

An investigation into the Management of Induction and
Mentoring at a private College in North Durban,
KwaZulu-Natal.

By
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DECLARATION

I hereby declare that this dissertation is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'Abdul Latiff Jogie', is written over a horizontal dotted line.

Abdul Latiff Jogie
Durban, November 2004

STATEMENT BY SUPERVISOR

This dissertation is submitted with/without
my approval

A handwritten signature in dark ink, appearing to read 'M. Thurlow', is written over a horizontal dotted line.

Professor M. Thurlow

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ABSTRACT

The broad theme of this investigation is Human Resource Management (HRM) in education. It has been widely publicised both in the media and other areas that the salary bill for state paid educators represents the major area of expenditure. More than ninety percent of the education budget at Al-Fallah is spent on salary bill. It therefore becomes necessary to ensure that, newly appointed educators and those appointed into promotion posts who are earning these salaries do justice in their jobs and produce the goods. School management teams have to ensure that these newcomers settle into their new jobs as quickly as possible.

It is therefore important that the educators who are the most expensive assert in the school, are managed effectively. Induction and mentoring should not be optional. Failure to provide staff induction can result in long-term problems for both employers and employees. All newly recruited, promoted or transferred staff need an induction programme which takes account of their particular circumstances.

Using a variety of approaches will stimulate interest and help to satisfy the different learning needs of individuals. Communication, as always is of paramount importance, thus regular opportunities for feedback and discussion should form an integral part of the programme.

This project has attempted to investigate the management of induction and mentoring, at a school in north of Durban. It has been found that no formal programmes of induction and mentoring exist at the school. It is therefore recommended that the management together with, and in consultation with staff members, draw up and implement policy on induction and mentoring.

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Data Response

Educators total years of teaching experience

Experience of Heads of Department as managers

Educators teaching experience at Al-Falaah

Percentage exposed to a tour and the tour guide

Frequency of mentees receiving support from
mentors

Frequency of support given to mentees by mentors

LIST OF ABBREVIATIONS

COTEP	Committee on Teacher Education Policy
DAS	Developmental Appraisal System
DES	Department of Education and Science
DOE	Department of Education
ELRC	Education Labour Relations Council
HOD	Head of Department
HRM	Human Resource Management
NQT	Newly Qualified Teacher
OBE	Outcomes Based Education
PPN	Post Provisioning Norm
AFC	Al Falaah College
R&R	Rationalisation and Redeployment
SMT	School Management Team
UTE	Unprotected Temporary Educator

CHAPTER 1

Introduction

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

South Africa has committed itself to fundamental transformation of its social institutions and values which underpin and shape them, and this commitment finds its clearest expression in the country's new Constitution (Republic of South Africa 1996a), as well as a variety of policies and emerging legislation.

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

The simple notion of understanding where we come from with our education system could be used as an introduction to this debate. We come from structures that have been rigged with bureaucracy with decision and curricular planned by top officials and not the people at lower levels. Educators, parents, members of communities had very little or nothing to do with what had to be learned in the classrooms.

Changing South Africa's education and training system is only possible if there is harmony between the vision for transformation and the day-to-day realities of those working in the system.

Consequently, the harmony required for transformation is absent. The past education management and education development practices are hampering the desired transformation process.

However, at present, there appears to be no regulated, formal requirement in South Africa, relating to the critical processes of induction (managing to give people the best possible start) and mentoring (giving the best kind of support). The absence of formal directives related to these processes in relation to the underlying purpose of human resource management. In this connection, O'Neill et al., (1994: 41) have argued that 'even

where there are no formal procedures, management principles need to be applied to every aspect of performance'. The extension of this argument is that everyone is in need of induction and mentoring, even if there is no formal requirement for these.

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

It is in the context, that this project attempts an investigation, into the situation related to induction and mentoring in a private school in the North Durban Region of the KwaZulu-Natal Department of Education and Culture. A-Falaah College is the Case Study school.

Al-Fallah College is a private institution with an Islamic ethos, offering both secular and Islamic education. The College opened in 1991 and has a current pupil enrolment of 786 learners. The school is based in Springfield, Durban and falls within the North Durban Region of the KwaZulu-Natal

Department of Education and Culture. The College is one of the two Muslim schools in the North Durban Region. The staff complement of thirty-eight (38) includes the Principals, Primary and High schools, one Deputy Principal and three Heads of Department. Thirty (30) Educators and four (4) Support staff members.

The underlying intention is to explore the current situation and to assess the extent and quality of staff experiences which might be related to induction and mentoring processes and, based on the findings, to make workable recommendations for the more effective planning and management of the processes.

The topic of this study is therefore: **An Investigation into the Management of Induction and Mentoring in a Private School, North Durban Region, KwaZulu-Natal Department of Education and Culture.**

Aims and Purposes of the Project

The aim of this project is to critically assess current procedures and practice in light of the literature on good practice, and also identify practical solutions, if any, to the implementation problems identified.

We look at the context of effective human resource management and what the purposes of induction and mentoring are with focus on the best practices in the management of these processes.

Another important aim is to establish what provision, either formally or informally, is made in the College for induction and mentoring.

Educators are an important asset in any institution and the need arises to discover what their experiences have been with regard to the quality of the induction and mentoring processes. As important, is what they believe is appropriate to make these processes more effective.

Educators have needs which need to be addressed. It needs to be established what recommendations for policy development can be made and how the management can be improved.

Research Methods

Introduction

It has to be emphasised that in the absence of formal procedures, management principles need to be applied to every aspect of people performance. It can be argued that everyone requires induction and mentoring, even if there is no formal scheme. Coleman, 1997, p.155 suggests that this process of induction should be assisted by a degree of formal or informal mentoring by one or more people who are given or take, the responsibility for such initiation.

The research proposal deals with these very important questions:

Research question one which deals with the best practices of induction and mentoring was answered by using Jan I. Mitroff 2000:63. Here he states that regardless of its size or structure, the quality of any service can be directly affected by the quality of the working relationships enjoyed by those providing it. Bad feelings in the workroom have a tendency to spill over into the public face of the teaching fraternity. However, good teamwork and mutual support do not necessarily come automatically to everyone, but they have to be built up and developed. Using the educators to work in teams and

using the induction and mentoring resources available, evidence of good practice, was extracted and noted for use in the formulation process. Also effective here is Peter Jonlinson in *Understanding Mentoring* (1995) where he refers to the process of gradual but flexible “scaffolding” that is support which can be provided but generally removed as the educator becomes independently capable. He mentions that “We’re the coaches, as well as the assessors of the practitioners, and its up to us to calibrate what they are ready for and what they can handle”. Thus the study of the literature has provided an answer to this question.

Question two which concerns the provision of an induction and mentoring programme was answered by Coleman, 1997, p.155 where he suggests that this process of induction should be assisted by a degree of formal or informal mentoring by one or more people who are given, or take, the responsibility for such initiation. Coleman, (op. cit) says that induction and mentoring are the significant aspects of the development of people in schools, related ultimately to quality, commitment and performance, thus the best practice would require that they are planned and managed professionally. Thus the literature and analysis of documentation related to

induction and mentoring was used to answer this question.

The third question deals with the opinions of educators with regards to the quality of the induction and mentoring processes. The question was addressed by the use of questionnaires, given to the educators. Key issues raised at a meeting with the educators (by permission of the Principal) and specific literature on induction and mentoring were used in the construction of the questionnaire. The questions were either limited response choice or open-ended. The option of follow-up interviews would be used if further clarification was necessary. Here the importance of the line manager is emphasised and the human resources management paradigm is currently the prevailing one in the contemporary education management literature, and is clearly defined and discussed, in Bush and Middlewood (1997) and Thurlow (2202).

The fourth question relates to the future action by the school. Glaser (1963:519-521) mentions that behavioural patterns and achievement can be defined as the assessment of terminal or criterion behaviour. This behaviour involves the determination of the characteristics of educators' performance with respects to

specified standards. Thus customised, individuals responses to intervention are advocated where the focus is on positive motivation rather than negative control and the process is more important than standardised procedure. Maslows hierarchy of needs and of course, determinism may explain influences on educator behaviour and in some cases that of even management . The need will determine the behavioural pattern where events have courses and are determined by circumstances. Mc Clelland (1977) indicates that by placing a high value on the orientation of achievement and teaching (attitudes, skills and habits) might develop a high need to achieve. Thus induction and mentoring processes should be directed towards the achievement of these goals. The literature together with the findings of the interviews and the current documents on induction and mentoring will be used to answer this question. The two paradigms of concern are that of human resources management where actions are measured against the strategic objectives of the organization as a whole.

Research Questions:

There are many sound reasons why staff induction is important but, above all, it provides an early opportunity to establish a positive relationship between employee and

employer. (Julie Parry 1993: pl) The research wants to find out what the purposes of the induction and mentoring programme are , given the context of effective human resource management and what is seen to be the “best practices in the management of these processes.

It also hopes to discover what provisions, either formally or informally has been made at the college for induction and mentoring.

The research looks at the educators and tries to discover what the experiences of the educators with regards to quality of the induction and mentoring process have been and what would have to be done to make these processes effective.

In this research project we also want to discover what educators believe should be addressed and how the development of the policy could be instituted and managed properly.

Population:

With the permission of the principal, an appointment was made to meet with the 30 educators. The reason for the research study was explained and discussed in detail. Educators were allowed to participate in the discussion and the principal and his management team together with his

secretaries played important functions. These meetings which took place over four afternoons (4 x 30) to discuss the questionnaire. The questionnaire was directed so that the research questions could be answered as best as possible. There was thus no sample, as all staff members were obliged to render the necessary information. Staff realized that their contribution at the meeting would lead to the development of a proper, ownership, induction and mentoring policy document.

Once all educators and managers including the secretaries, had a thorough knowledge of the questionnaire content, the questionnaires were given to the staff members (*Annexure 2.4*). The questions were discussed to obviate any uncertainty.

Access:

Initially a letter was written to the principal requesting permission to do the research study: (Appendix A4) He did not respond to the letter and an appointment was made to meet with him. He was rather apprehensive at the beginning, possibly because he knew that no induction or mentoring programme was in place at the school

Once he realized that my purpose was not to point fingers but to provide opportunity for growth with all stakeholders empowered with participation and contribution, he was

pleased to be part of the initiation of this development programme. The interview with the principal took place in his office and his responses to his questionnaire were (A4) recorded. It was here that the letter to the educators seeking their permission was signed and given to the researcher. Annexure A.1.1. The letter to the educators seeking their permission to do the study (Appendix A.2) was handed to the principal. The staff representative was called in and a signature was attached to the letter granting permission.

Response Rate:

A time frame of 5 days was attached to the questionnaire. The questionnaires were given to a staff member (who had offered to do the collection) within 3 days. These were collected from the school and the staff and management thanked for their efforts. A 30 out of 30 (100%) response was achieved.

Piloting:

The piloting of the questionnaire was done at another school. Three members of staff assisted in the formulation of the format and content. The response was tremendous as the learner representative came on board and wanted an induction and mentoring programme for new learners. This was encouraging and tasks were given to introduce the study.

Limitations of the Study

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

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

Within this limitation, the writer will attempt to determine the extent of 'official' intention related to the processes, and will investigate the perceptions of educators regarding their experiences and suggestions relevant to the processes. It is also hoped that this investigation will offer concrete suggestions on how the management of the processes might be managed more effectively, considering that, while certain aspects of good management are likely to be generic for all schools, the management of induction and mentoring must

also take into account the specific context and culture of any given school.

Furthermore the following should be noted:

- There is a general shortage of relevant literature on the management on induction and mentoring in the South African context;
- This study is confined to one private school in North Durban Region of the KwaZulu-Natal Department of Education and Culture and no attempt is made to compare the management of induction and mentoring to other schools in the same area or in the rest of the province or country.

Method of Study

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

Structure of the Study

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

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

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

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

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

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

Conclusion

This chapter provided an overview of the whole project.

The management of human resources and the formulation of induction and mentoring programmes received attention.

The aims and purposes of the project, together with the key research questions were highlighted and discussed in the hope of finding workable solutions.

Other areas of concern, like, population, access, response rate and piloting were dealt with in detail.

The following chapter will focus on induction.

CHAPTER 2

Induction

Introduction

In this chapter, a review of sources consulted on the induction of newly qualified educators as well as experienced educators transferred or promoted to new schools, will be given. In this and the following chapters the term educator and teacher will be used interchangeably because of the more modern use of educator as suggested by the Department of Education. If one or the other is used it means the same. The main focus in this chapter will be on the following aspects:

- What is meant by induction?
- The purpose of induction.
- Who is involved in induction?
- Problems encountered by newly appointed educators.
- Managing the induction process.
- Conclusion.

What is meant by Induction?

The term induction is derived from the Latin word 'inducere' which means 'to guide into' (Fowler and Fowler, 1990: 603). The induction phase is a 'formal phase where the beginner is introduced and guided into the practice of teaching' (Cole and McNay, 1988: 5). They argue that the aim of is to 'facilitate the change from student (in the case of newly qualified educators) to teachers' thus ensuring that the 'novice not only survives the rigours of the first year but moves to more advanced, effective and professional activities' (ibid.).

