh & Thanh, 2015). In light of this, my study sought to explore and understand the subjective experiences of induction and mentoring of the four selected participants.

Interpretivists intend to understand the social world from the participant's viewpoint, (Bertram & Christiansen, 2014). This means that there are several interpretations of the phenomenon being researched that may be equally valid. My study aims at exploring the induction and mentoring expectations and experiences of NTs through the NTs' eyes. So, the interpretive paradigm and qualitative data methods are appropriate in exploring the experiences,

understandings and perceptions of the individual NTs' induction and mentoring. In the interpretive paradigm participants provide detailed data to uncover the reality being researched (Thanh & Thanh, 2015). In my study, participants provided the required data about the reality of their experiences of induction and mentoring through semi-structured interviews and letter writing.

Although participants' perspectives are important, the context of the participants needs to be taken into consideration in the interpretive paradigm. The interpretivists hold the belief that it is critical to understand the context in which any type of research is conducted in the interpretation of data collected (Thanh & Thanh, 2015). My study takes place in township high schools. It is therefore imperative that in this research, I understand the selected township schools' approaches in the induction and mentoring of the chosen NTs. Interpretivists aim to have an understanding of the social world of the participants. This can be done by taking into consideration the broader social, cultural, and political contexts of the participants (Bertram & Christiansen, 2014). These scholars assert that the interpretivist approach to research is underpinned by the idea that people's behaviours are context dependent. This is because each school context has policies and a culture that are specific to that context. This will also impact upon the behaviour of participants in the study. Drawing from this, the implementation of the induction and mentoring programme in a particular school is influenced by the context; thus, the interpretive paradigm is suitable for this study.

In addition, Cohen et al.'s (2018) contention that human beings make sense of the world from their own perspectives, implies that this interpretation occurs in socio-cultural contexts. For this interpretation to take place, researchers are required to forgo their own presumptions about the way people do things and their contexts, and view situations and contexts in the participants' own terms. Therefore, in attempting to understand the induction and mentoring experiences of the selected NTs in this study, it is imperative to understand the school contexts of the individual novice teachers.

3.3 Research approach

Thanh & Thanh (2015) claim that interpretivists believe in qualitative research. In supporting this claim, they argue that qualitative research can provide rich reports that can provide opportunities for interpretivists to understand the participants' contexts fully. They further add that interpretivists support qualitative research because the interpretive paradigm "*portrays a world in which reality is socially constructed, complex and ever changing*" (Thanh & Thanh,

2015, p. 25). In my study, qualitative research provides opportunities to hear the different voices of the participants, and to reflect upon their experiences of induction and mentoring in their different contexts.

Furthermore, the focus of qualitative research is "*on the attitudes towards understanding people's experiences and interpretations of their social world*" (Sandelowski, 2001 cited in Cohen et al., 2018. p. 287). The concept of in-depth understanding is captured in the following: "*Qualitative research provides in-depth, intricate and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviours*" (Cohen et al., 2018, p. 288). In my study I attempt to gain an in-depth understanding of the induction and mentoring of NTs in their particular school contexts through their lived experiences, by drawing upon semi-structured interviews and letters written by the participants.

Using semi-structured interviews in this study allows me as the researcher to hear the voices of the participants regarding their induction and mentoring expectations and experiences in detail. Through semi-structured interviews I can probe beneath what the participants say. The use of letters gives further opportunities in written form, to hear their voices regarding their expectations and experiences of induction and mentoring. In addition, letters provides opportunities for participants to reflect upon their experiences. Also, letter-writing gives me an understanding of what the NTs expect from their mentors during the mentoring process. Letters to fellow NTs further provide a reflection of the participants' induction and mentoring experiences. Using more than one method is an effective way of gathering meaningful data for my study.

In considering the focus of my study, which is the mentoring expectations and experiences of NTs, the adoption of the qualitative data approach within the interpretive paradigm is appropriate as it seeks to develop an in-depth understanding of the participants' perceptions and their experiences of induction and mentoring from their individual responses.

3.4 Research methodology: narrative inquiry

Clandinin & Huber (2010) define the narrative inquiry as the study of experience as a story; it is basically a means of thinking about experience. It is about a view of a particular phenomenon. So, in this study the narrative inquiry is applied to study the experiences of NTs that are expressed as stories, both in the letter writing and the semi-structured interviews. NTs give

their views of the induction and mentoring expectations and experiences in this study through told stories. Likewise, Clandinin & Connelly (2000) argue that experience is the key component of a narrative inquiry which is continuous, and it puts participants in the midst of living their stories. According to Clandinin & Connelly (2000), the basis of a narrative inquiry is experience, which has two criteria, *viz.* "*continuity and interaction*" (p. 21). For my study, this implies that NTs' induction and mentoring is a continuous process which encapsulates the NTs' interaction with their mentors.

Huber, Caine, Huber & Steeves (2013) contend that the relationship in this methodology has the potential to provide a platform for marginalised people to have their stories about their experiences heard, which has not been the case before. Huber et al. (2013) further assert that the narrative inquiry is based on the relationship of the researcher and the participant. It is the change of relationship between the researcher and the participant. The narrative inquiry explores stories and the narrative experiences as the phenomenon of interest; it embraces a relational comprehension of the interactions and roles of the researcher and the researched. In addition, Huber et al. (2013) assert that stories in the narrative inquiry are seen as data. Drawing from this argument, this study uses the narrative inquiry to explore my participants' experiences presented in letter writing and semi-structured interviews.

Huber et al. (2013) argue that stories in the narrative inquiry carry and inspire important obligations and responsibilities as they are central in how people make meaning of their experiences of the world. Ross (2008, p. 65, cited in Huber et al. 2013) asserts that storytelling is about survival. The NTs in my study make meaning of their expectations and experiences of induction and mentoring through narrative inquiry as they narrate stories about their experiences in letters and give detailed data in semi-structured interviews. Stories in this methodology are never ending, but they change; they unwind like a thread. Similarly, in my study, the stories of the participants reveal themselves through the letter writing process and through the interview process. Clandinin & Huber (2010) assert that "*narrative inquirers think narratively about experience throughout the inquiry*" (p. 1). They further assert that narrative inquiry starts with narrating stories, where the researchers are having conversations with the participants or interviewing them on their living stories.

Furthermore, Fowler (2006) maintains that narratives include not just a story, but also encapsulate "*the teller, the told, the context and conditions of story-telling, as well as reasons for telling the story*" (p. 9). This means that the stories the NTs tell about their induction and

mentoring perceptions and experiences include the school contexts in which the processes take place. From these school contexts, the background of where and how the NTs' professional development through induction and mentoring takes place is explained. Chan (2017) contends that narrative inquiry is a process of constructing knowledge. This claim is supported by Pokhrel (2016) as she argues that constructivism is the theoretical underpinning of narrative inquiry. She further claims that narrative inquiry is the "*cornerstone for qualitative research in which story telling is part of…*" (Pokhrel, 2016, p. 31). This claim highlights the relationship between narrative inquiry, qualitative research, and the interpretive paradigm. Through inquiry into narratives, research participants get the opportunity to reflect on what they have experienced in their lives. Similarly, in my study the participants through the process of letter writing and interviews, are able to reflect upon their expectations and experiences of induction and mentoring.

My study aims to understand NTs' expectations and experiences of induction and mentoring. Huber et al. (2013) believe that the narrative inquiry provides the platform for hearing stories of people whose experiences are generally not heard. The narrative inquiry seeks to construct meaning which is based on human experience by the "*telling and retelling of stories*" (Huber et al., 2013, p. 226). In this study, the reality of induction and mentoring perceptions and experiences is constructed by NTs telling and retelling stories in letters and semi-structured interviews. Also, Huber et al. (2013) assert that the narrative inquiry is beginning to be used in education as a means to acknowledge teachers' voices in teacher education. This makes the narrative inquiry well suited for my study as it explores the NTs' experiences of induction and mentoring through their own voices. Naidoo (2018) asserts that narrative inquiry provides the opportunity to examine teachers' personal and professional experiences. Similarly, in my study a narrative enquiry provides the opportunity to examine the participants' personal and professional experiences of induction and mentoring experiences.

Naidoo (2018) further states that the narrative inquiry has the potential to explore teachers' identities, their subjectivities, and to understand their lived experiences. Narrative inquiry in my study, therefore, provides opportunities to explore the identities of the participants who are also able to reflect on their identities as they narrate their experiences of induction and mentoring. So, in this study, the NTs' personal expectations as well as their professional experiences of induction and mentoring are thoroughly explored using this methodology. Clandinin & Connelly (2000) explain the narrative inquiry as a way of understanding and inquiring into experience through "*collaboration between participants and researchers over*

time, in a place or series of places, and in social interaction with milieus" (p. 20). It is for these reasons that I think the narrative inquiry is relevant to my study. It gives me the opportunity to collaborate with the participants in this study from the two different school contexts, thus making me understand the NTs' experiences of induction and mentoring from their interactions with their mentors.

Huber et al. (2013) maintain that the narrative inquiry carries the advantage of deepening the researcher's understanding and experience of the researched. Through stories in the narrative inquiry the researcher gains rich experience of the phenomenon being researched and it results in a more responsive involvement. According to Huber et al. (2013), stories have the potential to make people re-evaluate circumstances which they thought they understood. The NTs' lived experiences of induction and mentoring, expressed through the narrative inquiry, enable me to have a deeper understanding of their expectations and experiences.

Furthermore, the narrative inquiry can be a tool for reflection (Chan, 2017). Reflection takes place through the process of narrating autobiographic stories. Narrative inquiry offers the opportunity for participants to inquire into their past and see how they have developed into who they have become, through the stories they tell. When the NTs write letters to narrate their initial expectations and experiences they have gone through during the induction and mentoring phase, it gives them the potential to reflect on their experiences of induction and mentoring. This process will contribute to my understanding of the focus of my study, which is the expectations and experiences of induction and mentoring of the selected NTs in their respective schools.

Naidoo (2018) argues that narrative inquiry's importance lies in the methodology's ability to improve the understanding of the narrative inquirers and their participants, and it allows the participants to make sense of their experiences. She further suggests that narrative research enhances the possibility to understand and interpret lived experiences. This methodology, according to Naidoo (2018), acknowledges the necessity to listen to teachers and give them the opportunity to present and represent themselves. In addition, Fowler (2006) argues that narrative inquiry is viewed as the starting point of authentic research. Using the narrative inquiry in my study offers me, as the researcher, the opportunity to hear the NTs presenting their lived experiences of induction and mentoring. This takes place through some questions in the semi-structured interviews and with the NTs expressing their experiences through letter writing. (Please refer to Appendix 4).

However, the disadvantages of narrative research are that the ethical considerations of anonymity may not be guaranteed. Clandinin & Connelly (2000) claim that anonymity sometimes gets lost when participants mention the researcher's name and that they are participants in the research. Some even identify their schools and districts in public. In my study two of my participants mentioned the names of their schools, the school principals, and their mentors in the semi-structured interviews. In applying the anonymity of the study, I have used codes for the schools in the data analysis as a means of rectifying my participants' mistakes of mentioning the real names. Another limitation of the narrative inquiry is that it is only suitable for a small number of participants, as it requires close collaboration with the participants, which can be time consuming (Bell, 2002). However, it is suitable for my study as I work with only four participants using both interviews and letter writing. It is therefore manageable.

3.5 Data collection and data management: methods of data collection

The data in this study is generated using two methods: semi-structured interviews and letter writing. Both research methods encourage participants to give rich, detailed first-hand accounts of their expectations and experiences of induction and mentoring. All the data collection approaches are done in such a way as to ensure that COVID-19 protocols are adhered to.

3.5.1 Semi-structured interviews

Bertram & Christiansen (2014) contend that interviews are used in interpretivist research to "*explore and describe people's views and understandings that might be unique to them, and useful because they give the researcher an opportunity to ask probing and clarifying questions and to discuss research participants understandings with them*" (p. 82). Semi-structured interviews are firstly characterised by open-ended questions, even though topics and questions are given. Most questions in my interview schedule were open-ended questions, which allowed my participants to elaborate on the responses they gave (See Appendix 4). Where participants gave brief responses, I was able to ask probing questions. In addition, Cohen et al. (2018) contend that these open-ended interviews have the "*exact wording and sequence of questions that are determined in advance*" (p. 510). Similarly, Dane (1990); and Panke (2018) argue that questions in semi-structured interviews are pre-determined and possess considerable flexibility concerning follow-up questions. This means that all the participants in this study were asked the same questions. The benefit of asking the same questions of all my participants, is that I could explore the participants' behaviours and opinions fully. This claim is further supported

by Brenner (2006) as he contends that open-ended questions provide the interviewer with an opportunity to extend and get clarity from the respondent's answers through probing.

Before conducting my interviews, I again explained the purpose of my study to the participants and emphasised that participation was voluntary, although they had already signed consent forms to be participants (Please refer to Appendix 4). I then conducted these interviews during school breaks and after school hours because schools could not accommodate me during school hours. This was due to the pressure schools had, having to cover a lot of work in a short space of time due to COVID-19. These interviews took between 45 to 60 minutes each and were audio-recorded.

My semi-structured interviews focused on three broad areas guided by my research questions. These areas encapsulated the NTs' expectations and experiences of induction and mentoring, and their understanding of the mentors' role and the strategies applied in mentoring NTs. All three broad areas were grounded in Hudson's Five-Factor Model of mentoring (Bird & Hudson, 2015). The advantage of using semi-structured interviews presented by asking the same questions is that the researcher can compare data from the participants' responses easily. So, in my study I used the same interview schedule for all my participants, and most of the questions were open-ended. In using semi-structured interviews, my participants were encouraged to open up about the main issues in induction and mentoring. Through semi-structured interviews I was able to have a flexible discussion with each participant, that was guided by topics and a set of questions.

Kvale & Brinkmann (2009) assert that semi-structured interviews seek to attain descriptions of the life world of the interviewees regarding the clarification of the meaning of the phenomenon described. Using semi-structured interviews in this study, I was able to explore and probe the participants' responses regarding their experiences of induction and mentoring. Harrell & Bradley (2009) claim that semi-structured interviews use a guide that has questions and topics to be covered when collecting data. As this is a guide, the interviewer then has some kind of discretion about the order of the questions and topics to be dealt with. This approach enabled me to be able to probe deeper into the topic of induction and mentoring. As a result, there was more opportunity for obtaining rich in-depth knowledge. However, this approach can be influenced by power relations if the researcher is in a position of authority (Bertram & Christiansen, 2014). This may result in participants not giving honest responses. In this study I was an outsider, and my participants were able to express themselves honestly. Interviews are

time consuming. Transcribing audio recorded interviews verbatim takes a long time. I audio recorded my participants' interviews and transcribing all four interviews took me almost five days.

So, in this study semi-structured interviews were appropriate as I was able to get detailed data from open-ended questions that allowed deep exploration of the selected NTs' induction and mentoring experiences. This was because, where I felt responses were not adequate, I asked probing questions which made my participants expand on their responses.

3.5.2 Letter writing

Channa (2017) argues that letter writing is a type of arts-based inquiry which is a reflective practice that is able to capture personal experience and display identity creation and negotiation processes. Similarly in my study, the process of letter writing provided an opportunity for the participants to reflect on their expectations and experiences of induction and mentoring. Letter writing, according to Channa (2017), can be utilised for presenting data and/or findings about an autobiographical self and is a space that can display autobiographical reflection.

Salmon (2018) asserts that letters provide a unique form of data depicting the thoughts, feelings, and observations of the letter writer. Similarly, the letters written by the participants in my study gave me a window of insight into their thoughts, feelings, and observations about what they expected and what they experienced in induction and mentoring. With reference to my study, the thoughts, and feelings of the participants regarding their expectations of induction and mentoring were expressed in their letters to their mentors, whereas their thoughts, feelings and observations regarding their experiences of induction and mentoring were outlined in their letters to fellow NTs. Samaras & Sell (2013) assert that letter writing is a socio-cultural based tool aimed at promoting dialogue and critique by critical friends. Letter writing can be used to understand different "*experiences that inform future practices and contribute to the knowledge base in teacher research*" (Samaras & Sell, 2013, p. 2). In addition, they claim that writing letters serves both the writer and the person the letter is written to. This can lead to development taking place, both in the individual and the collective, however in my study, although the letters were written, they were not actually sent to the mentors and fellow NTs, a process explained in the next paragraph. These letters were used as a further data collection tool capturing the processes of reflection engaged in by the letter writers.

Participants in my study were first asked to write personal letters to their mentors explaining what their expectations of mentoring were, but those letters were given to me as the researcher and not to the mentors (please refer to Appendix 5). It was explained to the participants that this was an imaginary scenario where they could contemplate what they would say to their mentors in a formal letter, without the letter being given to the mentors. Participants were encouraged to give honest, detailed descriptions in their letters, and were assured of anonymity and that only I was going to read those letters. Although the letters to their mentors were formal, writing them privately in non-threatening environments allowed the participants to express their expectations of induction and mentoring freely, to review what was written, and maybe to add other details they might have forgotten earlier. The second set of letters was written after the semi-structured interviews where participants were asked to write letters to other NTs about their experiences of induction and mentoring. Again, it was explained to the participants that these letters were imaginary letters, for the purposes of data collection and as a process of reflection for themselves and would not actually be given to other NTs. Again, the principles of anonymity were highlighted. Both letters to the mentor and fellow NTs were used by me as further tools to gather more reflective data about the participants' expectations and experiences. Letters can either be formal and professional or deeply personal. In this study, the participants were asked to write formal letters to their mentors who were regarded as seniors, outlining their expectations for induction and mentoring, whereas the letters to their fellow NTs that were written after the semi-structured interviews were personal. This was because the NTs were narrating their experiences of how their induction and mentoring was conducted to their fellow NTs. The tone and style of these imaginary letters was therefore different from the formal letters directed to the mentors. By doing this, I hoped to understand the deeper feelings and thoughts of the participants as they would be writing in a more personal way as they reflected upon their experiences with their peers.

This is a re-examining of their experiences through the process of letter writing, which is "*used as a qualitative research method for collaborative and self-reflexive research to re-examine lived experiences*" (Pithouse-Morgan, Khau, Masinga & van de Ruit, 2012, p. 43). Samaras & Sell (2013) concur with Pithouse-Morgan et al. (2012) as they also argue that writing letters "*is a self- reviewing structure of thought*" (p. 3). Letter writing therefore has the potential to activate participants' personal thoughts and promote reflection. In other words, when the individual writes a letter, he/she also speaks to and reflects on him/herself. The participants in my study re-examined their induction and mentoring experiences by writing letters and through

the collaboration and reflection, learnt from these experiences and constructed their identities in the teaching profession (Channa, 2017). As the participants wrote letters to their mentors and read and re-read them, it allowed them to raise questions about what the induction and mentoring process should address. Furthermore, their letters to their fellow NTs acted as a reflection to re-examine their induction and mentoring experiences. Furthermore, Harris (2002) explains that letter writing provides in-depth accounts with very informative texts that are extremely detailed.

It was for these reasons that I felt this approach could add to the process of data collection, enriching it and providing triangulation with the data from the semi-structured interviews.

Letter writing, however, has some disadvantages. This data generation method lacks immediacy in responding to the questions (Harris, 2002). Participants take their time in giving responses through letters, which can be frustrating to the researcher. Three of my participants could not submit their first letters on the first agreed date. The reasons included that they were still thinking about all the details they wished to tell their mentors about their expectations of induction and mentoring. Another challenge is that of convincing participants of the confidentiality of their letters and how this will be upheld, especially given the personal nature of the writing.

In this study, the first letters were written by the participants to their mentors. These letters were used to establish the novice teachers' mentoring expectations. The second letters were used for triangulation after conducting the semi-structured interviews. This helped to validate the data gathered during the face-to-face interviews. This was due to the fact that in an interview the participant is put on the spot, where he/she may forget certain data. The participants were requested to write these letters during their spare time at home. This gave them an opportunity to express themselves honestly and openly in the non-threatening environment in their homes.

By using two data generation methods, I was able to get a more complex view of the expectations and experiences of the participants during their induction and mentoring process.

3.6 Sampling

My study focuses on the induction and mentoring experiences of novice teachers. These NTs are in their first three years of teaching. Cohen et al. (2018) contend that purposive sampling is a characteristic of qualitative research which includes a sample that possesses specific

features needed for that research. Also, Bertram & Christiansen (2014) maintain that purposive sampling refers to the researcher choosing a specific sample for a particular purpose. This sample is chosen because it represents the population of NTs this study intends to explore. Therefore, purposive sampling is used in this study as this sample is chosen for a particular purpose which is understanding the induction and mentoring of NTs in township schools, a particular population. Access to my sample was gained by getting permission to conduct this research from the KwaZulu-Natal Department of Education and thereafter ethical clearance from the University of KwaZulu-Natal.

3.6.1 Context

My research is conducted in two school contexts. These schools are located in KwaZulu-Natal in the Msunduzi Circuit, which is within the Umgungundlovu District. Out of the 12 high schools in the circuit, it is these 2 schools that have 2 NTs each, which is the reason I chose them for my research. These are public schools, registered with the DBE. Both high schools are located in the township. Learners attending both schools are from the township and informal settlements near the township. The DBE has classified both schools as Quintile Three schools. The quintile ranking system in South Africa was brought as redress of funding of public schools due to apartheid. Quintile one to quintile three indicate schools from poor communities, based on the unemployment rate and literacy rate. Due to poverty in the community, these are no fee schools. As a result, both schools provide meals to learners from the Department's School Nutrition Programme.