The importance of staff induction:

Julie Parry (1993: 1) (Induction – Library Training Guide) is of the opinion that:

'Staff induction, or orientation as it is sometimes known, is the process by which an organisation helps its employees to settle in to a new job. The purpose is to enable new staff to become effective within the organisation both smoothly and swiftly. Induction involves introducing people to their colleagues and their new surroundings as well as providing information and training. A systematic and well-paced induction programme can significantly alleviate the stress that is natural to anyone embarking on a new stage in their career'.

Reasons for induction:

Julie Parry (1993) once again mentions that there are several reasons for induction. She proceeds by saying that:

‘There are many sound reasons why staff induction is important but, above all, it provides an early opportunity to establish a positive relationship between employee and employer. First impressions are often the most lasting, so the way in which new or promoted employees are treated by the organisation may well have a significant impact upon their attitude and performance for many years to come. If managers and supervisors fail to use this formative stage to promote corporate values the informal grapevine will almost certainly do the job for them. If this is allowed to happen the end result could be somewhat confused or inaccurate version of the truth, possibly distorted by minority viewpoints.’

Middlewood (2002: 120) is of the view that induction is essentially the process by which a newly appointed person is initiated into the job and the organisation. In the case of the beginner educators, it is clearly an invitation into the teaching profession. Without doubt, effective induction practices means ‘never having to say you’re sorry you got the damned job’ but most importantly, ‘... they also provide a foundation for a

career where learning and development are considered to be on-going' (Early and Kinder, 1994: 143).

Rebore (1997: 128) describes induction as 'the process designed to acquaint newly employed individuals with the community, the school district, and with their colleagues'. He states further that 'reassigned colleagues need to be acquainted with their new school, programme and colleagues'.

Some writers (Coleman, 1997; Drucker, 1998; Emerson and Goddard, 1993; and O'Neill, 1994) support this view when they state that induction may 'frequently be associated with young, newly qualified entrants to the profession, all new recruits to a school ...(who) may expect some brief, general programme of induction'. Placement and induction should therefore not be viewed as one-time task but rather as an ongoing process.

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

post in a new school or new responsibility in the same school' (Emerson and Goddard, 1993: 89).

The Purpose of Induction

Once the employee has been hired, there ensues a period in which he or she learns the ropes, learns how to get along in the organisation, how to work, how to fit in, how to master the particulars of the job, and so on. It is important that the activities, which make up this component, are seen as part of a total process with long-range consequences for the attitude of the new incumbent. Petersen et al., (19979: 23) allude to the foregoing by indicating that '... the goal of these processes should be able to facilitate the employees becoming productive and useful members of the organisation both in the short term and in terms of long range potential'.

Regardless of its size or structure, the quality of any service can be directly affected by the quality of the working relationships enjoyed by those providing it. Bad feelings in the workroom have a tendency to spill over into the public face of the company. However, good teamwork and mutual support do not necessarily come automatically to everyone but have to be built up and developed. Of course, some people are able to slip effortless into new roles and most eventually manage to build

sound relationships with their colleagues. However, the problems of learning to work together productively can be considerable alleviated by an induction programme which pays careful attention to the principles of effective team buildings. Explanations about communication channels and staff structures may also help new recruits develop a sense of how and where they fit into the organisation as a whole.

Existing staff may be apprehensive about the arrival of newcomers and any ensuing changes to their team and establish working patterns. The speed with which a new colleague is accepted into a group may be directly linked to the amount of involvement the other members have in the whole recruitment and induction process. A warm welcome is more likely to be extended by the rest of the team if they know exactly what the newcomer will be contributing to their efforts and have had some input into discussions about the qualities needed for the post. Many writers (Drucker, 1988; Emerson and Goddard, 1993; and O' Neil, 1994) are in agreement when they state that for new staff members to be effective in their jobs, they need to be inducted into their new post. This serves to enhance the performance of the new staff member and in the long term will benefit the learner and the school.

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

- Easing the transition from college or university to school.

- Promoting the initial professional development of the teacher.
- Ensuring that appropriate skills and work habits are
- acquired at a crucial, formative stage in the teacher's career.
- Developing professional attitudes towards teaching.
- Reducing the dropout rate through providing appropriate support during a potentially troubling time and thereby increasing job satisfaction (Calderhead, 1992, 1991:17).

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

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

In order for a newcomer to become a fully effective member of a school as quickly and easily as possible. Coleman (1997:156) advises that the new recruit will need basic information about the school...the people in it and routine and procedures They will need to develop their skills and competencies in the job and they should grow in their understanding of the ethos and culture of the institution (ibid). O'Neil et al., (1994:68) sums

up the purposes of induction in schools as 'socialising, achieving competence and exposure to institutional culture'.

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

There are two principal reasons for evaluating training. Firstly, to analyse the benefits resulting from the investment of resources and, secondly, to assess the effectiveness with which stated aims and objectives have been met. In measuring effectiveness, both the success of the induction programme itself and the programme evolves and develops over time should be in response to weakness or problems identified during the evaluative stage of the cycle. The gathering of evaluative information should be ongoing and a variety of methods may be employed.

Socialisation

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

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

Achieving competence

The implication for the management of schools according to O'Neil at al., (1994:68) is that, firstly, the influence, reactions and attitudes of colleagues, managers and other employees have a significant impact on the success or failure of the induction.

Secondly, the performance of the inductee, and thereby the performance of the organisation, will be affected by the success of that induction.

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

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

Exposure to institutional culture

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

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

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

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

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

Julie Parry (1993) looks at the preparation with regards to induction. She also categorises people.

Different categories of people

Part-time employees

It is as important to provide induction training the part-time staff as it is for those who work full-time. However, the logistic of providing induction can be problematical, especially for staff whose working hours fall outside normal office hours. If it can be avoided, staff should not be expected to attend any training courses in their own time. If essential training has to be conducted outside contracted hours a considerate and understanding approach should be adopted. Any

arrangements must be agreeable to both parties as part-time staff may have other important commitments, such as childcare. It may be tempting to assume that staff who work part-time have less need of a full induction programme than others. It is, therefore, just as important that this category of staff are as highly trained in providing a quality services as those who do so during the rest of the day.

Returners

Returning to work after a break may include those who have had family responsibilities or those who have been unemployed. In either case confidence building will probably form an important part of induction. Most people will find that the skills they learned years ago have become outdated. Technology changes rapidly and schools now tend to be computer-intensive places. It is often the case that a fear of technology is rooted in lack of confidence rather than lack of ability. A training programme which is carefully paced and delivered sympathetically will go a long way towards overcoming initial worries about using computer systems. For those returning to work it may be desirable for a significant amount of initial training to take place behind the scenes where hesitancy and mistakes will be less obvious to users and colleagues. Particular attention should also be paid to the social aspects of the workplace. The long-term unemployed may feel sensitive about their background and find the

informal exchanges that go on during breaks more of a strain than the work itself. It may be helpful to find ways in which to ease the newcomer gently into situations which they might find personally very trying.

School-leavers

Whilst still at school, students are increasingly able to gain work experience which may give them a useful insight into the way that businesses and offices are organized and run. However, work experience differs from the real thing in both duration and intensity. School-leavers may find some initial difficulty in adjusting to the requirements of a job that signifies a serious commitment rather than an interesting change from school. Building relationships with others may need special attention. If the majority of staff are much older than the newcomer it may be difficult to establish any common ground upon which to develop positive relationships. On the other hand, if a number of young people find themselves working together they may be tempted to put it to good use rather than letting it get out of hand. School-leavers will probably need a comprehensive training programme which focuses on the full range of skills necessary. It is less likely that they will arrive with a set of transferable skills than someone who has received training in other types of services or business. Nevertheless, in a supportive atmosphere, where even inexperienced staff is valued, it can be very rewarding to see

school-leavers flourish and develop[into valued members of the workforce.

Ethnic minorities

When providing induction for staff with different cultural, language or religious background particular attention must be paid to the skills and attitudes of the managers and supervisors who will be providing the training. They must not only be aware of the existence of any equal opportunities policies but be able to put them into practice. Special training may be necessary to ensure that trainers are well equipped to deal with issues relating to equal opportunities. New staff must be given the opportunity to explain any special requirements and efforts made to meet their needs. Other colleagues also need to be aware of any particular arrangements which have been made and why they are necessary. Careful preparation is the key to success. Without it, existing staff may feel confused or resentful about allowances which have been made on religious or cultural grounds. If they are more likely to show tolerance towards and interest in newcomers with background different to their own.

Staff with disabilities or special medical conditions

An induction programme for staff with disabilities or medical conditions must address the needs of the individual. It may be necessary to provide special equipment or make arrangements

for access but nothing should be done without consulting the person concerned. The emphasis should be on a practical, shared approach to solving any problems. In this way the newcomers is more likely to feel in control and less likely to feel patronized or burned with well-meaning but inappropriate gestures. People suffering from epilepsy or diabetes may have their condition well under control but it is case of an unexpected fit or loss of consciousness.

Who is involved in induction?

The induction process may involve a variety of personnel. Four models of induction support, emerged from the research done by Earley and Kinder (1994) on induction of newly qualified teachers and these models are as follows:

1. Mono-support, the support of a single person, usually a member of the school management team.
2. Bi-support, usually from a mentor (middle management) in addition to a central induction programme usually organised by senior management.
3. Tri-support systems, offering a combination of central meetings, middle or senior management mentor support and other officially designated mentor in the role of 'buddy' or 'critical friend' who was of similar status of the inductee.

4. Multi-support systems where support was offered at a number of levels and in addition there was evidence of co-ordination between the levels, e.g. the training of mentors in the school (cited in Coleman, 1997:158).

Cole and McNay (1988) also identify two models according to which induction programmes can be developed and implemented and which are similar to the above models. The first is:

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

Most induction programmes implemented in the United States of America representative of this model (Buchner and Hay , 1998:246).

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

...the assistance or support model which does not focus only on competencies, but also pays attention to other critical aspects of the process of becoming a teacher. Professional development is viewed as a

continuous process aided by introspection, reflection and self-evaluation. In order to attain this, the beginner must receive personal and professional assistance and guidance on entering teaching. Evaluation towards certification is separated from the programme and is conducted by individuals not directly involved with the programme. The reasoning behind this is that teachers, knowing that are being evaluated, could show constraint with the questions they ask, in the way they interact with those involved with them and seeking assistance (Cole and McNay, 1988:9).

Induction is generally associated with educators newly appointed into the teaching profession and experienced and senior staff will be different from those of the new recruit' Coleman (1997:159).

Research conducted in Scottish colleges of further education by Gartside et. Al., (1988), (cited in Coleman, 1997:158) indicated that it was the heads of department (HOD's) who were mainly responsible for arranging induction programmes, often taking the responsibility of teaching classes themselves to allow new educators to taking the responsibility of teaching classes themselves to allow new educators to attend induction session.

Coleman (1997:158) suggests that whilst these models were derived from research on the induction of NQTs, 'they could equally well apply to an experienced new recruit to a school or college'. In developing an induction programme for the inductee, Buchner and Hays (1998:247) recommend that it is the responsibility of the school management team (SMT), Heads of departments (HODs), academic as well as administration staff to identify the inductor and compile documents for the induction programme. The inductee the inductor and compile documents for the induction programme. The inductee, inductor and subject head must plan for the year and more specifically for the term.

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

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

Problems Encountered by newly appointed educators

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

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

In a survey conducted by Taylor and Dale (1966&1967) on the views of newly appointed educators and principals on classroom problems, the newly appointed educators experienced the following problems:

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

In the same survey it was found that views of the principals on newly appointed educators' classroom problems did not differ considerably and included:

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

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

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

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

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

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

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

Culture And Ethos Of The School

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

The issue of school culture has been identified in the literature as a key element of institutional development, Middlewood et al., (1995) explains school culture as:

...the school's vision, mission, aims and tasks; its policies; and the values and norms operating at the school, reflecting the general culture of the school. By this we mean the general ethos at the school,

including such issues as the extent to which teachers and students are motivated, the way in which students and parents are involved in the life of the discipline and the general attitude towards teaching and learning ...This is part of the culture of the school, or 'the way things are done here ' (Middlewood et l., 1995: 75).

Another aspects of induction leading to an understanding of the culture and ethos of the school and the beginning of the socialisation process could include 'visits to the school or college before appointment' (Coleman, 1997: 158).

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

- New teachers do not know the schools referral system, which they may consult in case of various problems.
- Classroom organisation and management.
- Interaction with parents.
- The teaching load of beginner teachers.
- Feedback from the principal.

- Clarification of aims and objectives.
- Effectiveness of formal meetings in the school (Sehlare et al., 1994: 76).

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

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

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

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

Managing the Induction Process

The DOE (2000) recommends that:

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

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

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

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

- Opportunity for quality practising of professional components;
- Effective support for the process of reflection;
- A positive approach towards staff development on all levels;
- The availability of experienced teachers as mentors; and
- The implementation of effective training and support of the mentor (Watkins and Whalley, 1993:131).
- Understanding of the core values of the school and the arrangements for pupil learning, e.g. assessment, and record keeping.
- Appreciation of the quality of teaching including planning, preparation, classroom management and evaluation (Tickle, 1994:17).

Provision of high quality education that is desirable for all learners, regardless of age, race, colour, creed or origin which equip them with knowledge, skills, values and attitudes to meet the challenges of the future, cannot flourish without the participation of learners.

The transformation of the Department into a high performance organisation focused on results and product quality cannot succeed without inputs from the client.

The mission of transforming schools into self-reliant and effective learning institutions that are also vibrant centers of community, life can never be a unilateral process.

All stakeholders are essential role players "Without learners, there could be no Education Department." Day et al. recommends that the influence of others in the induction process should be recognised by various people having a role in the induction.

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

In countries such as England and Wales, Australia, New Zealand and United States of America a common form of 'structured approach' of a formal induction programme is used in many educational institutions (ibid). Middlewood (2002)

further states that this programme is helpful for 'consistency i.e. ensuring a minimum of entitlement, and also for efficient use of resources'. Careful thought needs to be given to the contents of such programme (ibid.).

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

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

Various researchers (Middlewood, 2002, Gibbon, 1986, Gilmour, 1979; Jarvis, 1982 and Huling-Austin, 1992) are in agreement with the method advocated by Day et al, (1998) as it shows the new person that the 'values of the school are about empowerment' as not everything is coming from the one person, the principal (ibid.).

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

...the DOE, subject advisers, lecturers from education institutions principals and members of staff, school governing bodies and teacher associations all have important roles to play and their commitment and co-operation will strengthen the programme considerably (Cole and McNay, 1998:11,45).

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

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

As can be seen from the literature consulted (Middlewood, 2002; Kerry, 1982; Emerson and Goddard, 1993; O'Neill et al., 1994; Rebore, 1987; Earley and Kinder, 1994; and Thompson, 1991) the successful implementation of an induction programme depends on a reduced workload for the beginner in

order to allow for sufficient time for preparation, observation and meetings. Regular meetings between the inductor and inductee are necessary. Equally important are opportunities for the observation of experienced teachers inductees. The United Kingdom of Education and Science Administrative Memorandum offers guidance to schools, education and the local education authority on the management and induction of new educators whom are referred to as probation educators. The memorandum (DES, 1988) suggest three steps in the induction process:

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

2. After taking up their appointment, so far as is practicable, the probationer teacher should have the following opportunities:

- To be able to seek help and guidance from a mentor or the head of department, as appropriate;
- To be able to observe teaching given by experienced colleagues;
- To visit other appropriate schools;
- To have some of their lessons observed and assessed by colleagues and local education authority advisers and receive advice as result;
- To be able to have discussions with other probationer teachers;
- To attend any meetings of probationer teachers organised by the local education authority.

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

In an endeavour to address both the achievement of performance and the socialisation elements of effective induction, the manager will attempt to:

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

There are also certain issues with regard to teaching which affect the effective management of induction. The following are identified by O'Neill et al., (1994) as:

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

It is important to note that socialisation and establishing an ethos of motivation are crucial as one lose sight of the fact that 'effective induction is meant to enable the teacher to teach well' (Middlewood, 2002: 130).

Flexibility plays an important role in the induction process if it is to be effective.

Earley and Kinder (1994) identify flexibility as an important element in the process and add that induction should:

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

Middlewood and Lumbly (1998:87) concur that all Human resource management processes in schools and colleges are only successful to the extent that monitoring demonstrates a consistency of approach between strategy, policy and implementation. Communication is a key factor in the process of induction. In their research Sehlare and Mentz (1994:77) found that many of the differences was associated with communication problems between two partners. They believe that this could be attributed to the lack of confidence of

beginner educators to communicate freely with the principal and the failure of the principal to be proactive in helping educators in formal situations such as in-school meetings or meeting parents.

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

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

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

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

Conclusion

A study of the relevant literature has indicated that:

- Induction is an important element for a school to be effective, as it allows for the new educator to become familiar with their new school.
- Induction bridges the gap between that which is taught at an education college and the place of employment i.e. the school.
- Induction is not confined only to educators but is essential for all staff members at a school.
- Induction allows for education in local customs and rules.
 - Induction allows for an understanding of the condition of service which govern the appointment and all related procedures (grievance procedures).

CHAPTER 3

Mentoring

Introduction



Looking at reflective practice, effective mentors are dispensers of know-how, but they're contemplative too. I think that good mentoring becomes even better when its exponents are also principled practitioners, and when they promote principled practice among those who would be teachers.

By 'principled' it is meant striving to make teaching an emancipatory profession: one that liberates the learning potential of school students, while at the same time treating them with dignity and respect.

More specifically, becoming (or being) an effective mentor- in my opinion - means helping students teaches to make progress on the following important fronts:

- acquiring and developing beginning competence in and commitment to these goals: attaining appropriate and secure subject knowledge; making that knowledge accessible and interesting to school students accurately, compassionately and diagnostically assessing that learning good-naturedly managing their behaviour and

learning; caring for and promoting their psychological, social and material welfare; being able to handle basic computer applications; and dealing with routine (at least to begin with!) administration.

- possessing and applying a critical understanding of differing learning, teaching, class management and pastoral theories and practices
- finding ways to practice and promote social justice in their professional work, and thereby acknowledging that being a teacher requires ethical and political commitment.

In this chapter, a literature review on the professional mentoring of newly qualified education as well as those educators recently promoted will be discussed. The main focus will be on the following aspects:

- What is meant by mentoring ?
- The purpose of mentorship programme.
- Who is the mentor?
- The role of the mentor.
- Selecting the mentor.
- Training for Mentors.
- Advantages of induction and mentoring.
- Disadvantages of induction and mentoring.
- Conclusion.

What is mentoring? *

Mentoring is a twentieth century phenomenon. However , it is based on a much older principle which maintains that 'for people to develop they need the support of others' (O'Neill et al., 1994 :71).

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

...mentoring appears to be of value to people at all ages and walks of life, from the young to the old...It really does seem that everyone needs a mentor, at some time in their lives (Megginson and Clutterbuck, 1995:43).

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

- the desirability of establishing a common understanding of what is meant by mentoring for those participating in the process;
- a decision on who will be mentored;
- the responsibility of matching mentor to mentee, and

- the arrangement of training for mentors (Coleman, 1997:161).

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

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

According to Parsloe (1992)

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

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

Coleman (1997) concurs that

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

Research into mentoring

On the matter of research, here are some of the skills that Oxford University teacher educators (H. Hagger, K Burn and D. McIntyre, 1993) found student teachers value in experienced teachers:

- awareness of realistic, practicalities, constraints
- classroom control
- dealing with individuals
- knowing when to step in
- opening routines
- building habits with classes
- tried and tested strategies for handling different situations
- knowing how to turn academic knowledge into lesson content that makes sense to the pupils
- timing of a lesson
- different ways of dealing with disruption

- knowing what's going on and how to change tack
- developing ways of interpreting what goes on and being able to respond quickly to classroom events
- marking and assessing
- pitching work appropriately for pupils of different abilities.

Other researchers at Oxford University (S. Rothwell, E. Nardi and D. McIntyre, 1994) found that five mentor activities, in particular, were rated highly valuable by 80 per cent or more of former interns who responded to a questionnaire (response rate c. 69 per cent). To quote directly from this research, these are those much-valued mentor activities:

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

- the best context for growth is where a teacher is valued as an individual and a colleague;
- teachers do not develop in isolation – feedback is essential;
- each step in development begins with a review of where a teacher is now;
- a request for help is an indication of confidence in colleagues; and

- mutual learning relationships in schools are enriching both to individuals and to the schools in which they work.

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

The Purpose of Mentoring Programme.

Programme components

It is now appropriate to say something about the kind of matters that should feature in a whole-school issues mentoring programme. In terms of DfE criteria (1992), the minimum here constitutes the two non subject-specific competences:

- class management
- professional development.

These competences are dealt with in Chapter 5 and 7 respectively. At this stage, however, it is important to stress that mentors could reasonably include other appropriate topics in whole-school issues (and also subject) mentoring. Relevant topics might beneficially include:

- political education /citizenship studies/world studies
- the 'hidden ' curriculum
- anti-classist, anti-disablist, anti-racist and anti-sexist initiatives.

These important areas needn't be considered as discrete units: they impinge, though often tacitly, on most of what goes on in schools. At the very least, talk about them during seminars, even if that means flushing them into the open.

An intrinsic part of the understanding of a mentor programme is the view that educators' capacities to guide newly qualified teachers would flourish best if the school environment were a dynamic and supportive one. Therefore the mentor programme sees mentors as potential change agents who could contribute to building their schools as potential change agents who could contribute to building their schools as good learning environments for educators and all who work within the school. Feiman-Nemser and Parker (1992) support such an approach when they state that:

...when mentors act as agents of cultural change, they seek to break down the traditional isolation among teachers by fostering norms of collaboration and shared inquiry. They build networks with novices and their colleagues. They create opportunities for teachers to visit each other's classrooms. They facilitate conversation

among teachers about teaching (Feiman-Nemser and Parker, 1992: 17).

Mentors are seen as agents of change who would encourage conversations about good practice among educators and would contribute to the creation of conditions for collaborative learning and professional development at schools. Mentoring can be regarded as school-focused model of educator development as it 'emphasises a holistic approach ' to addressing context-specific needs of teachers and schools (Fleisch and Potenza, 1998: 2).

The mentor programme's aim is to support educators to facilitate conversation in their schools about the practice and development of newly appointed educators, would provide a window through which educators could reflect on their own goals as educators, and through which they could,

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

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

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

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

According to Buchner and Hay (1998) the implementation of mentoring programmes reaps advantages and is therefore

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

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

He goes on to argue that mentoring

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

One of the many reasons for implementing a mentorship programme is that of practice shock. Practice shock has been explained in the previous chapter as the difference between what one thinks a job is all about and what it really is all about.

The Committee on Teacher Education Policy (COTEP) document (1997: Chapter 7) stresses the importance of lifelong professional education for teachers. The divide between theory and practice is mentioned and it has been suggested that in-service teacher education becomes the centre of teacher development activities in South Africa. The idea of a continuum in teacher education, which includes pre-service and in-service, is also stressed. However, Buchner and Hay (1998: 253) argue that:

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

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

Additional research (D. Black and M. Booth, 1992) into the views of student teachers on the guidance they received from their mentors revealed that:

- Constructive criticism, in the form of 'non-threatening evaluative feedback', is welcomed.

Student teachers need to know how to improve their development skills, so don't be unhelpfully 'over-protective'.

- Structured opportunities for learning are valued. A hit-and-miss, pick-it-up-as-you-go-along mentoring style won't do.

John Furlong and Trisha Maynard's book *Mentoring Student Teachers* (1995) contains very helpful guidance – based on how mentors can take student teachers from 'apprentice-style' to 'autonomous' learning. They advise the mentor to:

- Begin 'as a model for the student' providing 'solution-focused' routines 'that can be copied and will actually work in the classroom.'
- Gradually encourage student teachers to become less 'performance-conscious', so that they can "de-centre" from themselves to the pupils'. The onus here is on getting interns to think, as well as to act, like teachers.
- Give the student teacher the space to become an independent professional who is ready to take more responsibility for her or his learning.

It would certainly be useful if you sought to find out from your own student teachers how best to make explicit accessible to them the professional/craft skill that are routinely featured in

your own teaching. Why not conduct your own research here? I do. Moreover, I use the results to improve those aspects of my mentoring that student teachers report best help them to acquire and develop their teaching and interpersonal skills. Here – based on asking my student teachers how can we assist them most – are some of my findings:

- In the early stages of the school-based programme, let student teachers observe you demonstrating some ‘how to do it, real life’ drills. ‘How to start a lesson’ figures prominently here.
- Whenever possible, give student teachers immediate post-lesson debriefings, whether this involves their conferring with you after observing you teaching, or your providing them with constructive feedback after watching them in action.
- Give student teachers opportunities to do some actual teaching (in measured, supervised and well-selected doses) as early as possible. They’re raring to go; tap into that enthusiasm.
- Be fairly explicit in showing student teachers how to use ‘pre-emptive strike’ strategies that minimise the risk of hitches during lessons: for example, the testing of audio-visual equipment prior to its deployment.

Who is the Mentor?

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

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

Paul Stephens in *Essential Mentoring Skills* (1996: 16-17) mentions guidance points for mentors. He says that:

1. Effective mentors help student teachers to become competent classroom teachers, accurate and compassionate of school students' progress, and members of a caring profession.
2. While effective mentoring rightly involves skills instruction, it must also be critical and informed theoretical and ethical framework.
3. Mentors need the encouragement and support of senior managers, and the time and the space to practise their craft.
4. Intending mentors should acquire some 'dry-run' practice before starting the real event, preferably

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under the direction of a professional tutor or an experienced mentor.

5. Mentors need to forge strong links with their co-teacher education courses, with the consortium co-ordinators. There must be a close fit between what happens on campus and what goes on at school.
6. It's important that mentors obtain as much background information as possible on the student teachers they'll be working with. Mentors should also send student teachers relevant details about the school and the department(s), and a prospective, but negotiable, timetable.
7. Student teachers should be invited to a pre-placement induction day (or days) at the school, when they should be briefed on their forthcoming programme and consulted on a timetable that contains: first and second subject teaching (solo and co-teaching included); a weekly tutorial with the mentor; on-site 'training' (especially computer applications); and non-contact time.