These are generally fairly under resourced schools, with large classes. The enrolment in school A is 1168 learners, and it has a staff compliment of the principal, 2 deputy principals, 5 HoDs and 39 teachers. School B has an enrolment of 1425 learners, the principal, 2 deputy principals, 5 HoDs and 44 teachers. The home language in both schools is IsiZulu, whereas the medium of instruction is English in both schools.

3.6.2 Participants

My sample is made up of four NTs, within their first three years of teaching and from two schools. Each school is represented by two NTs who are in their first three years of teaching, hence their selection as participants in the research. School A is represented by teacher A1 and teacher A2, School B is represented by teacher B3 and teacher B4.

A1 is a 33-year-old male who has taught for one year. He is a former learner at school A. He possesses a BA degree in which he specialised in IsiZulu and Linguistics. To qualify for

teaching he did his PGCE with specialisations in IsiZulu and Tourism. He teaches isiZulu in grades 8 and 9, and Tourism in grades 11 and 12. He struggled to get employment after completing his studies.

A2 is also a male teacher who is 26 years old. He has two years of teaching experience. He has a BEd degree, and his major subjects are Life Sciences and Mathematics. He is the Life Sciences teacher in grades 10 and 12, as well as teaching Mathematics in grades 9 and 11.

B1 is a 24-year-old female with one year of teaching experience. She has a BEd degree with specialisations in English, Business Management and Technology. She teaches English in grades 10 and 11, and Technology in grade 8.

B2 is a 30-year-old male, with a BEd degree. He has two years' teaching experience. His major subjects are History and Geography. He teaches grade 9 History and Geography, and History in grades 10 and 11.

Aside from my positionality as the researcher, which I attempted to be sensitive to, my positionality to the participants was neutral, as I was not in any position of power over any of them. I was not a staff member at either of these two schools, I was just an outsider. This helped in making the participants open up about the induction and mentoring they experienced as they had no fear of being victimised for telling their truths.

3.7 Data analysis

Data analysis includes "*data reduction, data display and conclusion drawing and verification*" (Bertram & Christiansen, 2014, p. 116). Cohen et al. (2018) suggest that qualitative data analysis involves "*organizing, describing, understanding, accounting for, and explaining data, making sense of data in terms of participants*" (p. 643). This allows the researcher to understand, explain and interpret the phenomenon being researched. In this study the phenomenon is induction and mentoring explored through the expectations and experiences of the chosen NTs. Organising of the data and generation of the codes and themes was guided by the three research questions, enabling me to focus on the phenomenon being studied:

1. What are novice teachers' expectations and experiences of induction and mentoring?
2. What are novice teachers' understandings of the role of mentors?
3. What strategies do mentors employ in mentoring novice teachers?

Data in this study was first coded to establish relationships, and then reduced by organising it into themes emerging from the narratives of the participants. Lastly, Hudson's (2004) Five-Factor Model of effective mentoring was used as a further lens or conceptual framework to interpret and analyse the data.

My study used both the inductive analysis and the deductive analysis approaches to analyse the data from the semi-structured interviews and letter writing. Bertram & Christiansen (2014) contend that the inductive approach works by organising data into categories and identifying the relationships and patterns that emerge from the raw data gathered and then developing "*general conclusions*". On the other hand, the deductive approach works from the "*general to the specific*" (Bertram & Christiansen, 2014, p. 117). So, I used the inductive approach initially to analyse the data from my participants' narratives to identify the key themes. I then used a deductive approach, as a lens for further analysis and organisation of the data, where I started with the themes or factors from Hudson's Five-Factor Model. I organised data using general categories from the Hudson Five-Factor Model of mentoring: personal attributes, system requirements, pedagogical knowledge, modelling, and feedback. This allowed me to explain and interpret the data on induction and mentoring, and thus draw conclusions.

3.8 Ethical issues

Ethical considerations are very important during all phases of research. These include informed consent, and anonymity or confidentiality throughout the research process (Creswell, 2012). I applied to the Faculty Research Committee of the University of KwaZulu-Natal for ethical clearance (see Appendix 1). I received permission from the KwaZulu-Natal Department of Basic Education to conduct the research in four township schools in the Msunduzi Circuit. The third and fourth schools were included in the application in case there was a problem with the first two schools. I therefore included them in my plan B. School principals were contacted telephonically to explain the purpose of the study, and I wrote letters to these principals requesting permission to conduct research in their schools. That permission was granted, and the gatekeepers' letters were signed (see Appendix 2).

The principle of informed consent was therefore applied in this study, as outlined by Cohen et al. (2018). This implies that participants in this research were informed about the study and its purpose. They were also made aware that participation was voluntary and that they could withdraw from the study at any time if they did not wish to be part of the research. Participants signed consent forms after being informed about the details of the study and having understood

the focus of the study (Appendix 3). This ensured the participants' autonomy in choosing whether or not to participate in the research. I also attempted to ensure non-maleficence towards the participants, by adhering to the principles upholding this. This means that the research did no harm to the research participants (Bertram & Christiansen, 2014; Cohen et al., 2018). As I am an outsider holding no position of power in either school, participants were not threatened; they were free to express themselves openly and to give rich details of their expectations and experiences. By carefully adhering to the principles of anonymity and confidentiality I made every effort to ensure that the generation of data and the findings of this research would not harm the participants emotionally, physically or in any other way. In observing the principle of non-maleficence, participants are assured of confidentiality and anonymity. This is achieved by using pseudonyms instead of the participants' real names and the schools' names to protect their identity. The principle of beneficence was also considered in this study, as underpinning its approach was the understanding that it needed to be of value to relevant stakeholders, including the participants (Bertram & Christiansen, 2014; Cohen et al., 2018). Therefore, feedback from this study will be given to the participants and to the Department of Education, as indicated in the application for ethical clearance. There is also the intention that the study may contribute to efforts made in enhancing induction and mentoring strategies for novice teachers by contributing to further research and policy discussions in the field.

3.9 Trustworthiness

Bertram & Christiansen (2014) argue that interpretivist research should be credible. Similarly, Maree (2007) claims that the trustworthiness of a study is strengthened by having research instruments that are consistent and dependable. So, to enhance the credibility of my research, my instruments were first viewed by my supervisor. I then piloted my research instruments with colleagues who were not part of my study. Changes were effected before the interviews were conducted. Data from the semi-structured interviews was audio recorded and transcribed verbatim. This helped in ensuring the accuracy of the transcribed data.

The transcribed data was then sent back to the participants by email as a means of ensuring that the transcribed data was an accurate representation of the interviews. Participants were given the liberty to make amendments to the transcripts if they felt that the transcribed data did not fully represent what was said during interviews. All four participants agreed that the transcribed data was an accurate reflection of what they had said and that no additions or changes were

made. To ensure the trustworthiness of data, I used two different data collection instruments: semi-structured interviews in which similar questions were asked, and letter writing. Semi-structured interviews were followed by letter writing. Letter writing as the second method of data collection in my study, was used for triangulation which would assist in supporting my findings more effectively.

As this is a small study, my findings are not transferrable. This study was conducted in only two township schools with four participants in the Msunduzi Circuit. Therefore, detailed descriptions of participants' expectations and experiences of induction and mentoring could be used to understand induction and mentoring in similar school contexts. These similar contexts include other Quintile Three schools in townships and rural schools that have the same challenges as the two schools in the research.

3.10 Limitations of the study

The limitation of my study is primarily the size of the sample. My study was conducted in two schools only, with just four participants, so the findings cannot be generalised for the whole circuit. As this study is framed within the interpretive paradigm, it also depends on the subjective interpretations that reflect the participants' beliefs on how they experienced induction and mentoring. Given policy developments focussing on the importance of induction and mentoring in teacher development, my study has the potential to connect or add to other studies in the field

3.11 Chapter summary

In this chapter, I outlined the research methodology of my study. I presented a detailed discussion of the interpretive paradigm and the qualitative approach to the research. The research methodology was outlined, as well as the details of the sampling, data collection and data analysis. Ethical issues including the issues of informed consent, anonymity, non-maleficence, and beneficence were engaged with. Finally, the study's limitations and trustworthiness were outlined. The presentation and discussion of the data collected in response to the three research questions is outlined in the subsequent chapter.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter presented the methodology used in gathering the data for this study. In this chapter, the findings of my study are presented and analysed. The purpose of this study is to determine if the selected sample of NTs' expectations of mentoring in township high schools are being met, and to explore their experiences of induction and mentoring in their respective schools. This study aims at understanding what the selected NTs' expectations and experiences of induction and mentoring are, in relation to their professional development. As the narrative inquiry was used as the research methodology in this study, data collected from the letter writing and semi-structured interviews is presented in the form of narratives of each participant. Data in this study is analysed using both the inductive and deductive approaches. The inductive approach was used in deriving the emerging themes from the participants' narratives in relation to my research questions. Then the deductive approach was used in the application of Hudson's (2004) Five-Factor Model which focuses on what underpins effective mentoring. Hudson's five-factor framework therefore provided a structure for me to further analyse the expectations and experiences of the selected novice teachers.

Firstly, the chapter presents a brief profile of each participant. Secondly, data is presented in response to each of the three research questions through the participants' voices and guided by the themes that emerged from the data. These themes are presented at the end of the participants' narratives. Lastly, Hudson's (2004) Five-Factor Model of effective mentoring is used as a further lens to interpret and analyse the data. This model was applied to frame the interview questions and to provide a lens to explore the participants' induction and mentoring expectations and experiences. This data presentation and analysis serves to respond to the research questions below.

1. What are novice teachers' expectations and experiences of induction and mentoring?
2. What are novice teachers' understandings of the role of mentors?
3. What strategies do mentors employ in mentoring novice teachers?

4.2 Participants' profiles

This brief overview of my participants' profiles aims to give an understanding of each participant that relates to their qualifications and school contexts. The four participants in this study are identified by pseudonyms: A1 and A2 are from the same school, school A, and participants B1 and B2 are from the second school, which is school B. Participants in this study are three males and one female. Their teaching experience ranges from one year to two years. All four participants indicated that they enjoy being in the teaching profession and they are passionate about teaching their respective subjects. Also, making an impact that is bringing about changes in their learners' lives gives these participants feelings of fulfilment. Although these participants feel positive about their contribution to learners' lives, not everything is happening according to their expectations. Both schools have large numbers of learners and staff. School A has an enrolment of 1168 learners in 23 classrooms, and a teaching staff establishment of 47 teachers including the SMT. The average class size in school A is 51 learners. The second school, school B, has 1425 learners in 28 classrooms, with 52 teaching staff members with the SMT included. Similarly, the average class size in school B is 51 learners. In both schools, grades 8 and 9 classes are the most overcrowded, with up to 55 learners per class. As a result, 3 of the participants struggle with maintaining discipline in these overcrowded classes of between 50-55 learners per classroom.

Participant A1 is a 33-year-old male with just one year of teaching experience from school A. He specialised in IsiZulu and Tourism, which are the subjects he teaches at school A. He is a former learner who did his grade 8 at the school and he is now a teacher at the same school. Furthermore, he grew up in the community where the school is located. That enabled him to understand the context of most of the learners who attend the school. He said, *"I was once a learner in this school*". However, being a former learner for one year at the school did not ensure that he was able to understand the protocols and rules of the school once he became a teacher.

The second participant, A2, is a 26-year-old male and also from School A, who is teaching Life Sciences in grades 10 and 12. He also teaches Mathematics in grades 9 and 11. He qualified to teach both Mathematics and Life Sciences at an HEI. He has two years of teaching experience and is very passionate about teaching. He grew up in a rural context, and did his teaching practice in a small rural school with fewer learners compared to the township school where he is currently teaching as a NT. He enjoys teaching his Science subjects and regards himself as a

teacher who provides pastoral care to learners; one of the key roles identified in the *Norms and Standards for Educators* (DoE, 2000). He explains:

> *I enjoy being in a challenging environment teaching Maths and Life Sciences. I enjoy the buzzing sound of learners, listening to their problems like those affected by social ills and sick ones, giving them advice* (A2).

The third participant, B1, is from School B. She is the only female among the participants in my study. She is a 24-year-old teacher with one year of teaching experience. She started teaching at the age of 23 years in the previous year. She has a BEd degree in which she specialised in English and Technology. She teaches both subjects at her school, but she is more enthusiastic about teaching English. She grew up in the community where the school is situated. She, like A1, therefore has an understanding of the context of most of the learners. She enjoys teaching as she believes it can change learners' lives in the future. This is captured in her reflection:

> *You know, giving these learners knowledge, not only for exams purposes, gives me a sense of fulfilment, because I know I have given them what can change their lives for the better* (B1).

B2 is a 30-year-old male, also from school B, with a BEd degree with majors in History and Geography in the FET phase. However, at this school he teaches GET phase classes which are grades 8 and 9 History and Geography. He has only assisted in grade 10 classes because of the COVID-19 adjustments that had to be made to the curriculum and timetabling. He has taught for two years. He comes from rural northern KwaZulu-Natal, therefore, living in the township in which his school is located is new to him. Having discussed the participants' profiles, the next section presents the data that was gathered from each participant per research question. The themes that emerged from the narratives are outlined at the end of the narratives.

4.3 Participants' expectations and experiences of induction and mentoring

Data gathered from the two letters each participant wrote to their mentors and fellow NTs, as well as from the semi-structured interviews is used to present the participants' narratives of what they expected and what they experienced from the induction and mentoring they received. As explained in Chapter Three, the first letters written by the participants were written to their mentors and were used to express the expectations of induction and mentoring that the participants had. These expectations were further explored in the semi-structured interviews.

The second letter was written by the participants to their fellow NTs outlining their experiences of induction and mentoring. These two data collection processes enabled me to get a more complex view of the participant's expectations and experiences. Given that participants' expectations may not be met and because I was seeking to explore the extent to which they were met, in this section I present their expectations first, followed by their experiences.

4.3.1 Participant A1: the frustrated peer networking coordinator

Participant A1's expectations of induction and mentoring

A1 expected the mentor to understand and prioritise the range of professional growth needs he had as an NT in the induction and mentoring plans. This is supported by Shank (2005), who suggests a range of professional needs of the novice teacher that should be met through induction and mentoring. Included in these needs are personal support in socialising the NTs to the culture of the school and assisting the NTs in becoming "*effective teachers*" (Shank, 2005, p. 73). In addressing the NT's needs he highlights the importance of a relationship between the mentor and the mentee that is supportive of the NT's professional development. Similarly, in his letter to the mentor, A1 wrote: " *I expect a relationship that prioritises my needs".* He also anticipated that the mentor should have a good relationship with him. In this relationship A1 expected there should be respect between him and the mentor: "*Our relationship must be respectful, and we must trust each other".* He hoped to have a positive relationship where the mentor would be receptive to his suggestions, one where he: "*Allows me to voice my views".* Devlin (1995) also maintains that the mentor should be understanding of the NT's needs and sympathetic towards the NT. A1 hoped his mentor would be patient with him in his professional development journey as he knew he would make mistakes along the way. In the letter to the mentor he wrote, "*As a novice teacher, I will make mistakes, so I expect my mentor to understand my shortcomings and help me improve and overcome them".*

As one of the keys factors of effective mentoring, Hudson (2004) suggests that mentors should provide guidance in pedagogical knowledge to the NTs. Part of the pedagogical support A1 further expected, was for his mentor to be someone with expertise in the subjects and school policies, who could offer guidance and advice which would enable him to grow in the content knowledge of the subjects as well as how to teach them. He said: "*I must be given a mentor to offer guidance about school policy. Advice from the experienced teacher, my mentor, on how to teach my subjects. Make me grow in the knowledge of my subjects".* This included being provided with the relevant resources he would utilise when teaching, with the mentor

demonstrating how to use those resources. A1 echoed this need to be supported with resources by saying: "*Tourism requires the use of pictures and videos now and then. Support me as a novice teacher with resources for teaching my learners".* In addition, he hoped to learn good classroom management skills that would include learner discipline. In the mentor's letter he had this to say: "*What is expected from me in managing my class and disciplining learners is what my induction should include".*

A1 hoped his mentor would communicate well with him, show professionalism, and be exemplary in the way he conducted himself so that he could learn from the mentor's conduct. A1 wrote: "*He must conduct himself in an exemplary manner for me to follow and learn from".* Also, he expressed the hope that the mentor would guide him through proper communication with stakeholders in the profession. He said: "*Guidance also on how to communicate with my superiors and parents".* The importance of meaningful communication between stakeholders in a school context is highlighted by Kadenge (2021), who explains that teaching is a profession that requires constant and meaningful interaction between stakeholders within the school. So, it is therefore imperative that induction and mentoring should help the NT to develop good interpersonal skills. The role of the mentor in doing this is highlighted by Hudson (2004), who explains that it is the mentor's personal characteristics that should support the mentee to develop good communication skills.

A1 also expected his mentor to be a role model in teaching approaches that he could learn from. He wrote: "*Provide role modelling to the mentee".* This included being guided in lesson preparation and presentation. The importance of mentor modelling in the development of novice teachers' teaching skills is highlighted by Hudson (2004). A1 expressed the belief that his mentor needed to invite him to come and observe his teaching so that he could learn from the mentor's practice. This is evident in his words: "*Still on class visits, he must also invite me, the mentee, to come and observe him teaching so that I can learn from what he is doing".* Furthermore, A1 wished to be observed in his teaching by his mentor and then given constructive feedback on his classroom management and lesson presentation. As he said: "*My mentor must have the ability to give honest and direct feedback".*

Such feedback will enhance confidence, which will have an impact on the NT improving his pedagogical skills (Bird & Hudson, 2015). On top of having the mentor modelling teaching skills, A1 anticipated that his mentor would take him to departmental workshops and cluster meetings where he would also learn different methods of teaching his subjects from subject

advisors and teachers from other schools. A1 wrote: "*He needs to invite me to departmental workshops and cluster meetings so that I can learn different methods of teaching my subjects"*.

Participant A1's experiences of induction and mentoring

Contrary to A1's expectations, his experiences of induction and mentoring were far from what he expected. During teaching practice, the teacher who was assigned as his mentor did not have knowledge of his major subjects, he just completed the university forms as a form of compliance. A1 said:

> *My mentor during teaching practice was a Geography teacher, and he knew nothing about my subject, Tourism, and he completed the mentoring documents given by the university for student teachers doing practice teaching* (A1).

When he started teaching, no one was assigned by the school to be his mentor. Yet, he was expected to know the school rules that no one explained to him. He bemoaned this experience as follows:

> *The principal came from the office and shouted, 'Hey Mr A1, why are you walking there? Don't you know that no one is allowed to walk there?' I was very hurt because I was not aware of that. I felt humiliated during that incident because the principal reprimanded me in front of learners* (A1).

He had to figure things out on his own and sought assistance from colleagues who taught the same subjects as himself when he found himself struggling. He said: "*I have asked teachers who teach the same subjects as me for help when I felt I was sinking".* On matters relating to the school culture, A1 got advice from a senior colleague and sometimes observed other teachers to learn the practices and rules of the school. *"Mr N helped me understand the way things are done at this school, introducing me to the school culture".* He also got support from interacting with other NTs he studied teaching with, to get help and share knowledge. There he said: "*There is a group of new teachers in Johannesburg I went to varsity with. In that group we interact and assist other as newly qualified teachers".* Koballa et al. (2008) refer to this kind of mentoring as co-learning.

In addition, attending district workshops and subject cluster meetings helped him understand the subject and assessment policies. He had this to say:

> *I then got more help on subject policies and curriculum requirements from district workshops. The subject advisor and experienced teachers who have a lot of experience in teaching the subject gave support on ATPs and the requirements of the subject. Advice on assessment tasks and recording of marks in marksheets was given at these workshops* (A1).

So, this indicates that A1 received group and peer mentoring and not the more traditional one-on-one relationship of mentoring as described by Kennedy (2005). A1 never had a chance to observe a mentor teach as part of his induction and mentoring. This is in contrast with Bird & Hudson's (2015) suggestion that emphasises the importance of mentors modelling the desired practices to NTs. He was also observed only once during the Integrated Quality Management System (IQMS) classroom observation by the HoD and a peer and was given feedback. *"I got feedback from my developmental support group (DSG) after IQMS observation*". As explained in Chapter Two, IQMS is the DBE policy that aims to provide continuing professional development to both experienced teachers and NTs.

4.3.2 Participant A2: the enthusiastic collaborative practitioner

Participant A2's expectations of induction and mentoring

Included in this young enthusiastic NT's expectations was mentor support in the development of teaching resources. A2 hoped to have his mentor sharing resources with him. He wrote in the letter to his mentor:

> *My expectation from you is that you provide me with resources that you are also using to produce results, sharing resources* (A2).

This is similar to A1 who indicated an expectation that his mentor would assist him with resources in the teaching of Tourism.