The role of the mentor

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

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

1. Mentors should help student teachers to become both competent and principled members of their intended profession.
2. Initial teacher education doesn't take place in a moral and political vacuum: the moral and political role of teachers in society must be faced up to.
3. Social justice begins with what teachers do, not with what they preach.
4. Being 'principled' means doing what's right in preference to institutional 'cheap shots' conviction should be celebrated, not regarded as unrealistic.

5. Mission statements flush the potentially harmful effects of the 'hidden curriculum' into the open, and enable them to be openly challenged.
6. Mentors shouldn't tout the largely anecdotal belief that the student teachers need to start off tough. Research findings show that being consistently kind and fair – minded produces better outcomes: it's also morally right to behave that way.
7. Mentors and university tutors need to encourage reflective practice if the perceived boundary between 'campus idealism' and chalk face reality' is to be broken down.
8. DfEE competence criteria shouldn't be treated too literally; mentors should interpret 'official initial teacher education syllabuses' flexibly, and recognise that they're not all embracing.
9. The 'wash out' effect, whereby visionary aspirations become overwhelmed by practicalities, is only inevitable if student teachers are persuaded to compromise their authentic humanity. It's up to mentors to keep idealism alive.

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

- Assist the protégé to establish realistic career goals;
- Act as a sounding board for the protégé's ideas and concerns;
- Challenge the protégé to face up to decisions and opportunities;
- Act as a resource for the protégé to access learning opportunities;
- Pass on professional knowledge;
- Coach in-work skills (Finn, 1993:152)
- Liaisons with the teacher's line manager, perhaps the head of department in a secondary school;
- Holding regular discussions with the newly qualified teacher.
- Identifying criteria for evaluating performance.
- Arranging for opportunities for the newly qualified teacher to observe other teachers at work, in their own and other schools.
- Observing the teacher at work and providing feedback.
- Advice on staff development opportunities (Emmerson and Goddard, 1993: 92 et.seq).

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

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

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

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

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

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

- The induction period – its purpose, how it works, criteria for reviewing performance;
- Familiarisation with school documentation, for example the staff handbook;
- School routine and procedures, communication channels;
- Clerical and technician support;
- Resources, school library, staff reference library;
- Pastoral system and the responsibilities of class teachers/ form teachers;
- The school's policy on behaviour management;
- Assessment and record keeping;
- Relationships with parents and governors;
- Professional development opportunities within the school and outside;
- Classroom observation skills;
- Preparation for appraisal (Emerson and Goddard, 1993: 93)

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

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

In his book *Understanding Mentoring* (1995) Peter Tomlinson refers to the process of 'gradual but flexible "scaffolding": that is, support which can be provided but generally removed as the learner becomes independently capable'. I think that is an excellent metaphor for describing the kind of facilitating, that effective mentors should provide beginning teachers. We're coaches, as well as the assessors, of these pre - service practitioners, and it's up to us to calibrate what they are ready for and what they can handle. Facilitating enable student teachers to practise and hone their emerging professional skills within a secure but also a stretching environment. In the mentor survey I carried out, a number of mentors emphasised the importance of providing student teachers with secure clearly defined, 'bite - size' roles during the early stages.

It's usually best to provide this security by working alongside the student teacher in a co-teacher role for a few weeks, before initiating solo work. But don't be over-prescriptive here. Certain student teachers are confident and competent enough

to do some teaching on their own quite early – provided they are they're comfortable with the class they're working with, and provided they know you're close to hand should assistance be required.

Selecting a mentor



It is important that a mentor should be a willing partner in the programme as unwilling participation can be a potential problem. There should therefore be an agreement of purpose, and Middlewood (2002) suggests that:

...it is important that the aims and objectives of any mentoring schemes are clearly stated and understood and accepted by all participants (Middlewood, 2002:135).

One cannot be a mentor and an appraiser at the same time. It is, therefore, advisable that the principal, deputy principal or HODs not be chosen as mentors as it is these people who will appraise the mentee. Any staff member who has earned the respect of his/her colleague should be considered. However, Murdoch (1997) argues that

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

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

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

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

Egan (1982) recommends that an agreement should take the form of some kind of contract, as long as:

- The agreement should be negotiated, not imposed, by the parties involved;
- The idea should be clear to all involved parties. They should know what 'helping is all about';

- Some kind of oral or written commitment to the agreement should be obtained;
- The agreement should be reviewed as the parties progress and revised if necessary, (cited in Middlewood, 2002: 135 et. Seq.).

It is important that the learning contract will satisfy needs of all concerned and will indicate the obligations and undertakings of the different parties involved as well as the duration of the learning period.

New members of staff need support as they try to get used to unfamiliar procedures, people and their new surrounding. They need someone who they can turn to for information, guidance and succour. Having a mentor for each new member of staff seems to work best in this respect. Having just one person with whom the new member can consult reduces the potential for mixed messages and misunderstandings. It is possible for one person to act as mentor for more than one colleague. But there is the danger of having one person act as mentor for too many people. It is important that careful thought be given when mentors are identified.

In identifying mentors Buchner and Hay (1998(b): 254) suggest that a panel be set up to evaluate the attributes and suitability of mentors. The mentor's willingness to participate

must be established. In order to affect the best pairings Di Geronimo (1998) suggest that

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

Consideration should also be given to age, gender and qualification. Most important of all, the mentor should be an excellent role model. However the mentoring of new principals will differ from mentoring of newly qualified teachers. According to Coleman (1997: 165) the 'socialisation and acculturation processes' of the induction element relate to the 'role rather than the institution'. Principals have no role peer in their own school and may therefore depend on a more experienced peer from another school or his principal from his previous school.

Training for mentors:

The planning of a mentoring programme is very important and the training of the mentors should therefore be part of it. The mentoring programme needs to be effective. Thus the people involved in the programme need to be carefully selected. The quality of a programme can be judged by the persons directly involved in the planning and execution of the programme. The

planning of the programme is very important and the training of the mentors should be part of the planning process.

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

...there is need for training which can build skills, knowledge and qualities which are additional to those needed for an effective teacher, but which may enhance teacher effectiveness (Sampson and Yeoman, 1994: 207). In England and Wales principals as mentors had benefited from training (Bolam et. al., 1995; and Coleman et. al., 1996) as funding had been made available for the initial project and there was therefore 'a consistent view' on the nature of mentoring (Coleman, 1997: 165).

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

- Motivation
- Effective listening
- Effective observing
- Body language
- Reflexivity
- Giving and receiving constructive feedback
- Negotiation
- Problem solving

- Managing stress
- Using time effectively
- Target setting (Acton et. al., 1993: 70)

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

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

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

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

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

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

The section on planning referred to the principle that schools are expected to be involved in the transmission of moral and spiritual values. Whether your students are Bhuddists, Christians, Hindus, Jews, Moslems, followers of other faiths, atheists or agnostics, they'll be expected to foster, through their habits and teaching, certain principles. It's not for me to be prescriptive here, but I suggest that intending teachers should be made mindful of the need to:

- Encourage school students to be tolerant, and to recognise that people express their cultural and spiritual nature in many different ways. At the same time, it's important that unjust practices (e.g. racism) should never be tolerated, even if such actions masquerade under the pretext of individual freedoms'.

- Deal with matter concerning sexual and other sensitive areas of personal behaviour in an objective rather than judgemental manner. I don't think that school students take too kindly to being 'preached at', but I sense that they're ready to listen to evidence. Be alert to any signs of child abuse – physically injurious, sexual, emotional and neglect – and be aware of school procedures in this area. It's vital that intending teachers know who to turn to in matters of suspected child abuse. They should also be acquainted with the correct forms of confidentiality in order to minimise the risk of stigmatisation to children and families.

Advantages of Induction and mentoring:

- Schools with an active induction and mentoring programme for new staff members realise the benefits from such programmes.
- Induction and mentoring programmes are mutually beneficial in that both mentor and mentee can share ideas, perceptions, understanding and values.
- The new educator brings new ideas into the relationship while the mentor passes on his/ her experience to the person in the new post.

Mentors have access to intelligent practical knowledge' that is derived from reflection and experience. In that respect, they have what John Furlong (1995b) describes as 'knowledge that is essentially practical but which nevertheless involves an implicit appreciation of the complexities on which it is based'.

Effective mentoring takes teacher education beyond an apprenticeship. For newly qualified teachers require much more than 'tricks of the trade' guidance. Learning to teach is about learning how to practise professional skills with good judgement. 'Recipe knowledge' sometimes provides helpful generic pointers, but teachers also need to relate their practice to changing circumstances. This is why mentors need to strike the right balance between offering certain generalisable insights, and giving student teachers the confidence to cue into particular contexts.

The mentoring programme prevents the issue of confusion since the mentee consults with the mentor. In this regard, Kerry (1982) refers to mentors as teacher-tutors and lists the following advantages in having mentors:

- The probationer (NQT) has a clearly defined person to whom to relate.
- The mentor can act as a link between probationer and management.

- The mentor can be at hand more often than a head or deputy.
- The mentor is in touch with classes in the probationers own school.

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

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

In a research conducted by Reich (1995:166) it was discovered that both sexes valued the opportunity to make tough decisions, learn management skills, join winning teams, develop useful contacts and achieve promotions more rapidly.

In the same research it was found that women like men, gained from being protégés and mentors. As protégés, women appreciate the increased opportunity to develop their abilities and to be creative. Many said that they gained in greater self-

confidence the mentor relationship, that it enhanced their awareness of their strength (ibid).

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

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

The advantages of mentorship programmes are found in the career enhancing function it has both mentor and mentee, the psycho-social function which includes acceptance and friendship, as well as the development of two individuals who respect and complement each other in the workplace (Murdoch, 1997: 115).

The advantages of induction and mentoring are not confined to males only. Coleman (1997) argues that

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

It should therefore not be assumed that women are not good mentors or that newly appointed female educators do not benefit from the programmes.

In implementing the induction and mentoring programme, schools will to a great extent reap the benefits mentioned by Drucker (1998)

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

Fleming (1991) mentions that

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

Educators who are appointed as mentors can pass on practical insight derived from experience and can pick up on

new ideas and attitudes from the new staff member. Mentors as well as mentees experience the benefits of mentoring. The mentors see it as an opportunity for professional development. In a study by Bush et. al., (1996) the benefits of mentoring included:

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

The main objective in an induction and mentoring programme is developing quality, empowering people and providing support. In providing support it is possible to create excellent schools. The Report of the Task Team on Education Management Development (1996) state that:

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

Disadvantages of induction and mentoring



When considering and implementing induction and mentoring programmes at school, there are bound to be problem areas. The responsibility placed on the mentor may become cumbersome and time consuming, while the mentee may regard the guidance as insufficient or restrictive.

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

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

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

...as I outpaced and outgrew the relationship my mentor grew defensive and fearful that I would make

him look bad. Now instead of making me look good h calls me a know-it-all (Jacque,1995:139).

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

In the same study one mentor said that

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

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

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

There may be a few disadvantages associated with the implementation of induction and mentoring programmes, but the benefits are much greater than the disadvantages.

As the course proceeds, student teachers must be given opportunities to experiment, to try out the advice that has been dispensed, to begin to cultivate their own personal style, and to reflect upon the outcomes. In short, they must be allowed some original thoughts. They should also be encouraged to get to grips with fundamental ethical and intellectual issues, like the teacher's role in promoting social justice, and the implications of educational research for professional practice. Such matters are not simply confined to campus-based discussion with academic tutors. They're an integral part of conscientious, informed and principled practice. It's moral venture, and a form of professional work that needs to be refined and improved through experience and continuous study.

Conclusion

A comprehensive study of the available literature has shown that:

- Mentoring and induction are closely linked concepts.
- Mentoring is not beneficial only to teachers, mentors may also benefit from the programme, and the management staff will be better informed and empowered.
- Mentoring bridges the gap between theory and practice and between university and school.
- Careful consideration must be given to the selection of mentors.
- It is important that mentors receive training before they are attached to mentees.
- The advantages of a mentoring programme is far superior to the disadvantages.
- There are factors that may hamper the mentoring programme.

A review of the literature on induction and mentoring has been presented in chapters 2 and 3. The next chapter will examine the methods employed to answer the questions that guide this research on induction and mentoring.

CHAPTER 4

Methodology And Procedure

Introduction

Chapters 2 and 3 dealt with the literature review, placing emphasis on the importance of planning, implementing and managing induction and mentoring programmes at schools. It was therefore necessary to conduct an empirical study to ascertain whether such programmes were in place and to what extent they were effectively managed at AFC.

In this context the research questions will be examined with possible solutions in the methodology.

The methodology and procedures used will try to establish what provision is made for the induction and mentoring programme, and what is seen to be the best practices in the management of these processes.

Importantly, the quality of the existing induction and mentoring programme will be examined to understand what might make the process effective and also what needs do educators believe should be addressed and how the instituted policy could be managed properly.

The purpose of this investigation is to establish the school's official position on induction and mentoring. This information will be gathered by having interviews with the two principals and through analysis of documentation at the school, related to induction and mentoring.

The writer is of the opinion that the college will use the information obtained in this investigation to improve the manner in which induction and mentoring programmes are implemented. This will be addressed by reference, both, to the literature and findings obtained in respect of the college's official position and the opinions and perspectives of the staff member at AFC.

This chapter has its focus on the complete staff, administration of the questionnaire, the measuring instrument, the research instrument and a conclusion.

The Population And Sampling Procedure

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

The sampling frame consisted of the educators at the school, which numbered 30. This number included the principals and

the writer. The sampling frame of support service members consisted of 4 administration clerks.

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

Administration Of Questionnaires

Bell (1993:84) suggests that all data gathering instruments should be pre-tested; no matter how restricted the researcher is with time. The questionnaires were pre-tested so as to ascertain that all questions, instructions, information and statements were clearly stated. The questionnaire was pre-tested on 5 educators who were not educators at AFC. The responses from the pre-tested questionnaires are included in this survey.

Permission to conduct the survey at AFC was sought in writing from the Board of Governors (see Appendix A.1) via a letter to the principal. Questionnaires were immediately issued to educators (see Appendix A.2) and support staff (see Appendix A.4) at AFC as soon as permission was granted by the principal. The writer handed the questionnaires to all

educators and support staff. To every questionnaire was attached a letter which:

- Provided a title to the research.
- Stated who was conducting the survey.
- Indicated to whom queries should be referred to.
- Stated the purpose of the research.
- Indicated the importance and the benefit of the research.
- Indicated how, when, where, and to whom the completed questionnaire should be returned.
- Indicated a return-by date.
- Provided assurances of confidentiality, anonymity and non-traceability.
- Thanked respondents in advance for their co-operation.

Questionnaires which were issued to educators and support staff, were returned to the writer. They were returned within a stipulate period. Respondents were given one week in which to return complete questionnaires. This gave respondents sufficient time to complete and return questionnaires.

The table below (table 4.1) illustrates the number of questionnaires issued and the number returned.

Sample Group	Number issued	Number returned	Percentage returned
Educators	30	30	100%
Support Staff	4	4	100%

TABLE 4.1 DATA RESPONSE

Methodology:

Staff members in most schools have heavy teaching loads, thus it was not possible to conduct interviews with all members of staff. Questionnaires were therefore presented so that these could be completed at leisure time, given the time limitations within which to complete this study. However, with the principal it was decided to use a semi-structured personal interview to obtain data.

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

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

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

The Measuring Instruments.

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

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

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

- Likert type scales provide great flexibility since the descriptors on the scale can vary to fit the nature of the questions or statement (Schumacher, 1993:245).
- It increases the comparability of responses given to different questions for the respondent as well as the researcher (Babbie, 1989: 149).

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

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

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

Questionnaire For Educators:

The questionnaire for educators was presented in three parts:

- Part 1-General information.
- Part 2-Experience and induction and mentoring.
- Part 3-Experience as mentor.

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

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

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

Part 3 of the questionnaire was designed for mentors. This part of the questionnaire affected those educators who had served as mentors at some stage at the school. These questions were designed to determine how mentors were chosen and trained. It also sought to elicit the experiences of mentors as they went about mentoring their protégé.

Questions also probed problems experienced by mentors and the benefits, if any, they derived from the programme. It also

invited ways and suggestions to improve the current situations.

Questionnaire For The Principal:

The questionnaire for the principal sought to elicit information on the planning, administration, organisation and management of induction and mentoring at the school. It sought to determine whether structures existed at the school for selection and training of mentors and if any system was in place to monitor induction and mentoring programmes. The questions focused on problems that may have been experienced by management in planning, administration, organisation and management of induction and mentoring at the school. The principal was invited to offer suggestions to improve the current situation at the school.

Questionnaire For Support Staff

The questionnaire for support staff was presented in two parts:

1. Part 1-General information.
2. Part 2-Experience in induction and mentoring.

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

Part 2 related to the support staff's experience on induction and mentoring that they may have found their way around the school and the strategies employed by the school to ease the settling period for them in their environment. It also invited ways and suggestions to improve the current situation.

Conclusion

This chapter was focussed on the research questions and possible solutions in the methodology.

All members of staff were included in the research programme and each one was issued with a questionnaire that sought to elicit information on induction and mentoring at the school. The questionnaire was deemed to be the best method to gather the data and information.

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

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

30 out of 30 of the questionnaires were returned to the Researcher.

The following chapter, chapter 5, will focus on the analysis of the data obtained from both staff members and the interview with the principal.

CHAPTER 5

Analysis of Research Findings

Introduction

This chapter focuses on data collection and the analysis of findings. The data collected is analysed in the sequence that is followed in the questionnaire.

Data Analysis Of Questionnaires From Educators

General information

This section of the relates to Part 1 of the questionnaire. The analysis revealed that 60% (18 out of 30) are male educators and 40% (12 out of 30) female educators. All educators are professionally qualified. However 7% (2 out of 30) indicated that they were not when they began their teaching career. 63% (19 out of 30) are graduates with higher education diplomas and 37 % (11 out of 30) have obtained teacher diplomas. 91% (10 out of 11) hold further diplomas in education management

Unqualified Educators

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

- Do these educators receive additional support from management during their first year of teaching?
- Is their progress in the classroom carefully monitored?
- Do these educators do justice to their jobs considering that they are full time employees and part time students?
- Are any concessions afforded to them in order that they may be recipients of induction and mentoring programmes at the school?
- Are they afforded the opportunity to attend the in-service-training workshops held outside the school?
- Do they or how well do they fit into the culture and ethos of the school?
- Examining the literature review and noting the section on unqualified educators, (Jan I Mitroff 2000:63) makes a pertinent point when he mention that regardless of its size or structure, the quality of any service can be directly affected by the quality of the working relationships enjoyed by those providing it. Good teamwork and mutually support do not necessarily came automatically to everyone but has to be built up and developed. In spite of the problems facing these unqualified educators, teamwork could bring about peace and harmony in an effort to resolve the problem areas.
- These unqualified educators are regarded as part of the school team and should therefore be given professional

support in terms of inductions and mentoring. . This so that they may contribute to the effective culture of teaching and learning at the school

Teaching Specialist Subject

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

- Display a lack of self confidence in the presentation of lessons
- Perform poorly in the classroom
- Become frustrated, as they are not au-fait with the subject content:
- Have a low morale; and
- Resign from the profession
- Teachers not teaching their specialist subject have many areas of concern, in the literature review Peter Tomlinson in the understanding mentoring (1995) refers to the process of gradual put flexible 'scaffolding' that is, support which can be provided but generally removed as the educator because independently capable, facilitating enables teachers to practice and have their emerging professional skills within a secure but also a stretching environment.

Teaching Experience

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

Experience	%
1 years	6.7
2 years	3.3
3 years	3.3
4-10 years	33.3
11-20 years	43.3
20-27 years	10

Table 5.1 Educators Total Years Of Experience

The above table indicates that 87% (26 out of 30) have more than 4 years –teaching experience. This does not imply that only 135 (4 out of 30) of the educators are in need of induction and mentoring as most of these educators could have gained much of their experience in other schools since AFC is only 13 years old

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

The information in table 5.2 is crucial since those in acting management posts need support and guidance, as they are

responsible for evaluating the performance of educators in their departments

HEAD OF DEPARTMENT	EXPIRIENCE
MATHEMATICS/SCIENCE	3 years
TECHNOLOGY/ISLAMIC STUDIES	10 years
LANGUAGES	20 years
ARABIC/ACCOUNTING	5 years

Table 5.2 Expirience Of Heads Of Department As Managers

Staff Establishment

The staff establishment of the school comprises 80% (24 out of 30) permanent educators, 10% (3out of 300) one-year contract 3% (1 out of 30) substitute educators and 7% (2 out of 30) educators employed by the school governing body. The writer felt that it was necessary to obtain this information since the staff establishment at the schools have been constantly revised and this definitely impacts on the management of induction and mentoring programmes at schools

The literature on managing people in school exhibits considerable theoretical diversity, broadly characterised as a debate between personal management, paradigm and a

human resource paradigm. There is thus broad agreement on the practical applications of managing people. These applications, which may be considered chronologically, are:

- Recruitment - best people to apply
- Selection - best people for a job
- Induction - give best possible start
- Mentoring - giving best support
- Appraisal - setting out of people

Considering the staff establishment and the various types of positions held e.g. permanent, one year construct, substitute educators, governing body posts, its is important integrate the personnel management with the human resources management. Paradigm so that human compassion can prevail in the job situation

Educators Experience On Induction And Mentoring

This section of the analysis relates to part 2 of the questionnaire issued to educators. 20% (6 out of 30) of the respondents indicated that AFC was their first teaching appointing whilst the rest, 80%(24 out of 30) had taught elsewhere. This indicates that most of the educators started their teaching career at another school and were appointed AFC quite late in their teaching career. Table 5.3 below illustrates the period educators have been teaching at AFC. The writer felt that this information is relevant because the management of human resources or lack of human

management resources at AFC would have a significant impact on the career of these educators

EXPERIENCE AFC	%
2 years	3.3
3 years	3.3
4 years	3.3
7 years	9.9
8 years	13.3
9 years	3.3
10 years	3.3
11 years	9.9
12 years	13.3
13 years	13.3
9 months	3.3
7 months	6.6
6 months	6.6
2 months	3.3
1 months	3.3

Table 5.3 educators teaching experience at AL- FALAAH COLLEGE

Shown Around School

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

Coleman, 1997 p 155 suggest that this process of induction should be assisted by a degree of formal or informal mentoring. The literature suggest that some form of induction and mentoring takes place in most schools but the processes are not carefully planned and managed. If this applied to the section shown around the school facilitation could be enjoyed by many new educators to the school.

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

I was fortunate to meet an old colleague of mine, someone I had taught with previously. He had shown me around the school. (Educator 2004)

Percentage of given tour	Guide
6.6	Principal
3.3	Deputy Principal
16.6	Head of Department
9.9	Colleagues
3.3	School Secretary
3.3	Learner

Table 5.4 percentages exposed to a tour and the tour guide

The rest of the respondents, 91.7% (11 out of 12) said that after being introduced to the staff they were left to their own devices. They then befriended some staff members and together with the help of learners managed to firmiralise themselves with their new surroundings

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

Documentation On Arrival

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

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

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

- Who was in charge of resources?
- What resources were available?
- Whom to approach to order stationery?
- Where to send unserviceable equipment?
- What to do when equipment requires service?

- The procedure to follow when requesting resources

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

Introduction To Staff Members

37% (11 out of 30) of the respondents indicated that they were casually introduced to staff members either on the morning of their arrival at the school or on their first day or during the tea break by either the principal or the head of department .30%(9 out of 30) indicated that they were formally introduced to staff members at a staff meeting. However it must be borne in mind that staff meetings are not held on a daily basis. They had to introduce themselves to their colleagues long before staff meeting. 3.3% (1 out of 30) of the respondents indicated that he/ she was introduced to the SMT in the principal 's office; thereafter he introduced himself to his colleagues. 13.3% (4 out of 30) said that SMT should formally introduce the newcomer to all staff members on the morning of their first day at school.16.6% (5 out of 30) of the respondents did not respond to this part of questionnaire

Educators' Names

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

Educator's Introduction To A Learner

3.3%(1 OUT OF 30) respondents was introduced to his /her form class by the head of department, but had to introduce himself/herself to the learners that he/ she taught.

This was done as the learners come to the educator for lessons. 6.6% (2 out of 30) respondents were introduced to the learners they taught by their head of department.

Wherever there was a change of period the head of department came into the classroom and introduced the learners to the educator. Only 33% (10 out of 30) of the respondents indicated that there were formally introduced to all learners of the school at the school assembly .33.3%(1 out of 30) of the respondents indicated that he/she was not introduced to the

learner s at all by any staff member or member of management

He /she had to introduce himself/herself to the learners. 9.9 (3 out of 30) of the respondents said their colleagues from the next class introduced them to their learner. They did not elaborate on how this was done

The educators at school suggested that introduction to learner should be done at an assembly. Assembly is not done on a daily basis at the school; a special assembly should be convened to introduce the new educator

Mission Statement

The analysis of the questionnaire revealed that 10% (3 out of 30) of the respondents said they were made aware of the mission statement of the school during their interview. 80% (24 out of 30) of the respondents indicated that they were not aware of the school 's mission statement. Although these educators were to be participants in achieving the objectives as stated in the mission statement, they were not involved in developing it. Bush and Middlewood (1997) and Thurlow (2002) speak about the importance of the line manager .If this principle could be applied to the mission statement and the

protocol of the school, it would facilitate many processes not in place at the school, thus causing confusion.