A further expectation of A2 was support in effective teaching methods and approaches to teaching senior classes, including grade 12, which normally would be given to more experienced teachers. "*As my mentor, I expect to be advised on subject policies. If there are workshops, I expect to be invited to departmental workshops where I can learn to teach using different methods and approach*es". Participant A2 was given Mathematics and Life Sciences classes in the FET phase on his appointment at the school. These classes included grade 12 for one of the subjects. Facing such a huge responsibility and challenge at the beginning of his career meant he had to get as much support as possible from his mentor to cope. His expectation

was therefore that his mentor would understand this challenge for an NT and would be there to guide and support him. In his letter to his mentor, he pleaded:

> *I really need to develop as quickly as possible because of the responsibility and accountability put on my shoulders. I can only be able to face the challenge with your help* (A2).

The problem of teacher shortages in Mathematics and Sciences is highlighted by Hobson et al. (2010) as a global problem, mainly in poor community schools. A result of this shortage is that pressure is put on NTs to be allocated senior classes right at the start of their teaching careers. This further emphasises the need for effective mentoring, particularly in challenging contexts.

As an NT, A2 felt he needed his mentor's guidance in the knowledge of policies. Included in A2's expectations of the introduction to a range of policies, was the introduction to subject policies. A2 wrote: "*I expect to be advised on subject policies as well as school-based policies, clusters, and district moderations*". Being a newly qualified teacher, he hoped to be guided and supervised, particularly on the assessment policies of each of the subjects he taught. He was particularly anxious about the setting of assessment tasks with memoranda. This is captured in his words: *"Also, I look forward to working with you in task setting and memorandum discussions".* When being introduced to policies, A2 expected the mentor to have regular meetings to discuss the subject and school policies. In these interactions A2 expected his mentor to provide him with copies of these policies so that he could keep them and refer to them from time-to-time. A2 had this to say: *"I think my mentor will have meetings with me to discuss subject and school policies. He will provide resources like policy documents I can keep and refer to*".

He expected the mentor to work with him in preparing lessons so that his lessons could cater for different learners in the class - differentiated teaching - and in this regard, he made a plea in the letter to his mentor: "*Help me dear mentor to structure information properly so that even the most challenged learners understand. I expect to learn to prepare my lessons in a way that will ensure class engagement".* Hudson (2004) emphasises the role of mentors in providing ongoing support to mentees in the preparation of lessons and practical guidance. This collaboration by the mentor and the NT in lesson planning is imperative for boosting the NT's confidence as he/she develops in the profession.

He also hoped to be guided in classroom management skills because of the big learner numbers per classroom in the school. His Life Sciences grade 10 classes were very overcrowded, with 55-56 learners per classroom.

> *I learnt some methods and approaches for teaching my major subjects at the university, but my mentor can demonstrate for me how these approaches are used in big classes. Two of my grade ten Life Sciences classes have fifty-five and fifty-six learners I find difficult to manage* (A2).

The study by the DoE (2005) states that the learner: teacher ratio in secondary schools is 35:1. However, the reality the NTs are faced with in this study reflects a different situation that puts a challenge on the NTs in terms of classroom management.

Similar to A1, A2 believed his mentor should demonstrate approaches to teach certain topics, and he expected to be invited to the mentor's class to watch him teach. Again, there was a plea for the mentor to model good teaching. A2 said: *"I expect my mentor to show me how to teach certain topics by watching him teach*". He expected that following this role modelling, the mentor would then observe him teaching and give constructive feedback. A2 further stated:

> *He must also give himself time to come and watch me teaching to see if I grasped what he taught me. As a novice teacher trying to gain knowledge, my mentor must be able to give honest and direct feedback after observing my lessons. This will allow me to reflect on my methods* (A2).

Hudson (2004) maintains that giving constructive feedback helps mentees to reflect on their practice and improve their teaching.

Developing as a professional who was fresh from university, A2 expected to learn how to conduct himself as a teacher in this school, both in and out of the classroom. "*I expect to learn about how I should conduct myself as a teacher in this school, in and out of class*". Like A1, A2 said he hoped his mentor would: "*Be mindful of my needs and my shortcomings*". This meant that he expected his mentor to advise and guide him on school and departmental policies, which included teacher conduct, subject policies, and other policies. In addition to the school policies, he hoped the mentor would introduce him to the SACE code of conduct for educators. He explains: *"I expect to learn how to conduct myself as a teacher".* Part of this guidance would include guidance in the management of professional relationships. In his interview he

stressed the importance of a mutually respectful relationship with a mentor. This is captured in his words: "*A professional relationship that is relaxed, friendly, with mutual trust and respect"*.

Guidance and a willingness to help is captured in his expectation that his mentor would possess relevant expertise in the subject and be willing to share that expertise with him as an NT: "… *Show eagerness to invest in others"* (A2).

Participant A2's experiences of induction and mentoring

The induction and mentoring experience of A2 was somewhat different from that of his colleague, A1. A2 was introduced by the HoD to an experienced teacher who taught the same subjects as him to assist him, which was not the case with A1. Although he was not formally allocated a mentor, he was introduced to a colleague who taught the same subjects as he did, and whom he consequently regarded as his mentor. A2 had this to say: "*I was introduced by the HoD to someone teaching the same subject who is helping me. It was not formal that this is your mentor"*. The benefit of pairing the NT with a veteran educator informally concurs with Moir & Hanson's (2008) concept of a "*buddy system*" (p. 61). This suggests that mentoring can also take place informally if the NT is introduced to an experienced colleague who is willing to offer assistance.

The support and guidance A2 received from this experienced teacher made him see him as his mentor. A2 explained the friendly personality of his mentor, both in the interview and in his letter to a fellow NT. He felt welcomed on his first day when his mentor shared a meal with him. "*He shared his lunch with me on the very first day we met. That made me feel welcome"*. The mentor's positive personal characteristics towards the mentee had an impact by assisting him to adjust to the new school context, as described by Hudson (2004).

In this mentoring experience, A2's mentor was very easy to talk to. A2 stated: "*He was really easy to approach",* leading to a good professional relationship based on mutual trust. This led to his mentor offering guidance and advice by coming to observe him teaching and giving positive feedback. The element of mutual trust is further emphasised by the mentor inviting A2 to teach his classes. A2 put it like this:

> *A mentor who sits down and lets you teach his class and listens to me teach gives me confidence as a mentee, so, in a way my mentor also learns from me, he trusts me. We are in a mutual relationship, where he comes to watch me teach and I also go to his classes to watch him teach. He gives me very constructive criticism* (A2).

As Fairbanks et al. (2000) explain, this approach to mentoring is about negotiation of power and jointly defined work where relationships are based on dialogue and reflection. A2 emphasises the importance of trust in the development of constructive feedback. Being given feedback played a crucial role in A2's professional development as it allowed him to reflect on his practice and improve. Contrary to A1, A2 got feedback every week after his mentor came to observe him teaching and also during IQMS. He was also invited to come and observe the mentor teach (modelling), which was an important part of his learning.

Although the mentor did not have a planned induction and mentoring programme, he ensured that these mutual class observations took place weekly. A2 said: *"It happens every week, once a week*". A2 learnt to keep an orderly teacher's file through the mentor's demonstration and guidance. He said: *"This guy helps me by showing me how to organise my file correctly*". The mentor assisted him in lesson planning, task setting and classroom management, and using different methods to present lessons. He voiced it as follows:

> *He showed me how helpful it is to use a laptop and a projector when delivering a lesson*, *but these resources are not enough, they are few. The school has four projectors which are not enough for more than forty teachers in the school. You depend on luck to find a projector unused* (A2).

One area that was lacking for A2, was the induction and mentoring in both school and departmental policies. This may have been partly as a result of this mentor not having been formally assigned the role of mentor and therefore not understanding the multiple roles involved. Moir & Hanson (2008) highlight the problem of mentors not being trained on how they should assist NTs. This is evident in the support A2's mentor gave him which overlooked system requirements and focused mainly on pedagogical knowledge and modelling teaching practice. A2 voiced this limitation as follows:

> *We did discuss the annual teaching plan, not really the policy. But the broader policies like school culture and school policy, no we have not discussed those. I caught the school policy from other teachers as I moved along. Something like how the timetable is applied as the school uses an eight-day cycle; I learnt that from colleagues* (A2).

It is interesting to note how he then turned to other colleagues, to fill this particular gap, once again highlighting the role that informal mentoring can play in teacher professional development. The involvement of the DBE in the professional development of teachers through

formal district orientation workshops also assisted in the induction of A2 in content knowledge and subject and assessment policies. A2 explains: *"With subject policies, I heard about that in district workshops".*

A2 even claimed there was little evidence of school policy documents at the school. This was evident when student teachers came for teaching practice and when they requested access to the key school policy documents, they were not available, which he felt was a problem. He said: "*This has been a problem even with student teachers who would ask for a school policy and it is not available".* Induction and mentoring on school requirements for understanding policy documents did not appear to be a priority in his particular school, which may also have led to this particular gap in the experience with his mentor.

4.3.3 Participant B1: the respectful communicator

Participant B1's expectations of induction and mentoring

Drawing from the data in both research instruments, letter writing and semi-structured interviews, it was clear that effective communication between mentor and NT underpinned B1's expectations. She wrote: "*I expect that we communicate in fruitful ways to ensure that I am able to confront you with any challenge I am facing during teaching and learning".* This highlights her hopeful expectation that her mentor would be friendly and approachable as this would make it easy to speak to her mentor if she had challenges that she needed assistance with. Again, Bird & Hudson's (2015) point that the mentor's personal attributes have an impact on effective communication, based on trust and mutual respect, between the mentor and mentee, has relevance here. As a young inexperienced teacher, B1 expected to have a respectful relationship with her mentor, where they could communicate well. B1 wrote: "*The relationship one should have with their mentor is that of healthy communication and respect. Without these it becomes difficult to work together".* This would ensure that she felt at ease to approach her mentor, should she be faced with challenges during her teaching. Having respect for one another should make the mentor treat her as a colleague and be prepared to listen to her. B1 said: "The *mentor should not make me feel inferior, be able to listen to me".* By encouraging her to express her views and suggestions, B1 believed that there was an opportunity for her professional development if there was mutual sharing of knowledge with her mentor. This meant they could both learn from each other. She said: "*I believe I also have some knowledge of the subject which I can share with her".* Having established a positive relationship with her mentor, B1 expected the mentor to introduce her to other teachers in the school. She wrote:

"*During induction I expect that I am introduced to all colleagues and most importantly the ones I will be working with in the subject".*

Hudson's (2004) model of mentoring emphasises the constant collaboration of the mentor and the mentee in the whole induction and mentoring process. Thus, sharing knowledge would assist the mentee to gain competence as a professional. As B1 points out, interacting with colleagues teaching the same subject would be of great help in her professional development as they could learn from each other. Furthermore, B1 expected the mentor to assist her with exploring different strategies of teaching, adding to her effectiveness as a teacher. B1 said: " *I would like to learn more about other ways of teaching my subject. Have passion and confidence in teaching sections of the subject like literature which I struggle with because I hate it*".

B1, like other NTs, acquired teaching skills during pre-service teacher training, but she felt more support was needed at the beginning of her profession through induction and mentoring. She said: "*Mentors act as a guardian angel, ensuring that they equip you with necessary skills on top of what I learnt at university to effectively practice correct teaching".* This is highlighted in the DoE's (2005) suggestion that induction helps NTs build on the competences gained in teacher preparation in the HEI s.

This NT, like A1 and A2, expected induction and mentoring on how a teacher should behave in the profession. B1 wrote: "*Also, to be mentored on how to conduct oneself in such an environment as I am not experienced".* She expected her mentor to be a good role model to her. She explains it as follows: *"... Be a person that I am able to look up to, who is supportive, and be a good example in terms of how she/he conducts herself/himself as a professional".* Included in the support that B1 expected was that the mentor would provide her with the teaching resources she would need to execute her duties as a teacher. This overlapped with what the other participants in this study expected. B1 wrote: "… *Be given all material I will need in order to teach (CAPS document, ATPs, etc.)".*

Like the other participants, B1 also expected to be introduced to the policies and protocols of the school and the Department of Education. B1 had this to say: "*Also, ensure that I am made aware of legislative procedures by the school and the department so that I do not deviate from them".*

Participant B1's experiences of induction and mentoring

Drawing upon her negative experiences of mentoring during her teaching practice as a student teacher, including her hostile reception by the school and her potential mentors, B1 highlights the importance of induction and mentoring for NT's as they commence their careers in schools. Her frustration as a student teacher is captured in her words:

> *Teaching practice was a waste of time, the reception I got was hostile. Teachers were not prepared to help us as student teachers… they called us names. They only completed forms for our experiential teaching* (B1).

From B1's experience, she felt that there were NTs who did not receive effective mentoring during practice teaching to prepare them for the profession. This emphasises the need for induction and mentoring when NTs commence their careers in schools.

Like A2, B1 was not formally allocated a mentor when she started teaching. B1 was supported by her HoD whom she regarded as her mentor.

> *No one said the HoD is my mentor and there is no mentoring programme designed which we are following. I just assumed she is my mentor because she gave me subject policies and other teaching materials. I go to her for advice* (B1).

In this mentoring experience, B1 highlighted the personal attributes of her mentor and the effective communication that emanated from this. This is captured in her words:

> *Is very easy to talk. She told me from the first day at school to come to her anytime if I feel I need assistance. This made me more relaxed as she is like a big sister I can go to anytime I need assistance.*

It is evident that this created a relationship of trust that then encouraged B1 to be confident enough to ask for assistance, once again highlighting the importance of a mentor's personal attributes in underpinning the professional development of NTs

Regarding mentoring in school protocols and policies, her mentor briefly explained the subject policy and provided her with copies of the policy when she started teaching: *"This happened once at the beginning of the year".* Though her mentor did a short introduction to the subject policy, like A2, attending district orientation workshops helped her to understand these policies better. She said:

... But I was sent to the orientation workshops at the beginning of the year. There, policies were discussed in detail by facilitators of the district workshop and the subject advisor. We even did practical activities in groups with other teachers (B1).

It is evident that district orientation workshops can play a key role in novice teachers' understanding of subject related policies, but there appears to be a gap with regards to other policies relating to the teaching profession. Both the mentor and the subject advisors at the district workshop focused only on the subject policies and did not orientate the NTs on other policies that apply in the teaching profession. This gap is articulated in her words:

I don't know about the department's policies, for example policies on leave. Another thing is about the IRP5; I was not aware what is it for when the principal gave me my IRP5 certificate (B1).

The absence of induction and mentoring on school and departmental policies, both at the school and the district level, suggests that there is a lack of guidance on the system requirements guiding the teaching profession.

Similar to A2, B1 found teaching senior classes in her first year as a teacher quite challenging, especially because of the class sizes. She thus hoped to be given support and advice, and to have the mentor demonstrating teaching strategies for the aspect she struggled with, which was teaching literature. In the interview she stated:

I hate teaching literature and my mentor knows that. Yet she has not given me any help in what I can do to like and improve teaching literature. I have not been guided on teaching strategies (B1).

In particular, her mentor did not give her the guidance she needed in teaching literature. Again, this suggests that her mentor, like A2's mentor, did not fully understand her mentoring role, having not been equipped with mentoring skills herself. This highlights Aspfor & Fransson's (2015) assertion that most countries have induction and mentoring programmes, but mentors are not trained.

B1, like the other NTs in this study, hoped to be advised on classroom management strategies, mainly because of the overcrowded classes she was teaching. Unfortunately, she did not receive that support. Her mentor told her to be strict but did not explain how. This is how she voiced her frustration:

> *I have not learnt any classroom management strategies. My mentor told me to be firm, which I did not understand. How do I do that? My grade 8 classes have 50 to 60 learners per classroom and in my first months of teaching I struggled with discipline of my grade 8 classes. Books were not available for all learners and learners had to share books. I needed to be guided on teaching oral work in big classes I have in this school, but it has not happened. For example, if learners must present speeches for oral work, the ATP says it must be done in one hour in a week, which is not possible with 50-60 learners in a class. And it is frustrating* (B1).

When it came to the mentor observing her teaching and giving feedback, it happened on one occasion during the implementation of IQMS which "*happens once a year".* The mentor had not given her a chance to come and observe her teaching or planned lessons together. B1 said: "*We have never prepared lessons together".* This limited experience of modelling, demonstrating and collaboration frustrated her and although she had a good relationship with her mentor, she felt that her mentor did not prepare her well for the challenges in the profession.

4.3.4 Participant B2: the cautious civil servant

Participant B2's expectations of induction and mentoring

Participant B2, like the other three participants, expressed an expectation that he would be respected by his mentor. This is seen in his hope that his mentor would have a good relationship that showed professionalism towards him. B2 said: "*I expect that she respects me and not undermine me. A good mentor behaves in a professional manner to other teachers".* Through openness and showing respect and professionalism, the NT would find it easy to approach his mentor, should he need support. These are the personal attributes that Hudson (2004) identified as underpinning effective relationships between mentors and mentees. The element of respect meant that B2 wanted the mentor to consider him as a fellow teacher. B2 further said: "*I expect my mentor to have time to listen to me… … does not look down on other people, especially us new teachers".* Having a mentor that treats the NT as his equal will enhance the NT's confidence if he is allowed to share ideas with the mentor.

Similar to the other three participants, B2 expected to have good communication with the mentor. B2 had this to say: "*He must communicate well with colleagues and other people in the school".* Similar to A1, B2 felt that the mentor should also guide him in communication protocols with the SMT, colleagues and other stakeholders. He said:

> *He must communicate well, have time to listen to me; advise me how to handle problems. As a novice teacher, I have to be guided to communicate appropriately with the school management and parents* (B2).

This once again supports Hudson's (2004) assertion that it is particular attributes in mentors that underpin the development of relationships that enable effective communication.

As a newly qualified teacher, B2 hoped his induction and mentoring would include guidance and supervision in understanding school and education department protocols and policies. This would also include guidance in understanding the parents' expectations from him as a teacher. B2 stated: "*I think in this induction I need guidance and supervision in knowing what the department and parents want me to do".* The teaching profession is guided by policies and laws that regulate teacher conduct and the execution of duties by teachers at the school level and in the profession in general. So, he believed mentoring should introduce him to the way of doing things as a professional within the Department of Education and in the school. He said: "*Mentoring must introduce me to what is done in this school, their way of doing things".* In view of this expectation, he felt that the mentor needed to introduce him to the roles and responsibilities of educators as mandated in the *Norms and Standards for Educators* (DoE, 2000). Contrary to the other three participants, B2 expected to be introduced to the role of being accountable for his classes. He had this to say:

> *I need induction on pass requirements for different grades, delivering the subject matter to learners and basic classroom management. Also be guided to be accountable for my classes and learner performance* (B2).

He also shared the same expectation as other participants that he be introduced to the SACE code of conduct for teachers. This is how he put it: "*My mentoring must also introduce me to the teachers' code of conduct. I am registered with SACE, but I do not know much about the code of conduct from the department and the school".* This guidance in the understanding of school and departmental norms and policies is affirmed by Hobson et al. (2009) who emphasise that effective mentoring assists NTs in adjusting to the expectations related to the teaching profession and to the particular school.

B2 believed in the uniqueness of individual NTs, so he felt that his professional development should not be measured against how other NTs responded to induction and mentoring. In the mentor letter, he wrote: "*Do not expect miracles from me, give me time to grow and do not compare me with others".* This was similar to A1 who felt that if the mentor identified mistakes

in the NT's practice, the NT expected constructive criticism that would add to their professional growth. He added by saying: "*Help me adjust to the teaching profession and in this school in particular, give constructive criticism".*

B2 hoped to receive induction and mentoring in classroom management. Being allocated overcrowded classes, B2 also expected to be supported to gain confidence in teaching and classroom management skills because of the big learner numbers per class. In the interview B2 said:

> *Having 55 learners per class with few books where learners have to share books, like 3 learners per book, needs me to have good skills to control the class. I hope to gain that experience from this mentoring. You know grade 9 is not easy to control. I hope to learn classroom discipline and to be the best teacher in my subjects* (B2).

Participant B2's experiences of induction and mentoring

B2, like B1, was mentored by his HoD. Again, this was not a formally designed mentorship plan, but informally evolved. The HoD took him to her office when he first came to this school, and showed him the classrooms, the staffroom, and the teaching resources for subjects. That made B2 consider the HoD as his mentor. This is reflected in his comment:

> *There was no mention, 'this is your mentor'. I just assumed she is my mentor because I got most help from her* (B2).

As a student teacher, B2 did his teaching practice in his former school which was smaller than his current school. This meant that on his appointment as an NT, he faced a number of challenges including unfamiliar school protocols and culture and big class sizes. Teaching practice helped him gain the confidence to stand in front of learners, but in his current school he found himself overwhelmed by being among a big staff establishment of more than 50 teachers and 50-55 learners per class in grades 8 and 9. He explained his challenges, both regarding the teaching of large classes as well as the school culture and protocols, as follows:

> *You see, this school has more than 50 teachers. There are groups of teachers. As a new teacher, you find yourself confused as to where you fit in. My grade 8 and 9 classes have 50-55 learners per class, which I find difficult to manage* (B2).

Data from the letter writing as well as the semi-structured interview reflects that although his mentor was short tempered, B2 had a supportive relationship with his mentor. This relationship

involved support where he was provided with the resources he needed to teach classes and to manage classes. He highlighted the fact that the school did not have as many resources for him to teach as he would have wanted. In his letter to his fellow NT, B2 reflects upon the limited resources and the impact of this on classroom management:

> *Only got those resources that are available at school. Having 55 learners with few books, where learners have to share a book, needs me to have good skills to control the class. Classroom management was part of what we discussed with my mentor* (B2).

Regarding his relationship with his mentor, B2 was apprehensive about his mentor's temper. He referred to him as "*short-tempered*" and that, "*When it comes weaknesses, oh no my mentor is short tempered and shouts at me if I make mistakes. She bites my head off".* This made him scared to approach the mentor as much when he needed help. Once again, Hudson's (2004) emphasis on the significance of a mentor's good personal attributes in the development of mentees' confidence and trust is illustrated in B2's reluctance to ask his mentor for help. Consequently, this may then have a negative impact on his professional growth.

B2 further revealed that his mentoring was centred mainly on the area of resources for teaching subjects, and not on other aspects of the teaching profession and its policies. Regarding the strategies of mentoring, he had limited opportunities for observation and feedback by the mentor. Like A1 and B1, the process of IQMS was the only time he was observed and given feedback by the mentor. He stated: "*It is her who comes to observe my lessons when it is time for IQMS. I get feedback*".

In conclusion, although none of the participants were formally assigned a mentor, they all got assistance, either from the HoDs, experienced colleagues or subject advisors at the district workshops. The expectations all participants had of induction and mentoring were focused on individual assistance from mentors in a range of areas during this process. Their experiences, however, revealed inadequacies across a range of areas.

Having discussed the participants' expectations and experiences of induction and mentoring, I now present the participants' conceptions of the role of mentors.

4.4 Novice teachers' understanding of the role of mentors

Through narratives, this section presents the novice teachers' understanding or conceptions of the roles of mentors. There is some overlap here between their expectations of induction and mentoring, as presented above, and their understanding of the role of mentors. The data

revealed common themes in their conceptions of mentoring. The main role of the mentor, according to all four participants, was supporting the NTs' professional growth through advice, guidance, supervision, and personal support.

4.4.1 Participant A1

A1 stated that the mentor's role should include giving advice and guidance on the school culture and school policies. NTs get appointed to specific schools with little or no understanding of how the school operates as an institution (Bird & Hudson, 2015). The mentor therefore has the responsibility to help the NT understand the particular school routines and culture. In the mentor letter he wrote: "*Orientate us NTs to the school culture"* (A1).

Also, A1 understands that the mentor provides the NT with guidance and support on teaching strategies or pedagogical knowledge. This support encapsulates guidance and support on subject knowledge that extends from the knowledge acquired during pre-service training. According to A1, the mentor as the role model advises and demonstrates skills that can be applied in imparting that subject knowledge to learners. This also involves supporting the NT with resources for teaching specific subjects and advising the NT on how to utilise those resources. In addition, A1 thought the mentor should guide the NT in lesson presentation and: "*How to prepare and present my lessons in a way that ensures learner involvement"* (A1). He felt that ensuring that learners were actively involved in the lesson would impact on good classroom management and maintaining discipline. Furthermore, A1 thought the mentor should guide the NT in lesson preparation and presentation that would facilitate learner participation. This guidance in pedagogical knowledge is explained by him as: "*How to prepare and present my lessons in a way that ensures learner involvement"* (A1). He saw this as important as ensuring that learners were actively involved in the lesson would impact on good classroom management and maintaining discipline.

In addition, A1 understood that the mentor should offer emotional support: "*He must listen to me, give me support"*. Koballa et al. (2008) explain the importance of mentors giving emotional support by having time to listen to the NT's challenges and giving advice. This role of giving emotional support and being sympathetic to NTs has the potential to alleviate the anxiety NTs have at the commencement of their teaching profession, thus ensuring teacher retention. The anxiety felt by A1 is captured in his plea: "*Help me know exactly what is expected of me in this profession"* (A1).

In addition, he understood the mentor's role to involve modelling effective teaching practices as well as to observe novice teachers and provide feedback. A1 had this to say: *"He must invite me to come and observe him teaching so that I can learn from what he is doing. Thereafter do class visits to observe if I have learnt from observing him".* Class visits would be followed by the mentor giving feedback, which would provide the NT the opportunity to reflect with the aim to improve on his practice. This would result in boosting the NT's confidence in his teaching. Kelly (2006) highlights the importance of mentors instilling confidence in mentees, in the process of the mentee developing his/her own professional identity.

4.4.2 Participant A2

A2 saw the mentor's role primarily as a guide that nurtures the development of the NT's teaching strategies or pedagogical skills. This is supported by Mukeredzi et al. (2015) who maintain that the mentor plays a role of "*nurturer, advisor, critic and supporter*" (p. 3). In this role the mentor advises the NT about lesson preparation and presentation. A2 wrote: "*I expect to learn to prepare my lessons".* Thereafter the mentor has to play a supervisory role as he provides continuous support towards the mentee's lesson planning (Hudson, 2004). The mentor as an experienced practitioner in the specific subject knowledge coaches the NT on effective teaching skills in presenting certain subject topics: *"... Show me how to teach certain topics*". This also means that the mentor supports the NT with resources to work with. He wrote: "*He must support me with available resources I would need in teaching my subject".* Furthermore, in this role, the mentor had to provide guidance and supervision on setting assessment tasks and memoranda. A2 had this to say: "*I'd like to gain the skill of setting papers. I look forward to working with you in task setting and memorandum discussions".*

A2 understood that providing guidance on policies and school culture was an important role to be played by the mentor. As he explained in his letter to his mentor: "*I think he must guide me on policies of this school and the Department of Education".* A2 further explained that as someone who had just entered the profession, it was his mentor's role to advise him on how he as an NT should conduct himself as a teacher in and out of the classroom. He said: "*I expect to learn how to conduct myself as a teacher in this school in and out of class".* This is important in assisting the NT to understand the appropriate conduct expected of a teacher.

Along with A1, A2 understood that the mentor had a role to model proper conduct and good teaching practice. That could best be done by the mentor demonstrating lesson presentation to

the NT. Subsequently, the mentor should observe the NT presenting lessons and give them constructive feedback. A2 said:

> *… Mentor to show me how to teach certain topics by watching him teach. He must also give himself time to come and watch me teaching to see if I grasped what he taught me, after that give me feedback which will allow me to correct mistakes* (A2).

A2 recognised the crucial role of reflection in the NT improving his practice. This concurs with Bird & Hudson's (2015) claim that through feedback mentees can reflect on their teaching strategies to help them improve and strengthen their teaching.

4.4.3 Participant B1

B1 also understood that the mentor should play a role in assisting the NT to adjust to the profession and the school. This is supported by Shank's (2005) view that one of the roles of a mentor is to help socialise NTs to the culture of the school and prepare them to face the demands of the profession. According to B1, this role should include guidance in school and departmental policies and laws that need to be adhered to in the teaching profession. B1 put it like this: "*… Ensure that all legislative procedures by the school and department are things I am aware of".* B1 also explained that this role should include introducing the NT to colleagues and the practices of the school.

B1 extends this role to guidance in subject teaching. In the interview she said: *"My mentor helps me find my feet in teaching English".* This guidance and support in the development of pedagogical skills is captured in the following statement: "*They equip you with necessary skills".* B1 expressed her frustration about lacking the skills and passion to teach literature, and she believed that one of the roles of the mentor was to help her develop skills in teaching this aspect of language by motivating and supporting her. B1 included support in the development of classroom management skills as part of the mentor's role, particularly given the large class sizes at her school and the impact of this on discipline in the classroom. Reflecting upon herself, she explains: "*I need to be guided in teaching oral work in big classes*". Similar to the other NTs in this study, B1 admitted that she also struggled with discipline in her overcrowded classrooms.

In the letter to her mentor, B1 shows the vital role of support mentors should play when she says: "*What I understand about mentors is that they act as guardian angels, ensuring that they equip you with necessary skills to effectively practice teaching*". B1's conception that mentors

are like guardian angels suggests that the mentor needs to build a good nurturing relationship between him/her and the NT. The mentor's personal attributes are key in creating this supportive relationship (Hudson, 2004).

Similar to A2, B1 thought the mentor has the responsibility to guide the NT on how to conduct herself in the profession. This, according to B1, should be shown by the manner in which the mentor conducts herself. BI stated: "*The mentor must walk the talk".* Furthermore, the mentor should model teaching skills and strategies for the NT to learn from. B1 explains this modelling as: "*... A person I am able to look up to*". After demonstrating good teaching strategies, the mentor should observe the NT teaching to see if the NT learnt from observing them in class. This observation should be followed by the mentor giving feedback to the NT through constructive criticism. B1 asks her mentor to: "*Give me constructive criticism"* in order for her to reflect upon her practices.

4.4.4 Participant B2

B2's understanding of the mentor role also includes the importance of introducing the NT to the complex school setting. This is supported by Middlewood (2003) in his claim that induction initiates NTs into the organisation. B2 explains: "*Mentoring must introduce me to what is done in this school, show me classrooms, the staffroom, and introduce me to other teachers".* Here the mentor has the responsibility of familiarising the NT with the culture of the school (what is done in this school), the school buildings, as well as the staff. With this assistance the NT is introduced to the complexity of the school setting. Here B2 shows an understanding of the dynamics of the school settings. He writes: "*I must be introduced to the school culture; their way of doing things".* This concurs with Feiman-Neimser's (2003) claim that mentoring helps an NT to adjust to the culture of that specific school. This should include advising the NT about the extra-curricular activities offered in the school. B2 further states that a mentor should: "*Introduce me to sporting activities the school offers".*

B1 also felt that in addition to providing guidance about a particular school, there should be guidance about the teaching profession. He wrote: "*Help me adjust to the teaching profession and this school in particular".* In addition, he expressed that he did not know the expectations of a range of stakeholders of him as a teacher. So he felt that a mentor's role should include this kind of guidance. He explains: "*I don't know what are the expectations of the stakeholders. Kindly advise and guide me to do what is expected*". Linked to this role, he thought the mentor should provide guidance on understanding the SACE code of conduct, both from the DBE's

and the school's perspectives. Although he is registered with SACE as a requirement for entering the profession, he felt the mentor should give guidance on understanding what it meant. He asks the mentor to: *"Introduce me to the code of conduct".* Similar to the other participants, B2 thought that a mentor's role was also to familiarise the NT with different policies in teaching and those that apply to the school itself. This role is captured in his letter to his mentor where he explains that: "*My mentor must guide me in the school policies and the departmental policies."*

Like A1, B2 believed that a mentor's role was also to provide guidance on managing human relations and developing good communication. He said: "*Guide me to have good relations with other people; to communicate well with colleagues and other people in the school*". This is in contrast with B1, who felt that it was only the mentor who needed to communicate well with the NT. Hudson (2004) maintains that teaching is a social career which involves interaction among people, so it is imperative that mentors guide and advise NTs on good human relations.

Another mentoring role, similar to that voiced by the other participants, was guidance in pedagogy and classroom management, particularly given the large class sizes and limited resources. He had this to say: *"I hope to learn classroom discipline. To have good skills to control the class".* This would help in maintaining learner discipline in the big classes the NT had.

A2 pointed out that this could be done effectively through the demonstration and modelling of teaching strategies and classroom management, followed by observation of the novice teacher and subsequent feedback. B2 calls for his mentor to: "*Demonstrate lesson presentation to me and come observe me teaching".* This will ensure that the NT develops by being allowed to reflect on his practice and by being given constructive criticism and feedback.

In conclusion, it is evident from the above that the NTs in my study had similar conceptions about the roles of mentors. The main role of the mentor, according to the participants, was supporting the NTs' professional growth through advice, guidance, supervision, feedback, and personal support. They saw mentors as guides assisting the NTs in adjusting to the school culture and the particular school policies. This extended to being advised about the different policies in the education system. They were also unanimous in viewing the role of mentors as advisors and models in classroom management techniques and learner discipline. All participants thought mentors played a key role in modelling and advising the NTs on learning effective teaching strategies.

Having presented the narratives of the participants on their understanding of a mentor's role and the themes that emerged, the following section presents the mentoring strategies as narrated by each participant, concluding with a summary of the themes drawn from these narratives.

4.5 Strategies employed by mentors in mentoring novice teachers

This section discusses the mentoring strategies experienced by the NTs in this study. Data revealed that these strategies included formal and informal mentoring, which took place mainly in the form of informal and formal meetings, demonstrations, IQMS, feedback and district workshops. These strategies are expressed by the voices of the participants. Common themes are then drawn from the narratives of the participants

4.5.1 Participant A1

Participant A1 highlighted that he was not formally allocated a mentor when he was appointed a year previously. So, much of the mentoring he experienced was informal through the assistance that he had to look for on his own from colleagues at school and from those who had been fellow students at university. This experience is captured in his words:

> *I was not given a mentor to guide me on how the school does things. I was just thrown in the deep end of the pool. I had to figure things out on my own, sometimes by observing how colleagues handle things. I get assistance from colleagues teaching the same subject as myself. There is also a group in Johannesburg I went to varsity with. In that group we interact and assist each other as newly qualified teachers* (A1).

In this mentoring strategy co-learning took place as both A1 and his colleagues shared knowledge and learnt from each other through collaborative interaction (Koballa et al., 2008)

As they engaged informally, A1 got advice on subject related matters like subject content and assessments from two colleagues who taught the same subject as him. He said: "*Where I feel I am stuck or have no idea how to deal with something subject related, I get assistance from colleagues"*. This indicates that as an NT with just one year of teaching experience, there were sections of subject knowledge that A1 felt he lacked and needed mentor support for. They discussed the work to be covered, as per the annual teaching plan (ATP), planning lessons together as well as approaches they could use when teaching particular subject topics: "*We would have discussions with experienced colleagues on how certain topics can be tackled. Through my colleagues I was introduced to the subject policy at informal interactions"*. In his

letter to his fellow NT, he wrote*: "We discussed work to be covered in a term and we set tests together, which is a skill I learnt"*.

In addition, the mentoring on the school's culture occurred informally. In terms of the school's culture, A1 was helped by a senior teacher, Mr N, who in informal conversations, explained the way of doing things at the school to the NT. This happened after A1 found himself reprimanded by the principal for something he was not made aware of. He said:

> *This was after the incident when the principal shouted at me for walking in an area I was not aware is not allowed. I felt humiliated during that incident because the principal reprimanded me in front of learners* (A1).

The formal mentoring that he received was through district orientation workshops, where subject advisors applied formal induction and mentoring, as these workshops were formally set up with selected subject advisors or senior teachers providing the guidance. A1 had this to say: "*In district workshops and cluster meetings. That is where we would have discussions with experienced colleagues on how certain topics can be tackled".* These workshops and cluster meetings are formally planned by the DBE at district level, and topics are prepared and presented systematically by subject experts. Kadenge (2021) explains that districts have a mandate to provide professional teacher development on an ongoing basis. This is done largely by means of workshops in an attempt to address the curriculum issues. It was at departmental workshops that A1 got more help and clarity on subject and assessment policies from the subject advisor and facilitators who were experienced teachers. He explains the nature of this support as: "*Advice on assessment tasks and recording of marks in marksheets was given at these workshops. Facilitators took us through the policies and made suggestions on how certain topics can be taught*". A1 stated that he was not given formal opportunities to observe his peer mentors teach.

Staff meetings provided some opportunities for guidance on school policies, for example, they were used as a formal strategy to address issues like learner safety. A1 pointed out that policies like learner safety were discussed at the staff morning briefing. He stated: "*Learner safety is talked about during the teachers' morning update or briefing of staff if there is a need".* In this strategy, the focus was not on the NT, but on the whole staff, so he incidentally experienced some form of induction and mentoring on school policy.

Another strategy that was employed in A1's induction and mentoring was mentoring through the IQMS policy. The planning that includes the documentation of the IQMS makes this

strategy another formal mentoring strategy. The HoD and the peer came to observe him teaching, and also assessed him on other performance standards that apply in the teaching profession, like human relations and involvement in co-curricular and extra-curricular activities. In both the interview and the letter to his fellow NT, A1 pointed out that after the IQMS he was given verbal feedback on areas he did well in, where he should improve, and how he could improve.

> *I got feedback from the HoD and my peer, who are my DSG, after IQMS observation. I was given oral feedback about the way I presented my lesson and the skills I used to present content* (A1).

4.5.2 Participant A2

A2 mentioned that his mentor mostly used formal mentoring. The mentor planned time to show him how his teacher's file had to be organised. This is captured in his words as follows: "… *Explaining what the teacher's file must have and showing me his file to learn from".* When he started teaching, the mentor discussed the ATP with him and explained the time frames within which he was expected to complete the tasks. The first advice the mentor gave A2 was on preparing lessons and it included asking questions during the lesson presentation and assessment tasks. He said: "*I got advice on preparing lessons and asking questions during the lesson and for tasks".* Hudson (2004) emphasises that mentors should take a keen interest in supporting mentees in planning lessons. This helps in enhancing the NTs' confidence as they prepare lessons. In order to make A2 understand how the advice could be implemented, the mentor invited the NT to his classes and demonstrated the lessons. This also involved modelling the use of modern technology, which was a laptop and a projector used for the lesson presentation. This is how A2 put it: "*When I went to observe him, he showed me how helpful it is to use a laptop and a projector when delivering a lesson".* These were devices that this NT had not used during his WIL as he had practiced teaching at a rural school without such facilities. A2 said in the letter to his fellow NT: "*This was strengthened by getting time to observe him in action teaching his class. He displayed that through practice".* In addition, A2 stated that by watching his mentor in practice, he learnt strategies to maintain discipline in his classrooms. A2 said: "*I learnt maintaining discipline, by the way he stands in front of the class and maintaining eye contact".*

Besides the mentor modelling lesson presentation and questioning skills for A2, the mentor also made time to come to his classes to observe him teaching. From that observation the

mentor gave feedback that included the advice that A2 should not talk for the whole lesson, but rather give learners the responsibility of doing some work on their own. In the interview he pointed out the following: *"He advised me to talk less. He told me to let learners do more work themselves".* Also, in the letter to his fellow NT he wrote: *"He advised me not to talk too much, but allow learners to participate in the lesson".*

The mentor also guided him in preparing enough work for the duration of the whole lesson, which helped him in keeping the learners occupied and limited disciplinary problems. The mentor, as an experienced teacher, supervised A2's teaching pace and whether or not he was behind schedule on the ATP. He said: "*He checks on me, how far I am with my work*". A2, however, mentioned that he had not had the opportunity to plan lessons together with his mentor, nor discuss the subject policy and other policies. The demonstration, modelling and observation did not, therefore, move towards a strategy that involved co-learning.

Similar to the strategies experienced by A1, formal strategies for induction and mentoring emerged largely through district workshops and the IQMS system (now known as QMS). The induction and mentoring in the subject policies, according to A2, was experienced at workshops formally organised by the district.

> *With subject policies; I heard about that in district workshops. The facilitators discussed the CAPS document on the subject, which explains the requirements of the subject, assessment tasks, and recording. Then we were given the ATP as a guide* (A2).

A1 also mentioned that as per policy, he was observed teaching by his development support group (DSG) and was given verbal feedback on his performance. That feedback assisted him to reflect on his performance and work on correcting his mistakes to improve. A2 had this to say about feedback: "*It opens your mind on how to do better. For me, feedback is the real learning space as we reflect on the way the lesson was presented".* Furthermore, it motivated him and gave him confidence when the feedback indicated his strengths.

4.5.3 Participant B1

B1's mentor had a formal induction and mentoring session with her where she discussed the subject policy with her when she started teaching. This NT said: "*She explained the subject policies and I was given copies of them to keep in my file. It happened once when I started teaching".* Also, as part of the formal mentoring, B1 was sent to the subject orientation workshops conducted by the district subject advisors at the beginning of the year. That is where

further induction on the subject policies took place. At the workshop the facilitators made the NTs do practical tasks with their colleagues from other schools to ensure understanding of the subject policies. This was collaborative group mentoring, which gave the NT the opportunity to learn from other teachers (Shank, 2005; Long, 2009). Here both experienced teachers and NTs interacted and shared knowledge and teaching expertise. B1 described this in the interview:

> *I was sent to the orientation workshops at the beginning of this year. There, subject policies were discussed in detail by the facilitators of the district workshops and the subject advisor. We even did some practical activities in groups with other teachers* (B1).

There was a sense of excitement in how B1 enthusiastically described working on practical activities with other teachers, hinting at the potential for learning through this approach.

Also, the mentor pointed to the advantage of collaboration with other teachers teaching the same subject within the school if she encountered challenges when teaching certain aspects of English.

> *She told me about team teaching. I can ask another teacher to teach my classes in topics I struggle with, like literature which I struggle with. But I needed to be given strategies to do it myself and be comfortable with teaching literature* (B1).