Job Description

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

Further analysis of questionnaire revealed that 20% (6 out of 30) of the respondents indicated that they were given written a job description on their arrival at the school whilst 80% (24 out of 30) were not. However, those who indicated that they did receive written job description did not elaborate on details. Those who did not receive a written job description indicated that they felt uncomfortable and lost, as they were unsure of what was expected of them. They had feelings of anxiety, uncertain and apprehension during their first days in their new jobs .33% (8 out of 24) of these respondent sought the assistance of their colleagues when findings out what was expected of them 25% (6 out of 24) of the respondents that

came from other schools used their previous experience and knowledge to execute their functions. 8% (2 out of 24) of respondents said that they often guessed and also found out things as the days went by.

Induction/ Mentoring Programmes At School

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

Induction and mentoring programmes are of vital importance at school as it provides stability in many areas. Thus Glaser (1963: 519 – 521) speaks about the determination of the characteristics of an educator performance with respect to specified standards. The focus is on positive motivation rather than negative control and the process is more important than standardised procedure.

Respondents were very honest in their responses as to why they thought it was important to have induction programmes for new educators at their schools. 33% (10 out of 30) felt that induction programmes help ease tension and provide support and guidance for a new teacher in a strange surrounding. 17%

(5 out of 30) of the educators said that since schools have many policies and regulations, induction programmes will help the educator to become aware of these policies and regulations. 27% (8 out of 30) of the educators felt that induction programmes will assist new educators to settle into their new working environment quickly. 10% (3 out of 30) of respondents said that induction programmes will help the new comer to feel comfortable in a strange environment. One respondent said that:

New educators can feel comfortable and confident and know what is expected of them (Educator 1)

Another respondent said that:

Especially for a teacher who has not taught at an Islamic school before, he/she should be informed accordingly (Educator 2)

30% (9 out of 30) of educators felt that induction programmes help ease the tension of first appointments whilst 23% (7 out of 30) felt that such programmes boost the confidence of new educators. One respondent said that:

Induction programmes would provide confidence to inexperienced educators who are to take on new responsibilities in a strange surrounding with strange people. It will also help to eliminate needless errors of judgement in the sense of alienation (Educator 3)

Why Induction/Mentoring Programmes are Important

37% (11 out of 30) of respondents felt that induction programmes are important because it assisted newcomers to familiarise themselves with the school, its staff, its learners and the School Governing Body. One response was:

One can only be truly productive if one is familiar with an environment, its occupants and the culture of an institution (Educator 4).

None (30 out of 30) of the respondents indicated that they were officially teamed up with a mentor. However, 70% (21 out of 30) indicated that whenever they needed assistance or guidance they consulted with a senior educator in their department. This implies that some form of mentoring although unofficial was being instituted at the school.

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

Are Educators Prepared Thoroughly at College.

43 % (13 out of 30) of respondents felt that the colleges of education they attended had prepared them adequately to cope with the demands of teaching whilst 57% (17 out of 30)

did not. However, all respondents felt that induction and mentoring programmes were an important part of the schools programme as these programmes bridge the gap between the theory taught at colleges of education and the practice that is to be implemented at school level.

Observation of Mentors

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

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

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

Benefit of Mentors

The analysis of the questionnaires revealed that all respondents who had mentors benefited from their support. In

the main, new educators benefited from their interaction with their mentors in the following ways:

- how to maintain official records;
- how to deal with demands of the school;
- how to plan and present lessons;
- mentors provided information when situations demanded it;
- someone they could talk to about their problems;
- mentors helped in the professional development during the formative years;
- sharing of ideas to create innovative teaching methods
- responding to the demands of modern teaching trends;
- assisted in the development of organisational skills;
- was the first port of call in times of need.

Looking at the benefit of mentors and revelation of the questionnaires where respondents who had mentors benefited from their support, Maslow's hierarchy of needs is pertinent where the need will determine the behavioural pattern, where events have causes and are determined by circumstances.

With regard to problems experienced with the mentoring programmes, 83% (25 out of 30) responded with the suggestion that formal structures need to be put in place to enable greater meaning and impetus to those programmes.

The analysis revealed that 50% (15 out of 30) of the respondents did not take the process seriously as it was done in an incidental way. In the absence of formal written procedures 20% (6 out of 30) mentees felt that mentors benefited from the exercise by side-stepping their responsibilities merely to inflate their ego and curriculum vitae. 30% (9 out of 30) of the respondents said that there was a lack of confidentiality between mentor and mentee. One respondent felt embarrassment when he

... heard experienced staff members laughing at my mistakes instead of correcting me ... (Educator 5)

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

... my mentor would make me uneasy and make me feel inadequate ... (Educator 6)

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

Training as Mentors

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

Support from Colleagues

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

How can Mentors Assist

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

- empathise, be understanding and compassionate to mentees;
- discuss with mentees the needs of the school;
- provide professional assistance to new comers;
- introduce mentees to all members in their Learning Area;
- discuss subject policy and Education Department regulations with mentees;
- assist mentees with administrative matters;

- establish good communication skills;
- assist in finding solutions to problems;
- explain the modus operandi of the subject department;
- do a follow-up to ensure suggestions are implemented;
- be honest;
- lead by example;
- must provide one week orientation programme and thereafter monitor and guide the mentee;
- provide support and professional development to the mentee;
- perform their functions fairly without showing prejudice to anyone;
- accept mentee as human beings who do make mistakes;
- maintain confidentiality;
- be prepared to give off some of their time in providing support to the mentee;
- consult with the mentee regularly to monitor their progress;
- discuss with mentees the culture of learners and their related requirements;
- make mentee aware of the standard of education at the school;
- assist mentees in dealing with parent of learners at the school;
- invite mentees to observe their teaching methods;

- assist mentee with classroom management and learner discipline.

Mentor Support

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

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

TABLE 5.5. FREQUENCY OF MENTEES RECEIVING SUPPORT FROM MENTORS

As newcomers to the teaching profession many educators are unprepared for the daily routine and that which is expected of them. They therefore have to depend on others for support and guidance. In the absence of formal induction and mentoring programmes at a school, colleagues may give such support in an informal way.

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

Delivery of Lessons

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

Learners/Location

Learners attending AFC come from the immediate locality as well as from various elite areas. It is expected that these

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

Resources

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

Assessment of Learners' Work

63% (19 out of 30) of respondents said that they often received assistance when assessing learners work whilst 27% (8 out of 30) sometimes and 10%(3 out of 30) not at all. It is very important that learners receive their work with necessary

comments and suggestions to enable them to improve their standards. Mentors therefore then need to be supportive in this regard.

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

Syllabus

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

Schemes of Work

Closely linked to the syllabus is the drawing up of schemes of work. New educators need support in this important area, as this document gives direction to the scope and extent of subject content to be taught. 73% (22 out of 30) of the respondents said that they often received guidance in this

regard, whilst 17% (5 out of 30) sometimes and 10% (3 out of 30) not at all.

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

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

Classroom Arrangement

It may be necessary for the classroom to be organised in a particular way for certain lessons. Learners may have to occupy different seats for different lessons as they may have their favourite subject and contribute avidly in them. The new educator must organise his/her classroom to facilitate discussion especially when group work is being done. 33% (10 out of 30) of respondents indicated that they often received

support from their mentors in this regard, whilst 33% (10 out of 30) some of the time and 33% (10 out of 30) not at all.

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

Effectiveness of Schools

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

Induction/Mentoring Programmes at School

It has become apparent that no formal induction and mentoring programmes exist at AFC as all (30 out of 30) respondents indicated that they were not aware of formal programmes, although there are programmes implemented at

an informal level. SMT should develop and implement formal induction and mentoring programmes as soon as possible in order to make new educators at the school feel comfortable and at ease during their settling in period at the school.

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

I am excited and can't wait for it (Educator 6).

Another respondent said:

It is essential. Definitely a need so that new educators will find it easier to cope. I always encounter problems with new educators whose normal reply is 'I did not know' (Educator 7).

Who draws Up Mentoring/Induction Programme

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

Topics for Induction/Mentoring Programme

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

- the schools policies and procedures;
- where and how to obtain teaching resources;
- what is expected of staff at the end of the year;
- providing professional support and development;
- disciplinary procedures;
- explaining assessment criteria;
- introduction of new educator to staff;
- introduction of new educator to all learners;
- activities of the year (school calendar);
- dress code;
- code of conduct for learners;
- duties of educators.

Educators Experience as Mentors

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

The analysis of the data reveals that 40% (12 out of 30) of respondents served as mentors, whilst 60% (18 out of 30) did not. All (12 out of 12) respondents who served as mentors did not elaborate on their selection to be mentors. This could be

attributed to the fact that mentees chose a member of staff whom they felt they were comfortable with.

Training as Mentors


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

The theory of achievement motivation by Mc Clelland (1977) indicates that by placing a high value on the orientation of achievement and teaching (attitudes, skills and habits) might develop a high need to achieve. Thus the process is directed towards the achievement of these goals. Similarly, if this theory is applied to the training of the mentors, much of the negativity could be avoided.

Pairing – Mentors/Mentees

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

- mentors must have a good personality;

- 
- mentors must be patient;
 - mentors must be able to 'gel' with the newcomer;
 - mentors must be willing, able and available;
 - mentors must be compassionate and empathetic towards the newcomer as he/she may be anxiety stricken;
 - mentors must not assume the role of the head of department;
 - people with opposing views and temperaments should not be paired;
 - human relations is an important element;
 - mentor and mentee must be from the same subject department and teach the same subject;
 - mentor must be an Islamic role model.

Mentors Teach by Example

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

One mentor said:

I simply cannot do justice to my role as mentor as the paperwork (sic.) and the preparation of lessons for my classes are too demanding. The record keeping in OBE (sic.) is too much (Educator 8).

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

Professional Growth - Mentors

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

- they learnt new ideas;
- they became more confident;
- there are different teaching styles;
- they became more alert;
- they could detect faults in their own teaching methods;
- some varied their teaching styles;
- they learnt a lot about teaching methods in Outcomes Based Education (OBE) especially from those mentees who were recently qualified.

Problem Areas

Newcomers to the education profession will experience problems; which will impact on their delivery especially in the classroom. Mentors were questioned on the types of problems

~~X~~ they experienced with their mentee. The main problems with mentees were that they:

- did not listen attentively and at times did not implement the advise given;
- failed to carry out the simplest of instructions;
- repeatedly made the same mistakes;
- expected the mentor to do the work for them;
- did not seek advise when they experienced problems;
- quite often failed to meet deadlines;
- could not keep up the pace as a result this created a backlog.

Newcomers to the education profession seem to experience problems, which impact on their delivery. M. O'Neill (2002) reviews the extensive and often conflicting empirical research on diversity in mentoring relationships and Belle Rose Ragins (2002) built on this academic foundation by providing an overview of the key challenges faced by members of diversified mentoring relationships. She blends research with practice to present practically empirically based strategies for developing effective diversified mentoring relationships.

~~X~~ **Factors that Impede Implementation - Mentoring/Induction**

Mentors were asked to indicate factors that impeded the implementation of mentoring programmes. 100% (12 out of 12) indicated that the increased teaching load and therefore

less time were the main constraints and impeding factors in the effective operation of mentoring programmes. 75% (9 out of 12) of mentors indicated that high teacher absenteeism contributed to the ineffectiveness of the programme as mentors had to serve relief and this impinged on time that could be used for mentoring.

67% (8 out of 12) of mentors indicated that the rationalisation process instituted by the board of governors impacted negatively on mentoring programmes as educators were being moved in and out of the school. New educators were the main victims of the business minded governing body. The implementation of the system meant that any educator appointed to the school could be told to leave.

Educators are therefore disillusioned and feel that it is pointless to induct and mentor new educators who were going to leave the school anyway. This created low morale and also uncertainty within the profession.

Some other reasons forwarded for factors impeding the mentoring programme were:

- apathy on the part of both the mentor and the mentee;
- lack of resources;
- absence of clear and sound policies;

- experienced educators teaching subjects they are not qualified in display and attitude of indifference to the mentoring process;
- mentees emulate behaviour of experienced educators who defy the rules and regulations of the school.

***How can Mentoring Programme be Effective**

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

- clearly lay out policies concerning mentoring programmes;
- provide additional free time for mentor and mentees;
- provide adequate resources;
- monitor the progress of mentors and mentees regularly;
- provide guidance and support to mentors so that they may carry out their tasks effectively;
- meet regularly with mentors and mentees to discuss their individual problems;
- include conflict resolution strategies as part of the training programmes for mentors.

None (12 out of 12) of the mentors ever consulted with the SMT or the SMT with them regarding the progress of the mentees. Whilst it may be accepted that time is of the essence,

one cannot neglect the nurturing of a new educator as this may create a sense of disillusionment and may force the mentee to consider his/her position in the school due to frustration and unhappiness.

***Association with Protégé**

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

Mentors were asked to indicate the frequency in which they interacted with their mentees in providing support in certain areas that usually are problematic for first time educators. Table 5.6 below presents the frequency of support given to mentees during their formative years.

Frequency of Support Given to Mentees

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

TABLE 5.5. FREQUENCY OF SUPPORT GIVEN TO MENTEES BY MENTORS

A comparison drawn between Tables 5.5 and 5.6 reveals that there is some correlation in the responses from mentees requiring support from their mentors and the responses from mentors providing the support. The reasons for poor or low

support in certain areas such as learner control and discipline and classroom organisation and management could be attributed to learners at AFC being well behaved or mentees having good classroom organisational skills respectively.