Regarding the strategies of modelling and co-learning or co-teaching, B1 expressed that she had never watched her mentor teach, nor had she planned lessons with her mentor, but the mentor had observed her teaching for IQMS purposes, which took place once a year. It was thus through the process of IQMS that this participant experienced the strategies of observation and feedback after the classroom observation, but again it was a once off process rather than a continuous process of professional development, as envisaged by IQMS. B1 felt that the feedback she was provided with was constructive and it helped her recognise the areas she needed to improve on. In the interview she highlighted: "*Feedback helped me realise my shortcomings. I have learnt to do things differently, especially because I am given constructive criticism".* Again, in the letter to her fellow NT, she wrote: *"It was mostly constructive criticism, which I took and used to fix all the areas I lacked in".* Reflections like these suggest the potential IQMS has with the use of mentoring in ongoing teacher professional development, if used systematically rather than as once off events as a form of compliance.

4.5.4 Participant B2

Contrary to B1's experiences, most strategies applied in the induction and mentoring of B2 were formal and well planned. The mentor started by showing the NT the important buildings in the school. Those buildings were the staffroom and classrooms. B2 said: *"She showed me classrooms, the staffroom".* The mentor then continued with B2's school tour, and that is when he was shown the remaining school facilities and was introduced to other teachers. The importance of induction in familiarising NTs with their schools and staff is stressed by Coleman (2003); and Middlewood (2003), who explain that this assists novice teachers to adjust to their schools. After orientating B2 to the school buildings and the staff, the mentor held a meeting with him and gave him a number of teaching resources, followed by an in-depth explanation of the subject policy. A2 explains: "*What we discussed in detail was the subject policy. We had a meeting with her when I started teaching".* The mentor, who was also B2's HoD, also made use of the induction process of the Department of Education. This involved attendance of workshops to orientate B2 to the subject and assessment policies. Furthermore, in trying to ensure that B2 and the other teachers in the Humanities Department understood these policies, the HoD held departmental meetings with all of the teachers in her department to explain the subject policy. This process is explained by B2 as follows: "*Workshops organised by the department played a big role in inducting me to the subject policy. She discussed the policy again with all teachers in her department (Humanities) in our departmental meetings".*

Collaborative mentoring was evident in that the mentor guided B2 in lesson planning by preparing lessons and setting tests with him: *"We prepare lessons with my mentor because we teach the same subject".* This indicates that for B2, induction and mentoring was an ongoing process, rather than a one-off event, an approach highlighted by Sasser (2018).

A further strategy was discussion with his mentor and then observation of his mentor. By discussing the school policy on discipline and then observing his mentor modelling strategies, B2 received guidance. The focus of the discussion was on learner discipline that included the way the school uniform should be worn, dealing with late comers, and maintaining discipline. This is what B2 said: "*I learnt discipline from how she does things. I would observe her and ask questions why she is sending late learners back home, then she would explain".* Observing and interacting with colleagues in the staffroom also assisted B2 to learn how things were done in the school. Another strategy used in B2'school to induct him on policies was the staff

meetings held by the principal. He explains: *"In one staff meeting, the principal introduced types of leave and how one applies for leave*". The mentor also advised the NT on classroom management. Through this advice, the mentor guided the NT on use of the marking registers and when those registers had to be submitted to the administration office.

Like the other three participants, B2 was mentored by means of demonstrations and received limited observation of his teaching by the mentor. This observation was followed by the mentor giving him feedback. Unfortunately, his mentor only observed his lessons when implementing the IQMS, and he explains this with the following quote: "*It is her who comes to observe my lessons when it is time for IQMS*". This is similar to A1 and B1's experiences as their teaching was also only observed once a year for IQMS purposes. It was only after the IQMS evaluation that the NT was given feedback. The feedback he was initially given was in oral form and the mentor later wrote a report that explained what he needed to improve on. B2 wrote in the letter to his fellow NT: "*I got oral feedback on how I presented the lesson, organised the class, and disciplining learners. My HoD (mentor) then wrote a report that I needed to improve in certain areas".* B2 valued the written feedback he was given by his mentor more than the oral feedback. The reason for this was that he could always refer to this written feedback to remind himself about the suggestions made on how he could improve. He said: "*With me, written feedback is much better because I can go back to it any time after it was written".* It is clear from this that feedback as a strategy is important in encouraging reflection on the part of the NT.

In conclusion, the induction and mentoring of the NTs in this study revealed that both formal and informal approaches were used by their mentors. The common trends were mentoring through meetings. The unplanned learning of NTs through interaction with experienced teachers in the staffroom and on the schools' premises reflected informal induction and mentoring. On the other hand, the activities planned by the mentors, the school and the DBE were examples of formal induction and mentoring. These were either one-on-one meetings between the mentor and the NT, staff meetings, or district workshops. All four participants indicated that the mentoring mandated by the IQMS was the most dominant strategy used by their mentors. Included in the IQMS directives was the need for observation and feedback. This provided the impetus for some degree of formal mentoring in the schools. District orientation workshops, as a form of formal mentoring, played a significant role in addressing the curriculum, modelling teaching approaches and explaining subject policies.

Common themes drawn from the narratives above suggest that the strategies used in the induction and mentoring of my participants were both formal and informal, providing guidance and demonstration on school protocols, policies, teaching strategies, and classroom management. Furthermore, mentoring through the IQMS and the district workshops was the most dominant strategy used in the induction and mentoring of the participants in my study.

Following this data presentation and identification of the emergent themes, the next section provides a deeper analysis and interpretation of the data using Hudson's (2004) model of mentoring as the conceptual framework.

4.6 Data analysis and interpretation

This study uses the Hudson model of mentoring for effective teaching (Hudson, 2004) as the conceptual framework and as a lens to understand the induction and mentoring expectations and experiences of the NTs selected for my study. Hudson's Five-Factor framework therefore provides the structure for me to further analyse the expectations and experiences of the selected novice teachers. This framework was used to structure the questions for the semi-structured interviews and guided the instructions for the letter writing. By using the Hudson Five-Factor Model of mentoring which has identified what underpins effective mentoring, I now analyse my data through the framework. My analysis starts by explaining each of the five factors, then I analyse the data according to each factor.

The illustration of the Hudson Five-Factor Model of mentoring in Figure 4.1 below displays the interdependence of the five factors and the personal attributes as the all-encompassing factor. This means that the induction and mentoring strategies depicted by the four inner factors depend mainly on the personal attributes of the mentor. This points to the importance of relationships in mentoring.

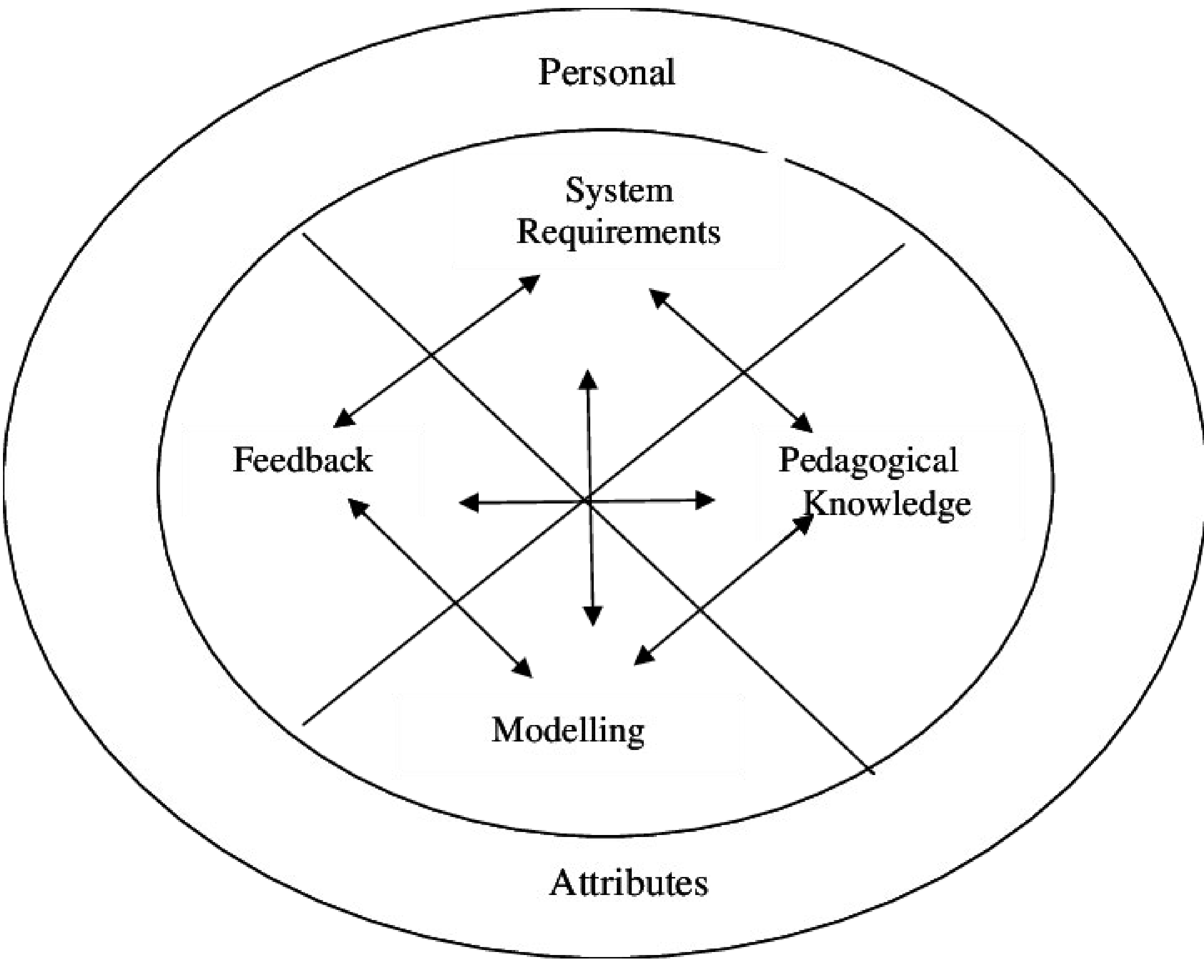


Figure 4.1: Hudson's Five-Factor Model (Hudson, 2004, p. 3)

4.7 Personal attributes

Hudson (2004) portrays personal attributes as the key factor in the mentor maintaining a strong relationship of trust with the mentee, underpinning the other four factors. The relationships that the mentors build with mentees are reliant upon the personal characteristics of the mentors. These personal qualities may include making the mentee feel comfortable about discussing teaching practices with the mentor, and listening to the mentee (Du Plessis, 2013). This will ensure that NTs find it easy to approach their mentors. Du Plessis (2013) also suggests that because of the mentors' positive personal qualities, mentees are able to gain confidence and because of this they are inspired to reflect on their practices. Mentors need to communicate effectively with the NTs in order to build trust and confidence. The mentor's professional and emotional support and eagerness to listen are necessary for the mentor to interact collaboratively with the mentee (Bird & Hudson, 2015). Similarly, Smolik (2010) contends that as part of the personal attributes, the mentor needs to portray good listening skills and build a positive and supportive relationship with the mentee. This necessitates mentors

demonstrating good listening skills and being willing to meet the NTs' educational needs in the classroom. Through positive personal attributes, mentors are able to instil confidence and positive attitudes in the NTs' teaching practice. Ultimately, Du Plessis (2013) asserts that this will enable mentees to reflect positively on teaching practices, and improve their teaching.

All four participants in my study expected their mentors to create a relationship based on respect and good communication. The expectation of effective communication would allow NTs to approach their mentors easily and to be guided on effective teaching strategies and the policies of the school and the department. Three participants' experiences revealed that their mentors were approachable which made it easy to talk to them whenever they needed assistance.

A1 commented: "*Colleagues who assisted me in this school are friendly and approachable".*

A2 reflected on his mentor who: *"was really easy to approach".*

B1 also said: *"My mentor is very easy to talk to".*

The importance of approachability in a mentor is supported by Hobson et al.'s (2009) assertion that the affability of a mentor is an important factor necessary to make an NT feel welcome. This suggests that the mentor's friendliness makes it easy for an NT to adapt to that particular school. However, B2 had a mentor who was approachable, but also short tempered. This short temperedness became a shortcoming as he felt it restricted him in terms of approaching her even though he needed support. Hudson (2004) posits that mentors who do not portray positive personal attributes hinder the professional development of their mentees. This may result in the NTs feeling isolated and frustrated in the profession.

The NTs expected their mentors to build a relationship of mutual trust with them. Based on this reciprocal relationship of trust, the participants expected their mentors to listen to their needs and share knowledge and skills with them. Through listening, the NTs in my study expected induction and mentoring to be focused on supporting their individual personal needs. Participant A1 mentioned in his expectations that the induction and mentoring should: "*Prioritise my professional development needs*". This concurs with Shank's (2005) study that mentoring should addresses the needs of NTs at the commencement of their careers, emphasising the importance of NTs being given an opportunity to discuss their needs with the mentors prior to the commencement of the induction and mentoring programmes.

Although none of the participants were formally given mentors, they all had either their HoD or an experienced colleague who offered support and assistance and they were regarded as their mentors. Mukeredzi et al. (2015) claim that mentors should build solid relationships of trust with their mentees to promote their professional growth. In agreement with this claim, the participants in this study pointed out that the relationships they had with their mentors was good, professional, and friendly. There was also an element of trust between the mentors and themselves. A good relationship based on trust between the NTs and their mentors plays a significant role in instilling confidence and a positive attitude in the NTs towards reflecting upon their teaching practices. Hudson (2004) emphasises how mentors' positive personal attributes have a direct impact on the role they play in helping and supporting mentees' professional development.

So, in this study the participants expected their mentors to be approachable and trustworthy and through this, be able to provide them with support for their professional development and growth. They understood that mentors were supposed to guide, advise, support, and supervise them on a variety of aspects of teacher development, as well as being good communicators. The participants' experiences indicated that their mentors made an effort to communicate well with them (aside from the short-tempered mentor), which enabled them to implement such roles as familiarising the NTs with the physical facilities of the school and the school's culture, and modelling behaviour and assisting the NTs to reflect on their practices by giving them constructive feedback.

Generally, however, the participants felt they would have liked more observation and feedback by the mentors. The importance of constructive criticism and feedback depends on the way in which it is communicated, because if done effectively, it can help to inspire the NTs and enhance their confidence (Bird & Hudson, 2015; Mukeredzi et al., 2015). The participants' expectations and experiences reflected upon the importance of their mentors' attitudes and consequent relationships with them, in contributing to their professional development.

4.8 System requirements

System requirements when mentoring NTs involve introducing the NTs to the school, as an organisation, and to the district (Bird & Hudson, 2015). When NTs start their teaching profession, they need to get an understanding of a range of systems and policies including subject policies, assessment policies, the code of conduct, and other school policies applicable to their individual subjects (Hudson, 2004). This is about supporting the NTs in understanding

the culture of the school, and its protocols and policies. The participants in my study indicated that they expected mentors to introduce them to the school's staff and to show them the physical facilities like the staffroom and classrooms, but more importantly to introduce them to the school's protocols in the form of policies. Among the policies that the NTs needed induction and mentoring on were subject policies, policies that regulated the practices of the school, as well as policies within the Department of Education. Two participants had this to say of their expectations*: "Introduce me to the code of conduct"* (B2), and *"Offer guidance about school policy"* (A1).

The induction and mentoring experiences my participants had on system requirements were mainly focused on subject policies. The participants were guided on subject policies to a limited extent at the school level by their mentors. This was evident in the participants' common claim that their introduction to subject policies happened only once they started teaching and not as an introduction prior to teaching. One participant voiced this claim: "*She explained the English subject policy and gave me copies to keep. It happened once when I started teaching"* (B1). She felt it would have been useful to have had this earlier. All of the participants emphasised that it was at district workshops that subject advisors gave them more clarity on the subject and assessment policies.

The professional development role played by the subject advisors at the district workshops is mandated by SACE (2000). SACE places the responsibility for teacher professional development with the Department of Basic Education. Professional development programmes are implemented, among others, by means of workshops. Only participant B2 mentioned that his mentor introduced him to the school's policy on dealing with late learners. The other three participants did not receive any substantial induction and mentoring on school policies or school culture from their mentors. Rather, they learned informally by talking to other colleagues and at staff meetings. It is important for NTs to understand the school and departmental policies as this is about understanding professionalism and reducing potential conflict between the NTs and the authorities which can result in the NTs being charged with misconduct that may lead to them losing their jobs. Two of my participants highlighted the importance of their mentors guiding them in understanding the *SACE Code of Professional Ethics* as they did not feel that they understood it.

4.9 Pedagogical knowledge

The pedagogical knowledge factor encompasses mentoring in content knowledge, planning for teaching, timetabling lessons, teaching strategies, problem solving, classroom management, questioning skills and applying effective teaching practices and assessments (Hudson, 2004; Smolik, 2010). Given the description of pedagogical knowledge, this factor highlights the core skills that NTs should possess for effective teaching. Therefore, NTs' induction and mentoring should focus on their development in pedagogical knowledge.

The participants expressed that they needed mentors to help them with classroom management skills, as having more than 50 learners per classroom was a challenge for the participants. Three participants highlighted that they struggled with classroom management and learner discipline, mostly because of overcrowded classrooms and limited resources. In support of this claim, in South Africa the DoE (2005) maintains that overcrowded classrooms, poor discipline and inadequate teaching facilities contribute to the anxiety that teachers suffer from. Similarly, Zepeda & Ponticell (1997) maintain that poor classroom management, lack of discipline, and poor knowledge of the subject matter and teaching profession are common challenges that NTs face. This is what my participants said:

> *I have big classes. I struggled with disciplining learners. I could not get the projector every time I needed it because they are not enough for all teachers* (A2).
>
> *My grade 8 classes have 50-55 learners per classroom. I struggled with discipline* (B1).
>
> *Having 55 learners per class with few books, I find difficult to manage* (B2).

Although a key aspect of teacher education in HEIs is the development of subject and pedagogic knowledge, all of the participants declared that they needed their mentors' further guidance and nurturing in content knowledge and teaching strategies that had been proven to work in practice.

Moreover, the mentor's guidance and collaboration with the NT in lesson planning and questioning skills were two of the areas that the participants needed to be supported in. This is emphasised in Hudson's (2004) suggestion that mentors have to support mentees in planning lessons and help them to develop their questioning skills. Three of my participants were allocated subjects in grade 11 and 12 classes in their first year of teaching. The responsibility placed on these participants was thus similar to that of their colleagues with vast experience. In support of this, Dishena (2014) asserts that newly qualified teachers are expected to carry

out similar duties as more experienced teachers. This stressed the necessity for these NTs to be supported in pedagogical content knowledge as much as possible. So, professional development in pedagogical knowledge was seen as of utmost importance by all four participants as it instils confidence in teaching.

4.10 Modelling

Hudson (2004) argues that in modelling, mentees learn teaching skills effectively by watching their mentors modelling enthusiasm, teaching effectively, and being hands on in planning lessons, lesson presentation, and classroom management, by developing a positive rapport with learners, and by using appropriate syllabus language. The mentor's positivity when demonstrating teaching practice provides the NT with valuable opportunities to observe and learn to teach effectively. Modelling is important for the successful pedagogical development of NTs. All of my participants expressed the hope that their mentors could demonstrate teaching skills and approaches that they could learn from.

However, of the four participants, only A2 had the opportunity to observe his mentor teaching. He said: "*I also go to his classes to watch him teach*". From these observations, the mentor modelled lesson presentation in which a variety of teaching aids were used. The participant also learnt about using modern technology, namely a projector and a laptop, in lesson presentation from his mentor's modelling practice. The mentor further modelled classroom management skills. A2 explains the modelling as follows: "*I learnt maintaining discipline by the way he stands in front of the class and maintaining eye contact*" (A2). The mentor used modelling to demonstrate teaching strategies to the participant. These involved introducing lessons in a manner that made learners relax. A2 explains his learning from this modelling: *"I learnt to be steady in introducing lessons. Make jokes about the topic, for example in Life Sciences… the topic about evolution"* (A2). This showed which approach and skills work, and which may not be effective. This is affirmed by Bird & Hudson's (2015) assertion that a mentor's modelling practice helps the mentee to identify which practices are effective and what may not be effective. Thereafter, the mentor went to observe the participant teaching as a means of guiding and supervising his development. Hudson (2004) claims that NTs acquire teaching skills more effectively by observing their mentors in practice. Modelling offers NTs practical guidance that enhances their confidence in their teaching, so that they become better teachers themselves.

Two participants, A1 and B2, had their mentors modelling lesson preparation as they planned lessons and set tests together with their mentors. This collaborative work helped to develop their confidence.

Modelling also occurred in the guidance on administrative tasks. A2 had his mentor modelling the organisation of the teacher's file which: "*Helped me in organising my file correctly"* (A2). Finally, modelling also took the form of mentors modelling professional behaviour, and A2 had this to say: *"He is always present at school, absenteeism is 0% and punctuality 100%. He is professional. His dress code is always on point".* This aspect of modelling helps to guide the NT, not only in the development of their pedagogic skills but also in their professional behaviour.

4.11 Feedback

Feedback, as the last factor, is aimed at assisting mentees to reflect on teaching strategies, which strengthens their teaching and improves their teaching practices and learning (Hudson, 2004; Bird & Hudson, 2015). So, it is imperative that mentors provide frequent honest and constructive feedback to address the NT's development in classroom management, planning, preparation, and assessment skills. Mentors should provide oral and written feedback with the aim of building confidence, positive attitudes, and pedagogical skills in the mentee.