Educators: Findings

- More male educators than female educators.
- All educators are professionally educated.
- A greater percentage of educators are graduates with high education diplomas.
- Many educators enter the profession unqualified but qualify while at the 'chalk face' (that is teaching).
- Most educators taught their specialist subjects.
- Educators are very experienced in years of service.
- Insecurity in job situation.
- Small percentage shown around the school at beginning of contract.
- No documents on arrival at school.
- No induction of staff members.
- No job descriptions.
- No mentoring/induction programme at school.
- Benefit of mentors.
- How mentors can assist.
- Resources/assessment.
- Topics for induction/mentoring programme.

The Schools 'Official' Position on Induction and Mentoring

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

Interview – Principal

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

training and monitoring of mentors and mentees. This part of the analysis will end with a contextualisation of the induction and mentoring programme and the demands made on management at AFC.

Induction/Mentoring Policy

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

Tour of School

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

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

Documents to New Educators

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

Mentoring/Induction Programme – New Educators

The principal was asked if the school had an induction and mentoring programme for new educators and those educators promoted into management positions. It was found that the school did not have an induction and mentoring programme in place for staff members. The principal was aware that the department of education recommends that programmes of induction and mentoring be implemented, but such programmes do not exist at the school.

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

... each has its own particular ethos and that all newcomers to the school should be expose to them
(Principal)

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

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

The school does not currently receive trainee educators and therefore does not have an induction and the mentoring programme for them. It becomes necessary to have these

programmes in place especially for trainee educators, as this will help to reduce staff turnover and cushion the blow of practice shock.

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

Selection of Mentors

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

Training of Mentors

No formal training is provided for those who perform the function of inductors and mentors. This does not give the

programme of induction and mentoring much credibility as staff carrying out this important task is not given any training.

Job Description

Newcomers are not given written job descriptions that clearly state their duties and responsibilities at the school. However, the principal did indicate that new appointees were provided with a syllabus and scheme of work. Apart from these documents new appointees must be given documents that indicate the schools policy regarding leave taking, school hours, keeping of records, examination policies, etc. An important aspect of the induction and mentoring programme is to issue clear explanations about duties, roles and responsibilities of educators. Some of these have been negotiated by the Department of Education and teacher organisations in the Education Labour Relations Council [ELRC]. The SMT and senior staff need to understand and interpret these legislations for new appointees, in order for them to know exactly what is expected of them. New appointees should be given the opportunity to clarify their own expectations.

Factors that Hindered Implementation

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

- time constraints;
- lack of human resources;
- the effects of post creation by the board of governors and the cancellation thereof ;
- exorbitant teaching load of educators;
- high staff turnover;
- teacher absenteeism; educators and members of management having to constantly attend meetings or workshops during school hours;
- low teacher moral, and
- innovation overload.

Time for Induction and Mentoring Programmes

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

Professional Guidance

The principal was in support of providing professional guidance to mentees, especially those occupying promotion posts. However, official documents were not handed out to new promotion post holders to assist them with their new jobs.

Workshops or seminars were not organised for management members to assist them in their duties. Advice and support was given as and when the situation demanded it. It is advisable to be proactive and have structures in place in order to facilitate the smooth running of school.

Identification of Mentors

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

Monitoring – Mentor/Mentee

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

Problem – Non-Exposure to Induction/Mentoring Programme

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

- ignorance of job description;
- poor learner discipline control;
- inconsistency in evaluating learners' work;
- difficulty in adjusting to a teaching environment;
- lack of teaching techniques;
- poor organisational ability;
- not understanding duties and responsibilities;
- not living up to the schools expectations;
- inconsiderate to learners' individual indifferences;
- non-adherence to schools policy and regulations.

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

Schools 'Official' Position: Findings

Interview with principal

- No induction or mentoring programme.
- No tour of school – time constraints.
- Induction/mentoring – new educators.
- Selection of mentors.
- Training of mentors – no formal training
- Job description – no job description
- Factors that hinder implementation.
- Problems – non exposure to mentors.

Data Analysis of Questionnaire from Support Staff

Duration at School

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

Shown Around the School

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

Documents

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

Introduction to Key Personnel

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

Mission Statement

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

Introduction – Mentoring/ Induction Programme

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

- It enhanced productivity;
- Little or no time lost by newcomers in finding their way around the school;
- The high staff turnover impedes the implementation of induction and mentoring programme;
- Management was aware that newcomers experienced certain difficulties with their new jobs and surrounding but little was done to ease the tension;
- It provided assistance to those who operated devices such as photocopiers, overhead projectors and other resources;
- Minimised room for errors;
- One became confident in ones job;
- It gave them opportunities to expose their expertise and also learn from others; and
- It gave them opportunities to bring out their leadership skills.

All (4 out of 4) the clerks indicated that they were regularly appraised, as an additional increment in their salary was

performance related. It was therefore necessary for their performance to be continuously monitored and in this way be given the necessary guidance and support to meet the expectation of their job.

Support Staff: Findings

Number of support staff – 4

Positions held

No documents given on arrival

In favour of induction/mentoring programme

Aware of school mission statement

Main Findings

After analysing the data, the main findings were:

- No planned, structured and effectively managed programmes of induction and mentoring was in place at AFC;
- Staff and management were in agreement to introduce induction and mentoring programmes at their school;
- Documents on school policies, etc, were not available to newcomers at the school to assist them get acquainted with the school and its environment;
- Programmes of induction and mentoring were implemented in an informal way;
- Job descriptions were not given to newcomers to the school;
- Written contracts were not signed between mentors and mentees;
- No provision exists for the selection and training of mentors at AFC.

Conclusion

It becomes apparent that certain areas of the school administration received more attention than others in terms of induction and mentoring. The administrative staff is subjected

to more intensive forms of induction and mentoring as compared to academic staff. Whilst it is acknowledged that the effectiveness of the school is assessed on all aspects of human resources management, equal attention should be paid to all areas of human resources development.

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

CHAPTER 6

Summary And Recommendations

Introduction:

This chapter attempts to answer the questions that guide this enquiry. The summary is organized around each of the research questions. The relevant findings will be summarized with regards to each research question and recommendations will flow from the appropriate findings.

Using the content of effective human resource management, the question is asked; what are the purposes of induction and mentoring and what is seen to be the best practices in the management of these processes.

Summarizing the relevant findings in this regard, or in response to this question, the following is noted.

- Many educators enter the teaching profession and qualify whilst teaching or occupying a job.
- Some educators are not teaching their specialist subjects and are frustrated

- The staff establishment of the school is constantly changing, resulting in insecurity and low morale on the part of the educators
- Induction and mentoring programmes are difficult to administer and evaluate because of the staff turnover.
- Educators arrive for the first time at school and are unable to find their way around school and at a loss with regards to communication with other members of staff or with the management.
- No documentation is given to new staff members with regards to school policy; layout of the school; schemes of work; staff matters.
- No formal introduction to staff members the SMTs, or the educators are done on arrival.
- No jobs description in writing is handed to the new educator, let alone discussing it with the educator.
- No mentoring or induction programme is being used and no such programme existed as a policy document.
- Educators are not prepared thoroughly at universities for the real job' situation.
- Excuses by principals; time constraints; lack of human resources
- High staff turnover.
- Teacher's absenteeism.
- Low teacher's morale.

The purpose for induction and mentoring is to guide educators to achieve successfully and the best practices in the management is to respect and appreciate educator 's contributions.

Recommendations:

The unfortunate part is that many educators are employed by the board of governors and many times these educators are families or close connection of the employer. The formalities of advertising the post doing the selection; short listing is engaged in, but at the end of the day, they have ear marked whom they want for the job. Neither teacher representative nor department official is present when these interviews are conducted. Thus for harmonious development of the staff and peace, transparency needs to prevail in these appointments.

Teachers are appointed for certain jobs but necessity demands that these be changed. Considering how some educators got into the jobs , they have to tow the line . Unfortunately there are specialist teachers who are unhappy. Maths specialist once taught HSS and Physical education because she was too outspoken. Unfortunately the idea was, shut your mouth; or we will show you who is boss.

Staff members need to be provided with a sense of security. People are employed, and if they are not liked they are told to leave. Biology teacher had to leave after 18 years of serving because he was too outspoken. The stability of the staff and a sense of security are factors which will foster a positive attitude towards an induction and mentoring programme.

Educators coming to the school for the first time need to be made to feel important. On arrival, one of the colleagues could show the educator to the principal's office where the educator could be met with a cup of tea in order to feel at home. The educator could be introduced to the staff members and then to the learners in the assembly. Documentation with regards to location of various areas, class, toilets, resources centre, library and staffroom could be given to facilitate communication.

The principal could make time at the end of the day to establish how the new educator coped. It is here where the job description could be handed to the educator and explanations delivered, problem areas could be highlighted and questions could be presented and answered in an effort to comfort the new educator. Here again Peter Jonlinson in understanding mentoring (1995) is used when he refers to the process of gradual but flexible "scaffolding" that is support which can be

provided but generally removed as the educator becomes independently capable.

The next question is to examine what provision either formally or informally is made in the college for induction and mentoring. The findings in this area show that

- No training is given to mentors
- A list of how mentors can assist was provided by the educators to the S.M.T.
- Class arrangement with regards to Barnes seating is assisted by mentors.
- No proper staff development programmes.
- S.M.T. should develop and implement formal induction and mentoring programme.
- Respondents offered topics to be included in the induction and mentoring programme.

E.g.: school policies and procedures.

Where and how to obtain teaching resources

What is expected of staff members with regards to professionalism

Disciplinary procedures

- Mentors did not listen to instructions attentively
- Mentors repeatedly made the same mistake

- Mentees expected mentors to do work for them
- The interview with the principal revealed that no formal policy on induction and mentoring was in place

Recommendations:

It seems as though the problem lies with the S.M.T with regards to the mentors programme. Their knowledge of mentoring and induction seems to have much to be desired. Many institutions provide these services and the principal and his S.M.T need to be big enough to acknowledge this, attend the courses and allow the college to grow by their efforts of knowledge seeking.

The respondents offered topics to be included in the induction and mentoring programme. An effective way to bring out the best in all role players, would be to sit around the table and discuss these recommendations. Top down formulation of the policy would deprive the role of other players of ownership, resulting in disinterest. Proper participative formulation will result in constructive implementation.

Of paramount importance is what have been the experiences of educators with regards to quality of the induction and mentoring processes. Serious attention has to be paid to what educators believe is appropriate to make these processes of induction and mentoring more effective. The findings here are:

- No proper mentoring and induction programme is in place at the school
- No policy document is available
- No assistance or very little, with regards to lesson delivery
- Learners come from various areas, even rich elite areas
- Insufficient resources and the poor conditions of what is available
- Syllabi are available but 27% have not received guidance in this regard
- Pairing of mentors and mentees need to be researched in order to facilitate compatibility
- Mentors need to be able to take criticism from mentees in order to grow
- Many factors impede implementation of induction and mentoring programme
- No system for selection of mentors
- Support staff have similar problems to educators

Recommendations

Considering that input by the role players has been made, this information could be used to formulate a policy document through negotiation and discussion.

Lesson delivery could be facilitated by mentors teaching the classes and allowing the mentees to watch. Unfortunately some of the mentors are unable to deliver this service due to a lack of experience.

Learners are from wealthy homes and unfortunately receive preferential treatment, depending on the resources provided to the school. New educators need to be briefed on then types of children and their behavioural patterns. This will allow educators to settle quickly instead of stressing over learners who have a listening problem and are spoilt.

Mentors and mentees need to be paired appropriately. A good staff function which allows for personality discovery would facilitate this aspect. Compatibility will ensure proper guidance and consultation in an effort to secure resources, discuss syllabi and learn from one another.

Educators have to perform at their maximum for learners to derive the best possible benefits. Thus for performance to be at its peak focus needs to be levelled at what needs educators believe should be addressed and what might be recommended for development of a policy on induction and mentoring and to improve their management. The findings are:

- The educators need to be part of the policy making programme.
- The top down approach is meeting with resistance.
- Support structures are not in place and colleagues have to provide this important foundation.
- A need for proper documentation with regards to syllabi and schemes of work.
- The effectiveness of the induction and mentoring programme depended on whether the S.M.T would consider recommendations made by the role players.
- Provide time for mentors and mentees to meet.
- Provide adequate resources.
- Meet regularly to discuss problems.

Recommendations:

Examining all the research questions, four in total, and the findings in each of them, it is important to realize the needs that surface.

Educators have made it clear that they have a great desire to be part of the formulation process. The top down process is no longer of substance as educators have rights to accept or reject bureaucratic policy procedures. Ownership of the policy document will encourage commitment will empower role players and will certainly facilitate implementation.

The S.M.T will need to make the time to provide support structures with regards to guidance on syllabi, record books, class control, grievance procedure, and completion of leave forms, dress code, policy matters and any other matters which will enhance the harmony and proper functioning of the school.

Mentors and mentees would need to meet on a regular basis to discuss the positives and find solutions to the troubled areas by constructive criticism.

Resource material and documentation need to be workshopped to establish the quality and feasibility of the process in place.

Educators will have to be empowered in the induction and mentoring processes by attending workshops. Commitment in his regard will have to be examined in after school programmes and even our weekends.

The gender issue will need to be addressed by encouraging both males and females to apply for in house promotions. They could both be encouraged to promote the induction and mentoring programmes as feedbacks after attending workshops.

Induction of new educators could be done by colleagues with the management providing a helping hand if necessary. The feeling of wanting to be at work, needs to prevail at all times. If this need of feeling at home is met with sincerity the implementation of any policy and the management thereof, would encourage very little resistance.

Mentors thus have to attend courses to empower them and the selection of these mentors must be guided by criteria prescribed by all the role players. Even the topics to be included in the mentoring programme will need to be

sanctioned by all the stakeholders management and educators. The stakeholders also include the support staff.

Conclusion:

This investigation of the findings and possible recommendations encourages educational institutions, especially universities to prepare "future educators" adequately to cope with the realities of classroom teaching. Good human resource management suggests that every institution must develop its own procedures and policies according to particular needs and objectives.

Human resources managers, in an attempt to find solutions to shortcomings of an induction and mentoring programme should expect oversimplified solutions and versions. People management problems are complex, especially in our diverse cultural society and needs proper focus and attention in an effort to minimize the problems. The characteristics of human resource management approaches, according to O'Neil et al, (1994) are:

- Measure actions against the strategic objectives of the organization as a whole,
- Emphasize the importance of the line manager

- Focus on positive motivation rather than negative control
- Use process rather than procedures and be proactive rather than reactive.

The investigation has served to highlight some of the weaknesses as well as the strengths of an induction and mentoring programme at AFC. It is anticipated that the management team at AFC will be alerted to shortcomings in the management of induction and mentoring and that remedial measures will be discussed with all stake holders in an effort to bring about positive change. It is hoped that by doing so, this investigation will make a small but meaningful contribution to improving the management of induction and mentoring programmes at AFC.

APPENDIX A.1.

P.O. Box 37965
Overport City
4067 Durban
13 April 2004

The Principal
Al-Falaah College
99 Lotus Road
Springfield
Durban 4091

Dear Sir

The University of KwaZulu Natal has requested that I seek permission from you to do research at your school.

I am in the process of completing my Masters Degree in Administration and Management and have selected Induction and Mentoring as my field of study for my dissertation.

The research programme will involve interviews with the principal and the management staff questionnaires for the educators and the management staff. The questionnaires will concern the Induction and Mentoring programme currently at the school. I would also need access to current documents and policy on Induction and Mentoring at the school.

The purpose of the research is to examine current Induction and Mentoring programmes in place at the school and the possibility of providing information which the school could build on to provide a more effective management programme for this area of concern. This research programme could also serve as a staff development programme.

It would be greatly appreciated if permission could be granted for this research programme to be conducted by Mr Jogie at your earliest convenience.

I trust in your sincere co-operation and consideration

Yours faithfully

Mr. A. L. Jogie
Student: University of KwaZulu Natal
Student No.: 972237088

APPENDIX A.1.1

P.O. Box 37965
Overport City
4067 Durban
06 June 2004

The Principals
Mr. Y. Salot/Mr. O. F. Ameen
Al-Falaah College
Durban

Dear Sirs

RESEARCH – MODUS OPERANDI

My letter to you dated 13 April 2004 has reference. The Modus Operandi will be as follows:

- Interviews with the Principals at a time and date suitable to them.
- Questionnaires will be given to the Heads of Department and Educators to be completed at home.
- The questionnaires will be collected after three days and the information analysed.
- The findings will be discussed with the Principals.
- A proposal will be presented to the Principals for consideration as an inclusion in the staff development programme.

I do believe that an enquiry into the management of induction and mentoring at our school will be valuable exercise, as it will enhance the staff development programme.

I trust in your consideration and the opportunity to conduct this research at our school. May Allah grant us strength and wisdom to gather knowledge from the cradle to the grave.

Shukram

Yours faithfully

A. L. Jogie

APPENDIX A.2

06 June 2004

Dear Colleague

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

An Investigation into the Management of Induction and Mentoring at a Private School in North Durban, KwaZulu Natal, Department of Education and Culture.

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

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

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

I would sincerely appreciate the return of this questionnaire.

Thank you for completing the questionnaire.

.....
A. L. Jogie

APPENDIX A.3

QUESTIONNAIRE FOR EDUCATORS

Please note: Wherever there are questions requiring YES or NO responses, and alternatives, please enter a cross in the appropriate box.

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

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

YES	NO
-----	----

PART 1. GENERAL INFORMATION

1. State your current post level in the school.

.....

MALE

FEMALE

2. Your gender is

3. Have you had any formal training
(College of Education, University,
Technickon) for your teaching post?

YES

NO

4. If you have received formal training, please state your qualification (e.g. National Teacher's Diploma, etc.).

.....

5. What subjects are you qualified to teach?

.....

6. What subject/s are you currently teaching?

.....

7. Your years of teaching experience
8. In which year were you last promoted?
9. You are in your current post for years.
10. You are employed as a:
 - ☐ Permanent educator ☐ Unprotected temporary educator
 - ☐ Substitute educator ☐ Support service
 - ☐ Employed by the School Governing Body
11. Your racial group is (This is necessary for statistical purposes – sorry for the inconvenience)
 - Asian ☐
 - Black ☐
 - Coloured ☐
 - White ☐

PART 2. EXPERIENCE INDUCTION AND MENTORING

1. Is this your initial appointment? ☐ YES ☐ NO
2. You have been teaching at this school for
days/months/years.
3. On your first day at this school were you shown around
the school and its campus? ☐ YES ☐ NO
4. If yes, by whom were you shown around?
5. If no, please elaborate on how you found your way
around the school.

.....
.....
6. Were you given any documents (e.g. school plans, evacuation plan, etc)? ☐ YES ☐ NO

7. If yes, briefly comment on the contents of the documents, if no, what information would you suggest be included in such a document?

.....
.....
.....
.....

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

YES

☐

NO

☐

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

.....
.....
.....

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

.....
.....
.....

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

.....
.....
.....

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

YES

☐

NO

☐

13. If no, have you been aware of it since then?

YES

☐

NO

☐

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

YES

☐

NO

☐

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

.....
.....
.....

16. Do you think it is important to have induction programmes for new teacher?

YES

☐

NO

☐

17. Please elaborate why you think so.

.....

.....

.....

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

YES

☐

NO

☐

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

YES

☐

NO

☐

20. Do you think that the college/ university that you attended, has prepared you adequately to cope with the demands of teaching?

YES

☐

NO

☐

21. Did the principal or any member of the management team at any time offer to discuss with you your professional needs and development?

YES

☐

NO

☐

22. As a teacher newly appointed to your post, have you been allocated less teaching time than is the norm for colleagues in the same post level to enable you to consult with your Head of Department or mentor in the preparation of your lessons?

YES

☐

NO

☐

23. Consider the following concepts:

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

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

Can you recollect at any stage in your teaching career if the Department of Education has ever instituted a policy of induction and mentoring for newly appointed teachers at schools?

YES

☐

NO

☐

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

YES

☐

NO

☐

25. Did you find the support of your mentor beneficial in your formative years as a teacher?

YES

☐

NO

☐

26. Please elaborate how you found it beneficial

.....
.....
.....

27. Has the management of the school properly explained the concept of mentoring to you?

YES

☐

NO

☐

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

.....
.....
.....

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

YES

☐

NO

☐

30. From your experience would you agree that an educator's professional effectiveness is partly dependant on the support he/ she receives from his/ her colleagues?

YES

☐

NO

☐

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

.....

.....

.....

.....

32. You may have experienced some problems with the issues listed below. Please indicate to what extent your mentor has provided you with support on these issues.

There are FOUR possible responses to each problem: 1 is Often (O); 2 is Sometimes (S); 3 is Never (N); and 4 is Unsure (U). Please place a cross in the appropriate column.

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

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

YES

☐

NO

☐

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

YES

☐

NO

☐

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

.....
.....
.....

36. Should this policy be developed by:

☐

Senior management

☐

Entire staff

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

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.....
.....

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

.....
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.....

PART 3. QUESTIONNAIRE FOR MENTORS

- 1) Were you ever appointed to mentor a new staff member at your school?

YES

☐

NO

☐

- 2) If yes, please elaborate on the selection process

.....

.....

.....

- 3) Did you undergo any specific training to be a mentor?

YES

☐

NO

☐

- 4) Do you think it is necessary for mentors to receive training?

YES

☐

NO

☐

- 5) Do you think careful consideration be given in the pairing of mentors and mentees?

YES

☐

NO

☐

- 6) Please elaborate why you think so

.....

.....

.....

7) Did you observe your mentee teach in the classroom?

YES

☐

NO

☐

8) If no, why?

.....

.....

.....

9) Did you invite your mentee to observe you while you were teaching?

YES

☐

NO

☐

10) If no, why?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

13) Are there any factors that impede the implementation of the mentoring programme at your school?

YES

☐

NO

☐

14) Please elaborate as to what these factors may be

.....
.....
.....

15) During the mentoring period, did your protégé interact freely, with you?

YES

☐

NO

☐

16) What do you suggest that management do to assist mentors carry out their tasks more effectively?

.....
.....
.....

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

YES

☐

NO

☐

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

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

THANK YOU FOR YOUR TIME AND PATIENCE IN COMPLETING THIS QUESTIONNAIRE

APPENDIX A. 4

QUESTIONNAIRE FOR PRINCIPAL

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

YES

☐

NO

☐

2. Do you invite successful applicants at your school, before they arrive to take up their posts, an opportunity a tour of the school?

YES

☐

NO

☐

3. If not, why?

.....

.....

.....

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

YES

☐

NO

☐

5. If no, do you think that the introduction of such programme will enhance the effectiveness of your school?

YES

☐

NO

☐

6. Do you believe all new staff members should be exposed to an induction and mentoring programme?

YES

☐

NO

☐

7. Please elaborate

.....

.....

.....

.....

8. Is there an induction and mentoring programme for trainee teachers (student teachers) in place at your school?

YES

☐

NO

☐

9. If no, why?

.....

.....

.....

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

.....

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.....

11. How are mentors chosen?

.....
.....
.....

12. Is there any training provided for inductors and mentors?

YES

☐

NO

☐

13. Who undertakes the training of mentors?

.....

14. Are mentors fully conversant with their roles before the implementation of the induction and mentoring programme?

YES

☐

NO

☐

15. Is there any document/ handbook available for newly appointed teachers at your school?

YES

☐

NO

☐

16. Are contracts drawn between mentors and mentees?

YES

☐

NO

☐

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

.....
.....
.....

18. Are there any factors that impede the implementation of an induction and mentoring programme at your school?

YES

☐

NO

☐

19. If yes, please elaborate

.....
.....
.....

20. Are mentors given a lighter teaching load as compared to their colleagues on the same post level?

YES

☐

NO

☐

21. If no, why?

.....
.....
.....

22. Are the mentees given the lighter load?

YES

☐

NO

☐

23. If no, why?

.....
.....
.....

24. Are mentees given an opportunity to observe their mentors teach?

YES

☐

NO

☐

25. If no, why?

.....
.....
.....

26. Have you at any time offered to discuss or offered support in professional development of a mentee?

YES

☐

NO

☐

27. If yes, please elaborate

.....
.....
.....

28. Do you experience difficulties in finding mentors?

YES

☐

NO

☐

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

.....
.....
.....

30. How is the mentor's role in the mentor/ protégé relationship monitored to ensure that he/ she is an effective, and willing mentor?

.....
.....
.....

31. As the mentoring programme progresses are the mentors and mentees issued with questionnaires to indicate their problematic issues or needs?

YES

☐

NO

☐

32. What are some of the problems experience by the management of educators who have not undergone an induction and mentoring programme?

.....
.....
.....
.....

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

.....

.....

.....

.....

.....

**THANK YOU FOR YOUR TIME AND PATIENCE IN
COMPLETING THIS QUESTIONNAIRE**

QUESTIONNAIRE FOR SUPPORT STAFF

Please note: Wherever there are questions requiring YES or NO responses, and alternatives, please enter a cross in the appropriate box e.g.

If your answer is NO please enter a cross as indicated.

YES

☐

NO

☒

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

MALE

FEMALE

1. Your gender is

☐☐

2. You are appointed as an administration clerk.

3. Your qualifications are

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

YES

☐

NO

☐

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

YES

☐

NO

☐

1. If yes, elaborate on its contents, if no, indicate what documents ought to be.

.....
.....
.....

2. Were you introduced to key personnel and educators on your first day at the school?

YES

☐

NO

☐

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

YES

☐

NO

☐

4. Did you receive any mentoring during the first year at this school?

YES

☐

NO

☐

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

.....
.....
.....

6. Was your progress monitored during the mentoring stage?

YES

☐

NO

☐

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

.....

.....

.....

.....

8. Are you in agreement of introducing induction and mentoring programmes at your school?

YES

☐

NO

☐

**THANK YOU FOR YOUR TIME AND PATIENCE IN
COMPLETING THIS QUESTIONNAIRE**

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