This feedback is given to meet the NT's specific development needs. This means that there must be dialogue between the mentor and mentee which emerges from a relationship of trust. All of the participants in my study pointed out that the relationships they had with their mentors were good, professional, and friendly. However, opportunities for regular feedback from their mentors were limited.

In this study all of the participants had the opportunity to be observed by their mentor and a peer during the application of the IQMS. Prior to being observed, the participants were made aware of what was expected of them during the lesson. Again, after the observation there was a meeting at which feedback was given. This is similar to the pre and post observation meetings held as part of the process of getting information about the lesson observed (Bird & Hudson, 2015). Unfortunately, only A2 had feedback given to him on a weekly basis during the course of his mentoring. He said: "*It happens every week, once a week".* The other three participants only got feedback as part of the IQMS process. These three only received feedback once a year because the IQMS classroom observations took place once per annum. There were also

similarities in the type of feedback given to the participants. They were all provided with oral feedback, and only B2's mentor gave written feedback as well. These are their words:

> *It has been verbal feedback that I received* (A2).
>
> *It was only oral feedback, so I didn't have another form of feedback or choice* (A1).
>
> *I always receive oral feedback* (B1).
>
> *I got oral feedback, and then my mentor wrote a report that I needed to improve in certain areas. (B2)*

Although the formal feedback was largely limited to the period of the IQMS assessments for three of the participants, the feedback was constructive as it enabled them to reflect on their practices and work on improving their teaching. This indicated the potential of IQMS in teacher professional development. However, classroom observations and giving feedback once a year is not enough for effective professional development. Induction and mentoring should not be a once off event, but a process of ongoing support (Coleman, 2003; Wong, 2004; Aspfor & Fransson, 2015).

4.12 Conclusion

In this chapter I presented and analysed the data from both the letter writing and the semi-structured interviews. The purpose of this chapter was to give a description of the induction and mentoring expectations and experiences of the four selected NTs. Data presentation was guided by the three research questions per participant and analysed using Hudson's Five-Factor framework.

Drawing from the NTs' narratives, I can conclude that my participants expected positive relationships with their mentors. Although none of the participants were formally assigned a mentor, they did all receive assistance, either from their HoDs, experienced colleagues or subject advisors at district workshops. The good relations the NTs hoped for were expected to have an effect on the roles their mentors had to play in their professional development. These would help in guiding and advising the participants in understanding policies, getting support on teaching strategies and managing their classrooms. The participants' experiences reflected that most of their expectations were met to a limited extent. They all had good relationships with their mentors, and this enabled them to approach their mentors for support and guidance. The mentors provided support on teaching strategies and classroom management, mainly

through modelling and some feedback from the observations of the NTs' lessons. However, three of the participants indicated that this feedback from observation only happened once a year as part of the IQMS process. The participants also felt that induction and mentoring on school protocols and policies was not adequately applied but that when it was, it emerged through district workshops rather than through induction and mentoring at the schools.

Drawing on Hudson's (2004) Five-Factor Model, the narratives illustrated that personal attributes and the importance of relationships featured in both the participants' expectations and in their experiences, indicating the importance of this factor in underpinning all other aspects of induction and mentoring. Guidance on system requirements was indicated as an expectation by all of the participants, yet it was limited in terms of what they experienced from their mentors. Rather, it emerged at the district workshops and staff meetings. Guidance in pedagogical knowledge was clearly indicated as an expectation, particularly as the participants were worried about their teaching and management of large classes with few resources. Their experiences revealed that the guidance they received was mainly focussed on classroom management skills, some help with the use of resources, and with administrative issues like the use of attendance registers. In one case there was assistance with lesson planning.

The induction and mentoring that the NTs experienced was therefore effected to a limited extent by mentoring strategies that included advice, guidance, modelling and some observation by their mentors and colleagues. Data revealed that the mentors were generally not formally allocated and that these strategies included formal and informal mentoring which took place mainly in the form of informal and formal meetings, demonstrations, IQMS, feedback and district workshops. The following chapter presents the summary of the findings and recommendations.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter, I presented and analysed the data that was collected using letter writing and semi-structured interviews. The purpose of this study was to explore the selected NTs' expectations and experiences of induction and mentoring. This chapter presents the main findings of my research and the recommendations that emerge from it. I begin the chapter by outlining the summary of the research findings that helped to answer the three research questions framing this study. Secondly, I present a discussion of the findings, drawing on Hudson's Five-Factor Model of mentoring. Thirdly, I present my recommendations based on the findings made from the data collected. Finally, I present my concluding thoughts on the study. As indicated in Chapter One, my research was guided by the following questions:

1. What are the novice teachers' expectations and experiences of induction and mentoring?
2. What are the novice teachers' understandings of the role of mentors?
3. Which strategies do mentors employ in mentoring novice teachers?

5.2 Summary of findings

To begin with, the findings of my study are discussed as per each research question.

5.2.1 What are novice teachers' expectations and experiences of induction and mentoring?

The participants in this study were unanimous in expecting personal support from their mentors. Koballa et al. (2008) support my participants' views that the mentors' role should involve providing them with personal support. This entailed a good relationship with their mentors which was grounded in mutual respect and trust. It included effective communication and the NTs' accessibility to their mentors, as outlined by Hobson et al. (2009). There was a clear sense from the participants that their mentors' personal attributes were key in building positive relationships with them as NTs. In particular there was a strong emphasis on the need for trust in the relationship, which could assist in developing novice teacher confidence. This

linked to the expectation by all of the participants that mentors needed to support NTs in adapting to the school environment and to the profession generally.

All of the NTs in this study expected guidance on classroom management and learner discipline. The main reason for this expectation was that the participants' schools had classes with big learner numbers which made it difficult to maintain discipline and thus imperative that they got support at the start of their profession. The participants mentioned the challenge they had with overcrowded classrooms of more than 50 learners per classroom, which they found challenging to control. This underpinned their expectation of being supported in terms of classroom management.

The data revealed that a key expectation was guidance in the development of their pedagogical knowledge. The expectation to be supported in pedagogical knowledge was expressed particularly as the need for guidance in teaching strategies. The four NTs in the study are qualified to teach the subjects they are teaching. Even so, they voiced the concern that the preparation they received through their teaching practice in their initial teacher education did not prepare them enough for the teaching skills and approaches they needed to apply as newly qualified NTs. Two of the participants were given mentors who did not teach the same subjects as they did during their teaching practice, and this meant inadequate mentoring support. This was in contrast with Hudson's (2004) assertion that pedagogical knowledge differs per subject, and this requires mentors to be experts in the subjects taught by their mentees in order for them to be able to give them the relevant guidance required.

All of the participants shared similar views regarding induction and mentoring on the system requirements of their schools. In particular, they expected induction and mentoring in both school and departmental policies. Included in the policies they mentioned were subject policies, school policies on discipline and policies within the teaching profession, including policies relating to professional conduct.

Regarding the strategies used by the mentors, the participants expected their mentors to model teaching strategies and classroom management that they could learn from. In turn, the mentors were expected to observe their teaching and give them constructive feedback. All of the participants emphasised the qualities of trust and confidence building in the nature of the feedback, further emphasising the importance of the personal attributes of mentors in developing constructive relationships with their mentees.

The experiences of the participants indicated that not all of their expectations were met. A reason for this may be that none of them had the opportunity to discuss their expectations or conceptions of mentoring with their mentors, which could then have been utilised in planning these individual NT's induction and mentoring programmes. This may have been as a result of the lack of a formal induction and mentoring programme for NTs in both schools, resulting in the people playing the role of mentors not fully understanding their roles. This is in contrast with the assertion that emphasises that mentors and NTs should discuss their conceptions of mentoring when planning the support to be given to beginner teachers (Lieberman & Miller, 2008).

As a result of the lack of a formal induction and mentoring programme, none of the four participants in my study were formally allocated a mentor. However, the induction and mentoring activities of all my participants took place both formally and informally with the support of HoDs in school B, and experienced teachers in school A. The formal part of induction and mentoring occurred when the mentors had planned meetings with the participants to give them guidance on their subjects to be taught, which included providing the resources they needed for teaching, and organised times when the mentors and three of the NTs collaborated in planning lessons together. Only one participant, B1, was not given the chance to plan lessons with his mentor.

Although A1 and A2 were from the same school, their mentoring experiences were different. A1 was not paired with an experienced teacher offering the same subjects as him when he was appointed to school A. Instead, he had to find colleagues to mentor him in his subject. This assistance that A1 received from colleagues through collaboration and sharing of knowledge is indicative of co-learning (Koballa et al., 2008). In contrast, A2 from the same school was introduced to an experienced colleague teaching the same subjects and grades as him, who assisted him with his professional development. These experiences suggested that there was little or no guidance for mentors in terms of policy on the induction and mentoring of NTs in school A. It was up to individual HoDs to organise how an NT could be supported.

On the other hand, B1 and B2 were mentored by the HoDs of the subjects they were teaching. This indicated that although there was no formal programme as such, the SMT was involved and hands on in the induction and mentoring of NTs in school B. This was contrary to school A where there was no involvement of the SMT in the induction and mentoring of NT's.

All of the participants were in agreement that they had positive relationships with their mentors. The main aspects that underpinned these good relationships were the mentors' approachability, feelings of mutual trust and respect, and that they listened to each other. However, one participant had a mentor who had a short temper. Although this mentor was willing to assist the NT, her short temper made it difficult for the NT to get all the help he needed as he was wary of approaching her. This had a negative effect on the induction and mentoring of this participant as he became scared of his mentor and struggled to ask for assistance when needed, once again highlighting the importance of positive personal attributes in mentors in developing the confidence of the NT.

All of the participants expressed concern about their mentors not paying attention to induction and mentoring on school policies, the school culture, departmental policies, and the laws that guide the teaching profession. There was no strong data that indicated induction and mentoring by mentors on system requirements. Instead, this was learnt through informal discussions with colleagues and in the case of subject policies, through departmental workshops. Findings revealed that emphasis was put on the subject and assessment policies, and little attention was given to other school policies and the respective schools' cultures. The involvement of the DBE in conducting district subject workshops was an experience that made all four participants understand their respective subject content and assessment policies better.

The discussions of content knowledge and curriculum requirements in these workshops and demonstrations of teaching strategies for problem topics by experienced teachers at the workshops helped instil confidence in the participants' pedagogical knowledge. This was a form of modelling of effective teaching practices by the experienced teachers at the workshops. In support of this, the DoE (2005) suggests that it is the education district's role to develop programmes for the professional development of NTs.

A concern raised by all of the participants was that mentors did not have enough time to address NTs' needs because they also had classes to teach when the NTs needed their mentors' help. This highlighted the lack of planning for induction and mentoring in both schools. This was in contrast to Silbert & Verbeek's (2016) assertion that for mentoring to be effective, mentors must be prepared to allocate time to attend to their mentees.

5.2.2 What are novice teachers' understandings of the role of mentors?

Responses given for the question on novice teachers' expectations of mentoring overlapped with the understanding the NTs had of the mentors' role. The participants in my study showed a good understanding of the diversity of the roles of mentors. Their narratives emphasised the significance of effective communication by mentors in supporting NTs' professional development.

All of the participants had the understanding that mentors were supposed to give them "*personal support*" (Koballa et al., 2008, p. 396). The importance of being assisted to adjust to the profession emotionally and professionally was shown by all participants. The NTs articulated a clear conception that mentors had to help socialise NTs to their schools' contexts and the profession (Feiman-Nemser, 2003; Kadenge, 2021). This would help the NTs to adapt to the culture of their schools. All four participants saw this role as mentors orientating NTs to school and departmental policies. Furthermore, a key mentor role was guidance in pedagogy which included guidance on teaching strategies, lesson preparation, setting of assessment tasks and help with resources, particularly in these under resourced schools. Given the large class sizes in these schools, their role in guidance in classroom management was emphasised. The study demonstrated that all of its participants understood that mentors should supervise NTs' practices by observing them and giving them constructive feedback. These roles were put into practice in the responses to the next question regarding the mentoring strategies applied by mentors.

5.2.3 Which strategies do mentors employ in mentoring NTs?

As discussed earlier, there was no formal school policy for an induction and mentoring programme in either of the schools. Yet the common mentoring strategies that emerged from the data revealed that all of the participants in this study received a combination of formal and informal approaches to induction and mentoring. The formal induction and mentoring received by the participants occurred during organised meetings with their mentors. These organised meetings were, however, limited in their number and only one participant had regular formal meetings. The findings indicated that the participants received formal induction and mentoring through district workshops. The role of subject advisors as departmental specialists in their subjects and of other experienced colleagues at these workshops assisted in developing the participants' confidence in their subjects' policies, their content knowledge and in the

assessment policies. This was achieved by demonstration/modelling and guidance. The importance of district workshops as part of the continuing professional teacher development initiative designed by the DBE is highlighted by Kadenge (2021).

Despite the workshops being useful, participants felt that the duration of the workshops and the limited number of workshops constrained their usefulness. Ramnarain & Ramaila (2012) concur with the participants in their claim that the DBE workshops do not provide teachers with enough support as they are conducted as once off events. What can be seen as a further strategy is the use of the IQMS process in induction and mentoring. The role of mentoring in the IQMS process is highlighted by Ncube et al. (2012). During the implementation of IQMS all of the participants were mentored using observation and feedback. The participants in this study were unanimous about being given constructive feedback during the IQMS process. Bird & Hudson (2015) highlight the significance of giving constructive feedback that allows mentees to reflect and improve their teaching, however, in my study the participants indicated that they were mainly given oral feedback and that they hoped mentors would give more detailed feedback which would include written feedback as well. Of the four participants, only one participant received both oral and written feedback. Again, it was noted that mentoring during the IQMS process took place once a year, just like the district workshops. This is in contrast with the literature that suggests that induction and mentoring should be a continuous process of support for NTs by experienced teachers (Wong, 2004; Sasser, 2018).

The study revealed that the participants' informal induction and mentoring, especially in subject content and policies, took place through unplanned collaboration with colleagues in the schools, as well as with fellow NTs from other schools. This points to the importance of NTs looking for opportunities for induction and mentoring through unplanned collaborations with colleagues.

Modelling as a strategy of mentoring was evident in some mentors demonstrating or modelling how to plan lessons, how to conduct assessments and how to manage classrooms. There was also evidence from one participant of their mentor modelling professional behaviour as well as demonstrating administrative routines like the construction and use of a register. These strategies were not applied consistently by the mentors in the same school. What was highlighted in these inconsistencies in the induction and mentoring of NTs from the same school was the problem of mentors not being trained for the mentoring role, a problem also emphasised by Lieberman & Miller (2008); and Aspfor & Fransson (2015).

Having presented a summary of the findings from my study, based on the three research questions, the next section discusses these findings using Hudson's Five-Factor Model.

5.3 Discussion

The Hudson (2004) Five-Factor Model of mentoring used as a framework to analyse the data in this study shows that the four factors inside the circle representing the key aspects of effective mentoring are equal and interdependent, with the personal attributes as an all-encompassing factor of mentoring key in facilitating mentoring in the four factors within the circle.

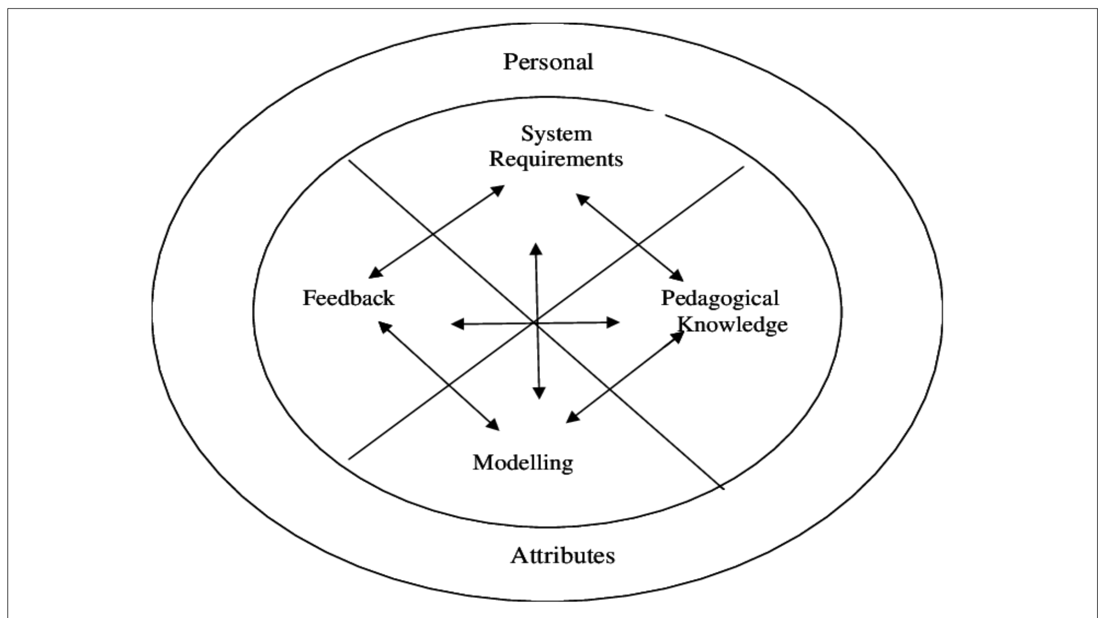


Figure 5.1: Hudson Five-Factor Model (Hudson, 2004, p. 3)

Similarly, the participants in my study highlighted the importance of good relationships built from good mentor qualities. This was reflected in the participants' responses indicating they had good relationships with their mentors which reflected respect by both parties, and good communication that included listening to each other. Mentor approachability was shared as a key attribute by all participants.

The illustration above portrays the five factors for mentoring suggested by Hudson. The equality of the four factors in the circle is evident, suggesting that induction and mentoring of NTs should give equal focus to all four factors and that the fifth factor, namely personal attributes, encompasses or underpins all of the other factors. The data from my study, however, indicated that these four factors were not given equal attention in the induction and mentoring

of the participants in this study. All of the participants felt that the first factor that involves the mentors' personal qualities was fundamental in the effective induction and mentoring of these NTs.

The data reflected little evidence of induction and mentoring of the participants in system requirements. The mentors and the DBE emphasised subject and assessment policies in the workshops. The participants claimed that they had to observe other members of staff informally to learn about the school policies and protocols. One participant expressed frustration about the lack of induction and mentoring on school policies as he was expected to know the school rules but they were not explained to him.

The data indicated that more focus was given to induction and mentoring on pedagogical knowledge. This was inclusive of teaching strategies and classroom management. Given the contextual factors mentioned by the participants, including the overcrowded classes and the limited teaching resources, it was vital that the participants were mentored on how to cope with these contextual challenges. Advice on having learners sharing books helped the participants to cope with the challenge of having big classes with limited resources. More focus was given to the participants' development in lesson planning and teaching approaches. The data showed that both mentors and the DBE in the district workshops gave more attention to supporting participants in teaching strategies, which was reflective of the focus on pedagogical knowledge.

The fourth factor, which is modelling, was applied to my participants on different aspects. Two participants had mentors modelling lesson planning and school policy. Only one participant had a mentor modelling teaching practice. There is no clear data suggesting the reasons why the other three mentors did not model teaching practice to their mentees. This may be as a result articulated by the participants that mentors did not have the time to attend to the NTs' needs because they also had classes they had to teach. Again, this indicated that there were no formally designed induction and mentoring programmes with times devoted to supporting the participants. Modelling lesson planning and teaching approaches at the district workshops was common among the four participants.

The findings from the data revealed that the fifth factor of mentoring through feedback that was common to the participants, was mostly oral feedback, and only one participant had a mentor that gave both oral and written feedback. Three participants were given formal feedback

once per annum as part of the IQMS system. One participant received both formal feedback upon application of the IQMS, and informal oral feedback regularly each week.

The figure below is an adaptation of the Hudson's model to illustrate the findings from my study:

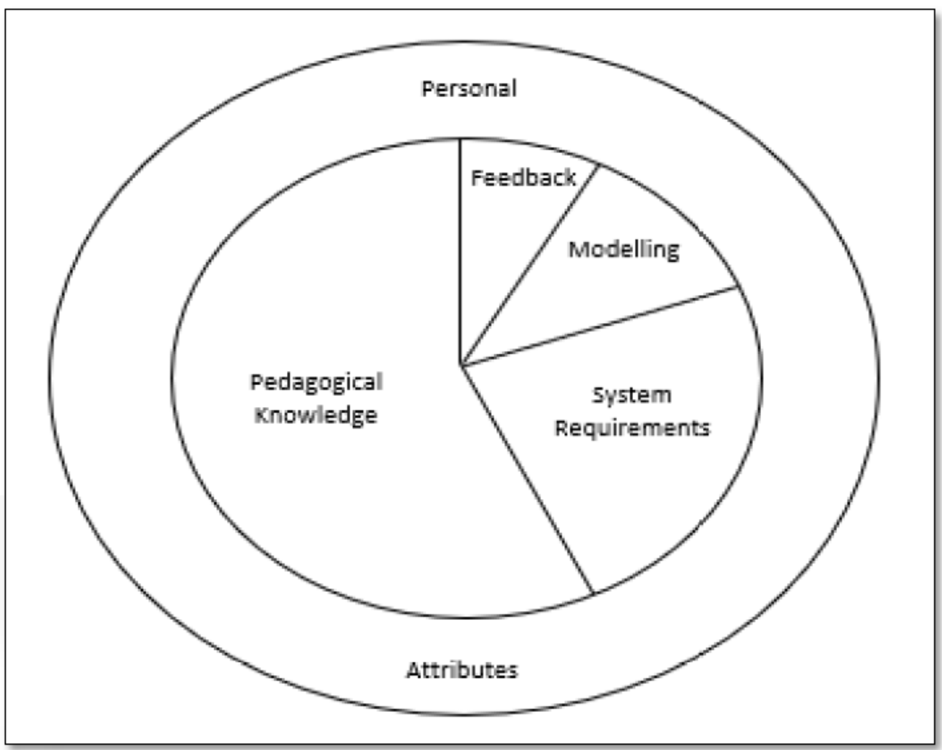


Figure 5.2: Illustration of the findings using the Five-Factor Model (Researcher, 2022)

The illustration in Figure 5.2 above was created to show an adjusted version of Hudson's model that summarises how the original five factors emerged in my study. My version of the model shows similarity to Hudson's original model in terms of the significance given to the personal qualities or attributes of the mentor. This significance was highlighted, both in the participants' expectations and experiences, as underpinning all else. Yet there was an imbalance in the presence of the four factors within the circle, with pedagogical knowledge given more attention, hence the increase in the size of that factor in the model. Both the participants' expectations and experiences revealed the importance of the need for support in aspects of pedagogy, but particularly in classroom management given the large sizes of the classes, and in help with resources, given the lack of resources in these two school contexts. The system requirements have been reduced in size because the nature of their experiences was varied and largely implemented through the induction and mentoring that occurred at the departmental workshops and during the IQMS processes. It was interesting to note that this factor was

highlighted in their expectations of mentoring, but it was in what they experienced that they were disappointed. Modelling as a factor was even more reduced, as was feedback, which suggests that the mentors themselves did not have a deep conception of their mentoring roles and strategies, given there were no formal induction and mentoring programmes in the school. Again, it was interesting to note that the participants recognised the importance of these strategies, as seen in their narratives on their expectations, as well as in the responses to the question on the strategies in induction and mentoring

Drawing from the findings and discussion, I present my recommendations below.

5.4 Recommendations

My study was conducted in two township schools with four participants, making it a very small-scale study with findings that cannot be generalised across all schools in the province. More studies across a range of contexts - township, rural and former model C schools -could help to give a better understanding of the experiences of induction and mentoring of NTs in South African public schools.

The mentors and the SMTs' views on the induction and mentoring of NTs were not explored. So, further studies on their perceptions of their roles in the planning and implementation of the induction and mentoring of NTs could contribute to a better understanding of induction and mentoring in these schools, and point to areas that need development in order to enhance induction and mentoring.

The DBE has policies that state that induction and mentoring of NTs is a significant part of their professional development. However, no specific guidelines are provided on the application of these policies. It would be useful to conduct studies on the possible strategies that the DBE could put in place to ensure the implementation of induction and mentoring at the school level. This may include activities on what induction and mentoring should entail and the specific periods of doing those activities.

The contextual challenges of overcrowded classrooms and insufficient resources that emerged from this study made the participants despondent, which could result in NTs leaving the profession. This suggests that they have inadequate preparation for the range of contexts in their initial teacher education. A recommendation would be that the DBE and HEIs could collaborate in ensuring that pre-service teachers are exposed to a range of contexts as part of

their WIL, but that they are supported through excellent mentoring in order to be able to teach effectively in a range of contexts. This process of induction and mentoring should be continued once they enter the profession, again with the collaboration of HEIs and the DBE. Both need to ensure that effective induction and mentoring happens.

One of the prominent strategies in the induction and mentoring of my participants was use of the IQMS, now called the QMS policy. In the IQMS evaluations the DBE mandates that reports on each teacher's assessment be submitted to the department at the end of the year. With the QMS these appraisals are done twice a year. The prominence of IQMS in the participants' responses suggests the importance of schools understanding different conceptions and strategies of mentoring so that the process of IQMS is fully understood and becomes valuable as a tool in teacher professional development, rather than as a once off event. Similar monitoring measures by the DBE for the induction and mentoring of NTs could be implemented with reports of induction and mentoring by schools being submitted to the department quarterly or per semester.

The differences in the induction and mentoring experiences of the NTs in this study indicated that mentors were not equipped with the skills required for a mentoring role. Firstly, there was no evidence of induction and mentoring policies in any of the participants' schools. Secondly, the inconsistencies in the allocation of mentors and their interpretation of their mentoring roles showed that mentors were not prepared for their roles. Mentor training programmes designed by the DBE and even HEIs, as part of their partnerships with schools, may help to prepare mentors. This could involve conducting workshops and seminars to train mentors at the departmental and school level to ensure consistency and productiveness in the mentoring of NTs, especially if they are placed in the same school.

School management training on induction and mentoring, with an emphasis on mentor collaboration within schools and across schools, could improve the quality of induction and mentoring. The introduction of the workplan in the newly developed QMS and the role of the SMT in developing the self and others could help bridge the policy/practice gap that exists in the induction and mentoring of NTs. Having presented my findings and recommendations, I now present the concluding summary of this study.

5.5 Concluding thoughts

The purpose of conducting this study was to explore the expectations and experiences of induction and mentoring of selected novice teachers in two schools. Semi-structured interviews and letter writing were used to explore the participants' expectations and experiences. The study revealed that NTs expected induction and mentoring to be underpinned by a positive relationship with their mentors as this could build trust and enable the development of their confidence, thereby encouraging them to become self-reflective. The participants also articulated the need for mentors to support them in the development of teaching strategies and classroom management skills, and to provide guidance on policies. The study also showed that NTs expected their mentors to model good teaching practice and to give them constructive feedback based on trustworthy relationships, in order for them to be able to reflect upon their teaching as they were apprehensive about teaching large classes in under resourced classrooms.

The findings indicated that the personal attributes of the mentors played a key role in the development of relationships and the ease with which the NTs could approach their mentors. The induction and mentoring experienced by the NTs was more focused on guidance in teaching approaches and classroom management, followed by guidance in understanding the system requirements in their schools. Mentoring by the mentor through modelling was more prevalent than feedback given to encourage critical reflection, probably as a consequence of the mentors not fully understanding their roles. There was some evidence of the mentor and NT working collaboratively in the development of lesson planning. When feedback was given, it tended to be oral feedback given informally rather than written feedback given formally as part of a structured mentoring approach. The study discovered that the two schools did not have any policies on induction and mentoring and consequently there was no formal allocation of mentors, nor was there any evidence of mentor training which could have helped the mentors to understand the different conceptions and strategies of mentoring. The study also discovered the role that departmental workshops and the IQMS can play in the absence of formal induction and mentoring processes in schools. This points to the need to strengthen these processes so that they really become tools for mentoring in the ongoing professional development of teachers, rather than once off events.

REFERENCES

Ahn, R. (2014). How Japan supports novice teachers. *Educational Leadership,71*(8), 49-53.

Aspfor, J. & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: a qualitative meta-synthesis. *Teaching and Teacher Education*, *48*, 75-86.

Awaya, A., McEwan, H., Heyler, D., Linsky, S., Lum, D. & Wakukawa, P. (2003). Mentoring as a journey. *Teaching and Teacher Education, 19*(1), 45-56.

Badenhorst, J. & Badenhorst, B. (2011). What we have learned: student teachers' views on the quality of mentoring and teaching practice in township schools. *Journal for New Generation Sciences, 9*(2), 1-18.

Bell, J. S. (2002). Narrative inquiry: more than just telling stories. *TESOL Quarterly, 36*(2), 207-213.

Bertram, C. & Christiansen, I. (2014). *Understanding research. an introduction to* r*eading research*. Pretoria: Van Schaik Publishers.

Bird, L. & Hudson, P. (2015). Investigating a model of mentoring for effective teaching. *Journal of Teaching Effectiveness and Student Achievement, 2*(2), 11-21.

Botha, C. S. & Rens, J. (2018). Are they really ready, willing and able? Exploring reality shock in beginner teachers in South Africa. *South African Journal of Education, 38*(3).

Botha, R. (2011). The managerial role of the principal in promoting teacher professionalism in selected Eastern Cape schools. *Africa Education Review, 8*(3), 397-415.

Brenner, M. E. (2006). *Interviewing in educational research: handbook of complementary methods in education research*. Santa Barbara: University of California, 357-370.

Brodie, K. & Borko, H. (2016). *Professional learning communities in South African schools and teacher education programmes*. Cape Town: HSRC Press.

Cavanagh, S. (2006). Veterans come to the aid of novice teachers in the Alaska bush. *Education Week, 26*(8), 17.

Channa, L. A. (2017). Letter writing as a reflective practice: understanding the shuffling, shifting, and shaping. *Reflective Practice. International and Multidisciplinary Perspectives 18*(3), 1-28.

Clandinin, D. J. & Connelly, F. M. (2000). *Narrative inquiry: experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.

Clandinin, D. J. & Huber, J. (in press). (2010). Narrative inquiry. In B. McGaw, E. Baker & P. Peterson (Eds.). *International encyclopedia of education.* (3rd Eds.). New York: Elsevier.

Cohen, L., Manion, L. & Morrison, K. (2018). *Research methods in education.* (8th Ed.). London and New York: Routledge.

Coleman, M. (2003). Managing induction and mentoring. In T. Bush & D. Middlewood (Eds.). *Managing people in education*. London: Paul Chapman Publishing Ltd, 155-168.

Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* (4th ed.). Boston, MA: Pearson Education.

Dale-Jones, B. (2014). Wanted: help for new teachers. *Mail and Guardian*, 30 May, 1.

Dane, F. C. (1990). *Research methods.* California: Brooks/ Cole Publishing Company.

Davids, B. (2009). Education labour relations council. *The New Negotiator, 3*(1), 1-15.

Day, C. & Sachs, J. (2004). Professionalism performativity and empowerment: discourses in politics, policies and purposes of continuing. In C. Day & J. Sachs (Eds.). *International handbook on continuing professional development of teachers*. Maidenhead, UK: Open University press, 3-32.

DeClercq, F. (2013). Professionalism in South African education: the challenges of developing teachers' professional knowledge, practice, identity and voice. *Journal of Education, 57*, 31-54.

Department of Basic Education and Higher Education and Training (DBE & DHET). (2011). *Integrated strategic planning framework for teacher development in South Africa, 2011-2025*. Pretoria: DBE & DHET.

Department of Education (DoE). (1998). *Employment of Educators Act No. 76 of 1998*. Pretoria: Government Printing Works.

Department of Education (DoE). (2000). *Norms and Standards for Educators.* Pretoria: Government Printing Works.

Department of Education (DoE). (2005). *Teachers for the future: meeting teacher shortages to achieve education for all*. Pretoria: Government Printing Works.

Department of Higher Education and Training (DHET). (2015). *Minimum requirements for teacher education qualifications.* Pretoria: Government Printing Works.

De Waal, T. G. (2004). Curriculum 2005: challenges facing teachers in historically disadvantaged schools in Western Cape. M.Ed., University of Western Cape.

Devlin, L. (1995). The mentor. In D. Glover & G. Mardle. (Eds.). *The management of mentoring: policy issues.* London: Kogan Page Limited.

De Wet, C. (2016). The status of teaching as a profession in South Africa. *Education Policy, Reforms and School Leadership.14*(1), 143-149.

Dishena, R. N. (2014). Novice teachers' perceptions of school-based induction programmes at selected primary schools in Windhoek, Namibia. M.Ed., University of South Africa.

Dishena, R. & Mokoena, S. (2016). Novice teachers' experiences of induction in selected primary schools in Namibia. *Eurasian Journal of Educational Research, 66*, 335-354.

Du Plessis, E. C. (2013). Mentorship challenges in teaching practice of distance learning students. *The Independent Journal of Teaching and Learning, 8*(12), 33-43.

Education Labour Relations Council (ELRC). (2003). *Integrated quality management system (IQMS): collective agreement number 8*. Pretoria: ELRC.

Education Labour Relations Council (ELRC). (2014). *Quality management system (QMS) for school-based educators: collective agreement number 2*. Pretoria: ELRC.

Fairbanks, C. M., Freedman, D. & Kahn, C. (2000). The role of effective mentors in learning to teach. *Journal of Teacher Education, 5*(2), 102-112.

Feiman-Nemser, S. (2003). What new teachers need to learn? *Educational Leadership, 60*(8), 25-29.

Fowler, L. C. (2006). *A curriculum of difficulty: narrative research in education and the practice of teaching*. New York, NY: Peter Lang.

Fricke, I., Horak, E. Meyer, L. & Van Lingen, N. (2008). Lessons from a mathematics and science intervention programme in Tshwane Township Schools. *South African Journal of Higher Education, 22*(1), 64-77.

Gilles, C., Carrillo, L. T., Wang, Y., Stegall, J. & Bumgarner, B. Working with my mentor is like having a second brain/ hands/ feet/ eyes": Perceptions of Novice Teachers. *The English Journal 102* (3), 78-86.

Greiner, U., Hofmanna, F. & Katstaller, M. (2017). Perspectives on mentoring novice teachers. *Global Review, 4*(4), 1-4.

Griffiths, V. (2011). Career changers and fast-track induction: teacher perspectives on their early professional development. *Teacher Development*, *15*(1), 19-35.

Grossman, P. (1990). *The making of a teacher. Teacher knowledge and teacher education*. New York and London: Teacher College Press.

Harrel, M. C. & Bradley, M. A. (2009). *Data collection methods: semi-structured interviews and focus groups*. Rand National Defence Research Institute, Santa Monica. Retrieved from https://www.rand.org/pubs/technica.

Harris, J. (2002). The Correspondence Method as Data-gathering Technique in Qualitative Enquiry. *International Journal of Qualificative Methods 1 (*4), 1-9.

Hobson, A. J., Ashby, P., Malderez, A. & Tomlinson, P. D. (2009). Mentoring beginning teachers: what we know and what we don't. *Teaching and Teacher Education,25*, 207-216.

Hobson, L. D., Grant, V. & Harris, D. (2010). First year teachers' perceptions of retention and attrition factors: findings from a South-Eastern State study. *Chemistry,* (1)*,* 1-14.

Huber, J., Caine, V., Huber, M. & Steeves, P. (2013). Narrative inquiry as pedagogy in education: the extraordinary potential of living, telling, retelling and reliving stories of experience. *Review of Research in Education, 37,* 212-242. Retrieved from http://rre.aera.net November 4 2014.

Hudson, P. (2004). From generic to specific mentoring: a five-factor model for developing primary teachers' practices. In: Shilton, W. & Jeffrey, R. (Eds). *International Education Research Conference: Doing the Public Good: positioning Education Research. Australian Association for Research in Education, Melbourne Australia,* 1-10. Retrieved from www.discovery: https://www.aare.edu.au/ data/publication/2004/hud04076.pdf.

Iancu-Haddad, D. I. & Oplakta, I. (2009). Mentoring novice teachers: motives, processes and outcomes from the mentor's point of view. *The New Educator, 5*, (1),45-65.

Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: a critical review of the research. *Review of Education Research, 81* (2), 201-233.

Kadenge, E. (2021). A district beginner teacher induction initiative in South Africa: the pressure support contestation. *Perspectives in Education, 39* (3), 214-227.

Kelly, P. (2006). What is teacher learning? A socio-cultural perspective. *Oxford Review of Education, 32*(4), 505-519.

Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of in-service Education, 31*(2), 235-250.

Killeavy, M. (2006). Induction: a collective endeavour learning, teaching and leading. *Theory into Practice*, *45*(2), 168-176.

Koballa, T. R. Jr, Bradbury, L. U., Glynn, S. M. & Deaton, C. M. (2008). Conceptions of science teacher mentoring and mentoring practice in an alternative certification program. *Journal of Science Teacher Education, 19*, 391-411.

Korthagen, F. (2017). Inconvenient truths about teacher learning: towards professional development 3.0. *Teachers and Teaching: Theory and Practice, 23*(4), 387-405.

Kurtz, M. & Maurice, H. S. (2015). Teacher retention: why they stay? PhD., University of KwaZulu-Natal.

Kvale, S. & Brinkman, S. (2009). *Interviews: learning the craft of qualitative research interviewing*. Los Angeles. London. New Delhi. Singapore: Sage.

Kwan, T. & Lopez-Real, F. (2005). Mentors' perceptions of their roles in mentoring student teachers. *Asia-Pacific Journal of Teacher Education, 33*(3), 275-287.

Lave, J. & Wenger, E. (1991). *Situated learning-legitimate peripheral participation*. Cambridge: Cambridge University Press.

Lieberman, A. & Miller, R. (Eds.). (2008). *Teacher learning communities: improving teaching and learning*. New York: Teachers College Press.

Liu, C. H. & Mathews, R. (2005). Vygotsky's philosophy: constructivism and its criticisms examined. *International Education Journal, 6*(3), 386-399.

Long, J. (2009). Assisting beginning teachers and school communities to grow through extended and collaborative mentoring experiences. *Mentoring and Tutoring, 17*(4), 317-327.

Lortie, D. (1975). *Schoolteacher: a sociological study*. Chicago: University of Chicago Press.

Maree, K. (2007). *First steps in research*. Pretoria: Van Schaik.

McIntyre, D. & Hagger, H. (Eds.). (1996). *Mentors in schools developing the profession of teaching.* Great Britain: David Fulton Publishers.

Middlewood, D. (2003). Managing induction. In J. Lumby, D. Middlewood & E. Kaabwe (Eds.). *Managing human resources in South African schools*. London: The Commonwealth Secretariat, 81-95.

Moir, E. & Hanson, S. (2008). The new teacher center forum: developing a community of practice. In A. Lieberman & R. Miller (Eds). *Teacher professional communities: improving teaching and learning*. New York: Teachers College Press.

Moosa, M. & Rembach, L. (2018). Voices from the classroom: pre-service teachers' interactions with supervising teachers. *Perspectives in Education, 36*(1), 1-13. Retrieved from Doi: http://dx.doi.org/10.18820/2519593x/pie.v36i1.1.

Mukeredzi, T., Mthiyane, N., & Bertram, C. (2015). Becoming professionally qualified: the school-based mentoring experiences of part-time PGCE students. *South African Journal of Education, 35*(2), 1-9.

Mutemeri, J. & Chetty, R. (2011). An examination of university-school partnerships in South Africa. *South African Journal of Education, 31,* 505-517.

Naidoo, J. (2018). A narrative approach to study teachers and HIV & AIDS teaching. *Sage Research Methods Cases*, 1-19. Retrieved from Doi: http://dx.doi.org/ 10.4135/9781526436825 September 19, 2018.

Ncube, B., Mammen, K. J. & Molepo, J. M. (2012). Mismatch between policy implementation and ground realities: the case of science educator mentoring in South African Schools. *Anthropologist, 14*(6), 607-616.

National Foundation for the Improvement of Education (NFIE). (1999). *Establishing high-quality professional development: creating a teacher mentoring program*. Washington: NFIE.

Panke, D. (2018). *Research design and method selection.* Los Angeles. London. New Delhi. Singapore: Sage.

Petersen, N. (2017). The liminality of new foundation phase teachers: Transitioning from university into the teaching profession. *South African Journal of Education, 37*(2).

Phokerel, S. (2016). Narrative inquiry: a transformative method of researching lived stories of teachers. In S. K. Wagle, R. K. Dhakal, B. C. Luitel, S. Gautam, B. P. Pant & I. M. Rai (Eds.). *First International Conference on Transformative Education Research and Sustainable Development.* Dhulikhel, Nepal, October 21-23, 2016. Lalitpur, Nepal: Kathmandu University, pp. 28-44.

Pithouse-Morgan, K., Khau, M., Masing, L. & van de Ruit, C. (2012). Letters to those who dare feel: using reflective letter-writing to explore the emotionality of research. *International Journal of Qualitative methods, 11* (1), 40-56. Retrieved from http://ejournals.library.ualberta.ca/index.php/IJQM/article/view/8255.8.

Ramnarain, U. & Ramaila, S. (2012). Mentoring as a viable and sustainable form of professional development for physical science teachers. *Education as Change, 16*(2), 255-268.

Rudney, G. L. & Guillaume, A. M. (2003). *Maximum mentoring: an action guide for teacher trainers and cooperating teachers.* Thousand Oaks, California: Corwin Press, Inc.

Salmon, J. (2018). *Letters as data*. Retrieved from www.methodspace.com. SAGE publishing.

Samaras, A. & Sell, C. (2013). Please write: using critical friend letter writing in teacher research. *Teacher Education Quarterly, 40*(4) 93-109.

Sasser, A. H. (2018). *Novice Teacher's Perception of Mentoring and Teacher Retention.* Georgia: Southern University, Statesboro, GA.

Shank, M. E. (2005). Mentoring among high school teachers: a dynamic and reciprocal group process. *Mentoring and Tutoring*, *13*(1), 73-82.

Shalem, Y. & De Clercq, F. (2019). Teacher development and inequality in schools: do we now have a theory of change? In N. Spaull & J. D. Jansen (Eds.). *South African schooling: the enigma of inequality. A study of the present situation and future possibilities.* Switzerland: Springer Nature.

Silbert, P. & Verbeek, C. (2016). Partnerships in action: establishing a model of collaborative support to student and mentor teachers through a university school partnership. *Journal of Education, 64,* 111-136.

Smolik, J. M. (2010). Exploring a five-factor mentoring model within elementary science. PhD., University of Central Florida.

Spaull, N. (2013). *South Africa's education crisis: the quality of education in South Africa 1994-2011*. PLACE: Centre For Development & Enterprise, 1-65.

Republic of South Africa (RSA). (2000). *South African Council of Educators, Act No. 31 of 2000*, as amended by the *Education Laws Amendment Act, No. 31 of 2007* and the *Basic Education Laws Amendment Act, No. 15 of 2011*. Pretoria: Government Printers.

Republic of South Africa (RSA). (2007). *Education Laws Amendment Act, No. 31 of 2007*. Pretoria: Government Printers.

Republic of South Africa (RSA). (2011). *Basic Education Laws Amendment Act, No. 15 of 2011*. Pretoria: Government Printers.

Rhodes, C. & Beneicke, S. (2002). Coaching, mentoring and peer-networking: challenges for the management of teacher professional development in schools. *Journal of In-Service Education, 28*(2), 297-309.

South African Council of Educators (SACE). (2013). *Continuing professional teacher development.* Centurion: SACE.

South African Council of Educators (SACE). (2018). *Professional teaching standards*. Centurion: SACE.

Swart, M. (2013). On becoming a teacher. Novice teachers' experiences of early professional learning. PhD., University of KwaZulu-Natal.

Thanh, N. C. & Thanh, T. T. (2015). The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science, 1*(2), 24-27.

Tilley, D. (2002). *Finding support in ministry*. Cambridge: Groove Books.

Wong, H. (2004*). Producing educational leaders through induction programs*. Retrieved from http://www.google.co.za. November 15, 2009.

Xaba, M. I. (2003). Managing teacher turnover. *South African Journal of Education, 23*(4), 287-291.

Zepeda, S. J. & Ponticell, J. A. (1997). First year teachers at risk: a study of induction at three high schools. *The High School Journal, 81*(1), 8-21.

APPENDICES

APPENDIX 1: ETHICAL CLEARANCE

14 May 2020

Mrs Patience Annastasia Phumzile Miya (202001271)
School Of Education
Pietermaritzburg Campus

Dear Mrs Miya,

Protocol reference number: HSSREC/00001152/2020
Project title: Mentoring expectations and Experiences of Four Novice Teachers in Two Township High Schools in the Msunduzi Circuit
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 03 March 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

This approval is valid until 14 May 2021.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,

Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: http://research.ukzn.ac.za/Research-Ethics/

Founding Campuses: Edgewood · Howard College · Medical School · Pietermaritzburg · Westville

INSPIRING GREATNESS

APPENDIX 2: GATE KEEPER'S LETTER

Letter to Principal

1932 Zungu Road
Imbali
Pietermaritzburg
3201
27 November 2019

Dear Sir

My name is Patience Annastasia Phumzile Miya (Student No. 202001271) a Master of Education (MED) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. The title of my research study is: **Mentoring Expectations and Experiences of Novice Teachers in Two Township High Schools in Msunduzi Circuit**.

The aim and purpose of this research study is to examine if novice teachers expectations of mentoring are met, and the experiences of induction and mentoring they have had. I request your assistance in this research project by being granted permission to conduct my study in your school. This study is expected to use four participants who are novice teachers with one to three years teaching experience in your school and will involve the following procedures. Participants will be requested to write letters about their expectations and experiences as a data generation method. They will also participate in semi- structured interviews that are expected to last between 20 to 40 minutes at a time suitable to them which will not disturb teaching and learning. Follow-up interviews may be conducted if necessary. Each interview will be voice-recorded. The duration of their participation if they choose to participate and remain in the study is expected to be 4-6 weeks.

This study will not involve any risks and/or discomfort for the school and participants. Also, the study will not provide direct benefits for the school or participants.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

My contact number

Email: papmiya@gmail.com Cell: 0826440911

Supervisor

Ms Jane Pennefather Email address: [illegible] Telephone 033 260 5867

UKZN Research Office

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [illegible]

Participation in this research study is voluntary and participants may withdraw participation at any point. In the event of refusal/withdrawal of participation the participants will not be penalised. There are no consequences for participants who withdraw from the study.

No costs will be incurred by participants as a result of participation in the study and there are no incentives or reimbursements for participation in the study.

All names of schools and participants will be changed and pseudonyms will be used so that schools and participants remain anonymous. Information provided by participants will remain confidential and will not be shared with anyone else. Data generated through letter writing and/ or semi-structured interviews will be stored in my supervisor's office, at the School of Education, Pietermaritzburg campus for five years, and thereafter be destroyed.

Thank you for your cooperation.

Yours in Education

Phumzile Miya

DECLARATION OF CONSENT

I____ (Full names of the school principal) have been informed about the study entitled: Mentoring Expectations and Experiences of Novice Teachers in Two Township High Schools in Msunduzi Circuit by Patience Annastasia Phumzile Miya.

I understand the purpose and procedures of the study.

____________________ ____________________

SIGNATURE OF PRINCIPAL DATE

APPENDIX 3: LETTER OF CONSENT

Letter to Participant

1932 Zungu Road

Imbali

Pietermaritzburg

3201

27 November 2019

Dear Sir/Madam

REQUEST FOR PARTICIPATION IN RESEARCH PROJECT

My name is Patience Annastasia Phumzile Miya (Student No. 202001271) a Master of Education (MED) student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg campus). As part of the requirement for this degree, I am required to conduct a research project. I request your assistance in this research project. I request your participation in this research study. The tittle of my study is: **"Mentoring Expectations and Experiences of Novice Teachers in Two Township High Schools in Msunduzi Circuit"**.

The aim and purpose of this research study is to examine if novice teachers expectations of mentoring are met and the experiences of induction and mentoring they have had. This study is expected to use four participants who are novice teachers with one to three years teaching experience and will involve the following procedures. Participants, novice teachers will be requested to write letters about their expectations and experiences as a data generation method. Participants will also be required to participate in semi- structured interviews that are expected to last between 20 to 40 minutes at a time suitable to them which will not disturb teaching and learning. Follow-up interviews may be conducted if necessary. Each interview will be voice-recorded. The duration of their participation if they choose to participate and remain in the study is expected to be 4-6 weeks.

This study will not involve any risks and/or discomfort to participants. Also, the study will not provide direct benefits for novice teachers.

In the event of any problems or concerns/questions you may contact me, my supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details are as follows:

My contact number

Email: papmiya@gmail.com   Cell: 0826440911

Supervisor

My supervisor is Ms Jane Pennefather who is located at the School of Education, Pietermaritzburg campus of University of KwaZulu-Natal.

Telephone 033 260 5867, Email address: pennefatherj@ukzn.ac.za

UKZN Research Office

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research study is voluntary and participants(novice teachers) may withdraw participation at any point. In the event of refusal/withdrawal of participation, participants will not be penalised. There are no consequences for participants if they withdraw from the study.

No costs will be incurred by participants as a result of participation in the study and there are no incentives or reimbursements for participation in the study.

All names of schools and participants will be changed and pseudonyms will be used so that schools and participants remain anonymous. Information provided by novice teachers will remain confidential and will not be shared with anyone else. Data generated through letter writing and semi-structured interviews will be stored in my supervisor's office, at the School of Education, Pietermaritzburg campus for five years, and thereafter be destroyed.

Thank you for your cooperation.

Yours in Education

Phumzile Miya

DECLARATION OF CONSENT

I, ____ (Name of participant) have been informed about the study entitled: Mentoring expectations and Experiences of Novice Teachers in Two Township High Schools in Msunduzi Circuit by Patience Annastasia Phumzile Miya.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 0826440911.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to: (Please circle response)

Letter writing	YES / NO
Audio-record my interview	YES / NO

____________________ ____________________

Signature of Participant Date

APPENDIX 4: SEMI-STRUCTURED INTERVIEW SCHEDULE

INTERVIEW SCHEDULE

The focus of this study is the mentoring expectations and experiences of novice teachers in their first three years of teaching in Township High Schools.

Research questions:

1. What are novice teachers expectations and experiences of induction and mentoring?

2. How do novice teachers understand the role of mentors?

3. What strategies do mentors employ in mentoring novice teachers?

Initial interview questions

1. Why did you choose teaching as a profession?
2. What qualifications do you possess and how long have you been teaching?
3. When were you appointed as a teacher? How long have you taught?
4. Do you enjoy being in the teaching profession? Please explain.
5. How would you describe mentoring you received while doing teaching practice? Did it help in preparing you for the teaching profession?
6. What do you think induction and mentoring of you as a novice teacher entails? (Please explain how it differs from mentoring you received as a student teacher).
7. What would you like to gain from this mentoring experience?
8. What are your expectations of the mentoring relationship with your mentor?

Second interview questions

Personal Attributes

1. What type of characteristics do you think a good teacher and mentor should display?
2. In your view, can these characteristics be learnt?
3. Was your mentor easy to talk to? Elaborate further.
4. Do you get assistance that you need from your mentor?

Role of the Mentor

1. How would you describe your relationship with your mentor?
2. What are your mentors strengths and shortcomings (weaknesses) ?
3. Has your understanding of the role of a mentor changed in any way?

Systems Requirements

1. Which school policies, subject policies, curriculum requirements and learner safety issues have you discussed with your mentor?
2. How were you inducted to these policies? (Elaborate, e.g explanation or gone through documents of policies, how often did you go through them).
3. Are there other policies that you think you still need to know about? (Explain)

Pedagogical Knowledge

1. Were you given the opportunity to work with your mentor in lesson preparation? Describe the process.
2. What classroom management strategies for teaching your subjects have you learnt?

3. What teaching strategies have you mastered in your collaboration with your mentor? Are there other strategies you think you still need to work on? Explain.
4. What mentoring strategies did your mentor apply in helping you to master different ways of presenting specific content topics ?

Modelling

1. How often did you watch your mentor teach a class?
2. What do you think you learnt from this experience? (Probe: Was it classroom management techniques, content knowledge ; how to teach a specific topic).

Feedback

1. What do you think is the purpose of getting feedback after being observed by your mentor teaching a lesson or doing extra -curricular activities with learners?
2. What kinds of feedback have you been given concerning your teaching generally and specifically for your subjects? How soon is it given?
3. What kind of feedback did you find useful?
4. What have you learnt or benefitted from the experience of being mentored**?**

General Questions

1. How often do you interact with your mentor?
2. What other challenges have you encountered in your first year of teaching which were a reality shock? (Those you didn't expect).

How would you describe the mentoring experience you have had with your mentor? Were your needs as a novice teacher met?

APPENDIX 5: LETTER WRITING INSTRUMENT

The focus of the study is the mentoring expectations and experiences of novice teachers in their first three years of teaching in township high schools.

Research questions

1. What are novice teachers' expectations and experiences of mentoring?
2. How do novice teachers understand the role of mentors?
3. What strategies do mentors employ in mentoring novice teachers?
4. Participants will be asked to write two sets of letters to a mentor and to another novice teacher, but these letters will not be given to the mentor or another novice teacher. They will be given to the researcher as research tools.

First letters

At the beginning of the data collection process, each novice teacher will be asked to write a letter to his/her mentor about the expectations the novice teacher has of the mentoring process. In their letters they will be encouraged to respond to the following four questions on mentoring:

1. What are your expectations of your relationship with your mentor?
2. What characteristics do you think a good mentor should portray?
3. What do you expect to learn from this mentoring experience?
4. What are your understandings of the role of the mentor?
5. What strategies do you think your mentor will apply in your induction and mentoring process?

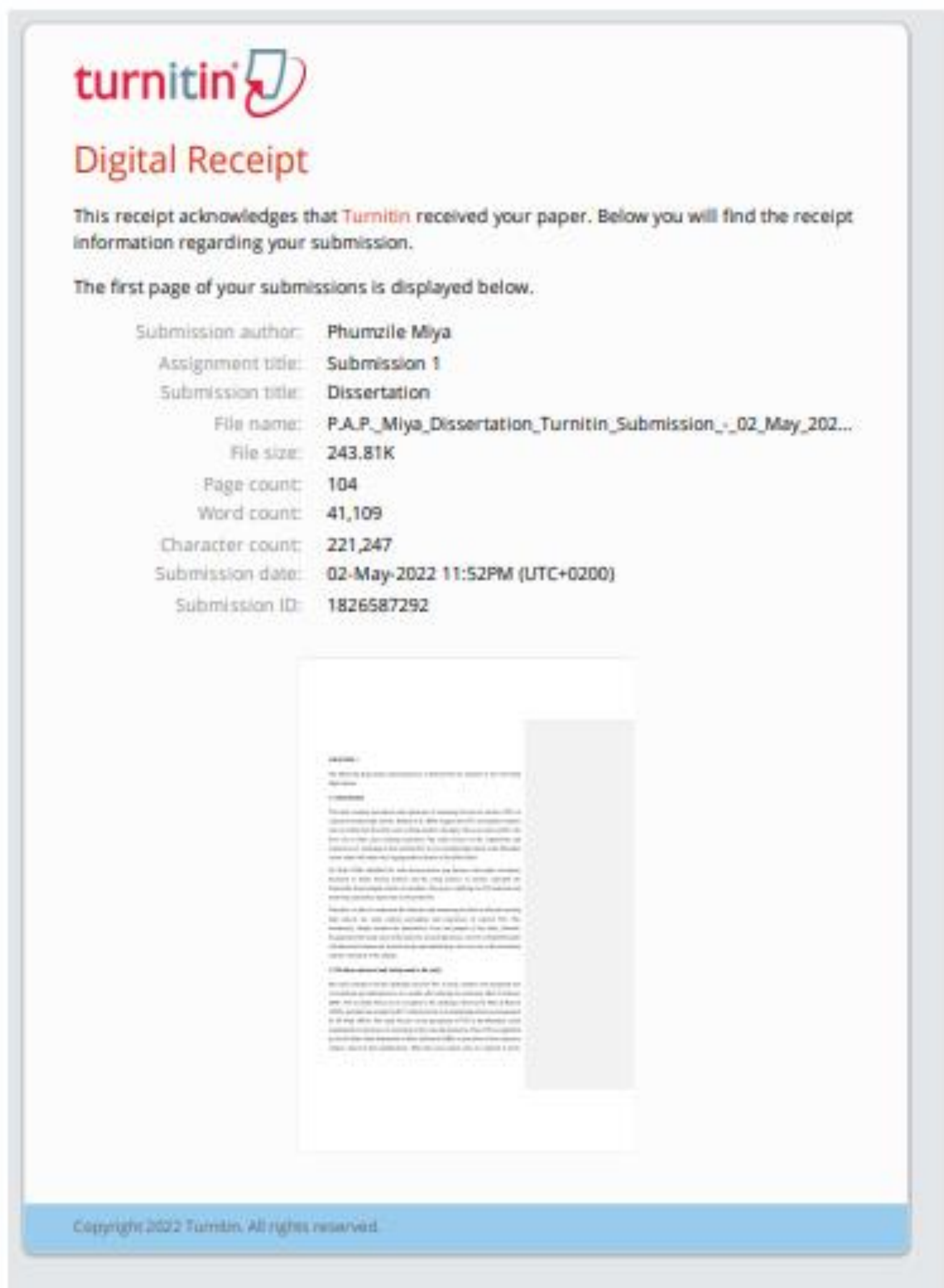
Second letters

After conducting semi-structured interviews, participants will be asked to write letters to another novice teacher telling him/her about their experiences of mentoring. In these letters participants will respond to the following questions:

1. How would you describe your relationship with your mentor?
2. Has your experience of mentoring changed your understanding of a mentor's role? Elaborate.
3. What have you learnt from the mentoring experience you had with your mentor?

4. What strategies did your mentor employ during the mentoring process on system/policy requirements and pedagogical knowledge?
5. Did you get the help you needed from your mentor?
6. Was feedback provided during the mentoring process? How was it given?

APPENDIX 6: TURNITIN CERTIFICATE


turnitin

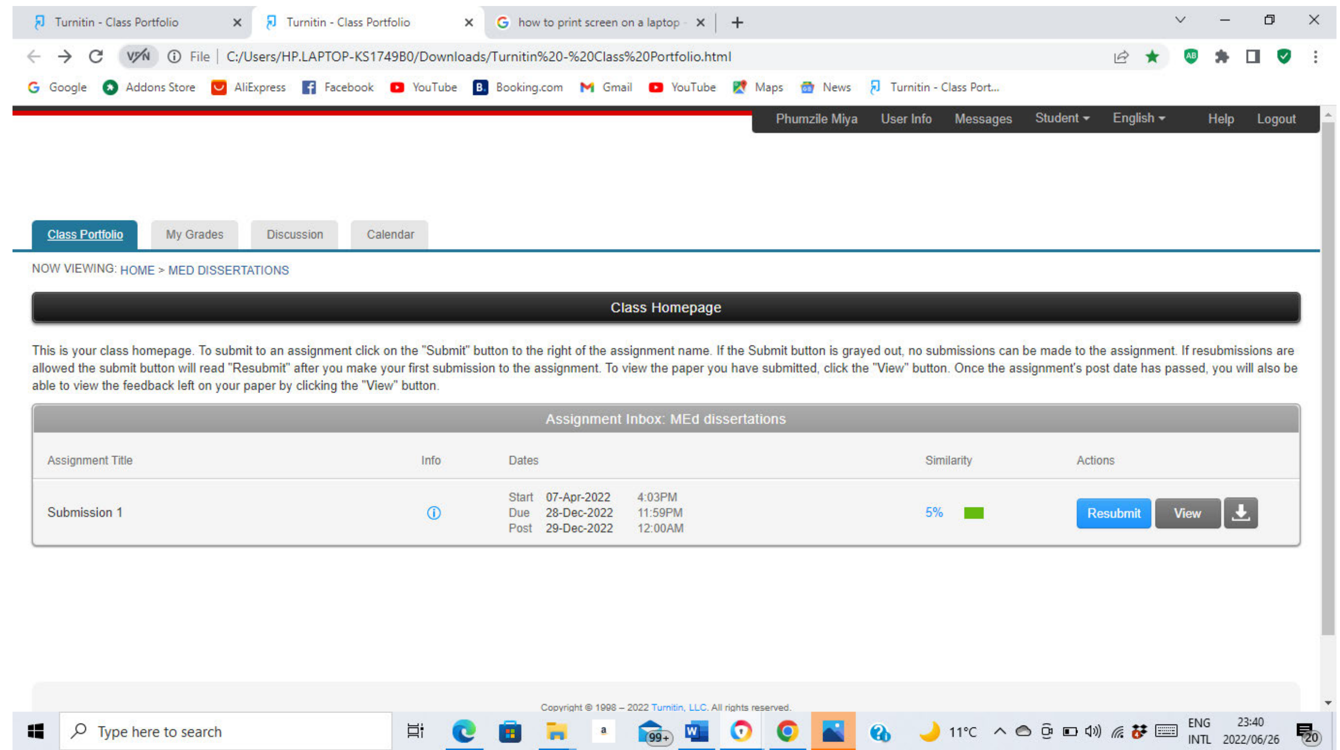
Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Phumzile Miya
Assignment title:	Submission 1
Submission title:	Dissertation
File name:	P.A.P._Miya_Dissertation_Turnitin_Submission_-_02_May_202...
File size:	243.81K
Page count:	104
Word count:	41,109
Character count:	221,247
Submission date:	02-May-2022 11:52PM (UTC+0200)
Submission ID:	1826587292

Copyright 2022 Turnitin. All rights reserved.


Turnitin - Class Portfolio
Turnitin - Class Portfolio
how to print screen on a laptop
C:/Users/HP.LAPTOP-KS1749B0/Downloads/Turnitin%20-%20Class%20Portfolio.html
Phumzile Miya
User Info
Messages
Student
English
Help
Logout
Class Portfolio
My Grades
Discussion
Calendar
NOW VIEWING: HOME > MED DISSERTATIONS
Class Homepage
This is your class homepage. To submit to an assignment click on the "Submit" button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read "Resubmit" after you make your first submission to the assignment. To view the paper you have submitted, click the "View" button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the "View" button.
Assignment Inbox: MEd dissertations
Assignment Title
Info
Dates
Similarity
Actions
Submission 1
Start 07-Apr-2022 4:03PM
Due 28-Dec-2022 11:59PM
Post 29-Dec-2022 12:00AM
5%
Resubmit
View
Copyright © 1998 – 2022 Turnitin, LLC. All rights reserved.
Type here to search
11°C
ENG
INTL
23:40
2022/06/26

APPENDIX 7: EDITOR'S LETTER

Pauline Fogg
54 Grundel Road
Carrington Heights
Durban
4001
074 782 5234

11 June 2022

Letter of Editing

This report serves to state that the dissertation submitted by Patience Annastasia Phumzile Miya titled 'The Mentoring Expectations and Experiences of Four Novice Teachers in Two Township High Schools in the Msunduzi Circuit' has been edited.

The dissertation was edited for errors in syntax, grammar, punctuation and the in-text referencing system used.

The edit will be regarded as complete once the necessary changes have been effected and all of the comments addressed.

Thank-you for your business.

Pauline Fogg