



Understanding induction and mentoring experiences of novice teachers

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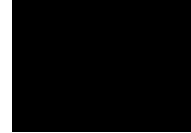
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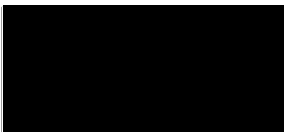
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Abstract

Induction and mentoring are the experiences of every novice teacher entering the profession and the school. However, induction and mentoring processes are often not well implemented at the school level. Novice teachers may feel frustrated, have self-doubt, and question their future stay within the profession. This case study investigated the induction and mentoring activities of six novice teachers at a public primary school in Pinetown, Durban. Employing an interpretivist paradigm, this research sought to understand the experiences of six novice teachers in the induction and mentoring processes within the selected school, their professional development experiences, and how their experiences of induction and mentoring influenced their decision to stay or leave the profession. Using individual collages and semi-structured interviews, the findings suggest that the novice teachers did not have formally appointed mentor teachers, and that the induction process was not structured. The novice teachers experienced some form of professional development through workshops. However, they had to resort to developing relationships with their colleagues and doing their research to gain knowledge and become skilful on the job. Most participants felt that despite the experiences they endured, they would still stay in the profession. The sociocultural lens concept by Steadman (2021) explored the conflict, transition and agency that novice teachers experience. The study suggests that induction and mentoring practices need to be more structured and consider novice teachers' challenges when adapting to the school's organisational culture to ensure a smoother transition. In addition, experienced teachers and the SMT need training for their roles in inducting and mentoring novice teachers. The study recommends further research on the experiences and changes of the selected novice teachers, and an exploration of what qualifies mentor teachers to play their roles in developing novice teachers and inducting them into their positions.

Table of Contents

Declaration	ii
Acknowledgements:	iii
Abstract	iv
Table of Figures	viii
Chapter One: Introduction.....	1
1.1. Introduction.....	1
1.2. Problem Statement and Background.....	1
1.3. Focus and Purpose	4
1.4. Location of the Study.....	4
1.5. Rationale	5
1.6. Research Questions	6
1.7. A brief review of key concepts	6
1.7.1 Novice Teachers.....	6
1.7.2 Induction	6
1.7.3 Mentoring.....	7
1.7.4 Professional Development	7
1.7.5 Teacher Learning: Situated Learning Theory	8
1.8. Conceptual Framework	8
1.9. Methodological Approach.....	9
1.10. Overview of dissertation	9
1.11. Conclusion	10
Chapter Two: Literature Review.....	11
2.1 Introduction.....	11
2.2 Novice Teachers.....	11
2.3 Induction	12
2.3.1 Purposes of Induction.....	13
2.3.2 International Perspectives of Induction.....	14
2.3.3 South African Perspectives of Induction.....	15
2.4 Mentoring.....	17
2.4.2 Types of mentoring	17
2.4.3 Mentoring Relationships	18
2.4.4 International Perspectives of Mentoring	18
2.4.5 South African Perspectives of Mentoring	19
2.4.6 South African Policies for Mentoring.....	19
2.4.7 Sociocultural view of Mentoring	20

2.5	Professional Development	20
2.5.1	Training.....	22
2.5.2	Cascade	22
2.5.3	Professional Learning Communities	23
2.6	Theories on Teacher Learning	23
2.7	Conclusion	26
Chapter Three: Conceptual Framework		27
3.1	Introduction.....	27
3.2	Steadman’s conceptual framework.....	27
3.2.1	<i>Conflict</i>	28
3.2.2	<i>Transition</i>	29
3.2.3	<i>Agency and identity</i>	30
3.2.3.1	Identity.....	30
3.2.3.2	Agency.....	30
3.2.4	<i>Emotions</i>	30
3.3	Conclusion.....	31
Chapter Four:.....		32
Research Design and Methodology.....		32
4.1	Introduction.....	32
4.2	Research Paradigm.....	32
4.3.	<i>Case Study Methodology</i>	33
4.4.	Sampling	35
4.4.1.	<i>Purposive Sampling</i>	35
4.5.	Data collection methods.....	36
4.5.1.	<i>Collage Inquiry</i>	36
4.5.2.	<i>Individual Semi-structured Interviews</i>	37
4.6.	Data Analysis	38
4.6.1.	<i>Thematic Approach for Interviews and Collages</i>	39
4.7.	Quality.....	39
4.7.1.	<i>Ensuring the quality of the Case</i>	39
4.8	<i>Ethical Considerations</i>	40
4.8.1	<i>Autonomy</i>	41
4.8.2	<i>Beneficence</i>	41
4.8.3	<i>Non-maleficence</i>	42
4.9	Limitations of my study	42
4.10	Conclusion	43
Chapter Five: Findings		45

5.1. Introduction	45
5.2. Themes	45
5.2.1. <i>No formal mentors were allocated</i>	45
5.2.2. <i>Colleagues expect novice teachers to be ready to teach</i>	49
5.2.3. <i>Positive supportive mentoring experiences</i>	51
5.2.4. <i>Emotions of feeling overwhelmed</i>	51
5.2.5. <i>Teacher Identities</i>	56
5.2.6. <i>Taking agency for their own professional development</i>	57
5.2.7. <i>To stay or to leave?</i>	59
5.2.8. <i>Resilience</i>	61
5.2.9 <i>Lessons Learned</i>	61
5.3. Conclusion	63
Chapter Six: Discussion and Conclusion	64
6.1 Introduction.....	64
6.2 Answering the Research Questions.....	64
6.2.1 What are the experiences of induction and mentoring of selected novice teachers?	64
6.2.2 How do these experiences of induction and mentoring contribute to their professional development?	65
6.2.3 How do the experiences of induction and mentoring influence their decision to stay of leave the profession?	66
6.3 Discussion	66
6.3.1 Conflict.....	66
6.3.2 Agency and Identity	68
6.3.3 Transition	70
6.4 Recommendations of the research	71
6.5 Limitations	72
6.6 Conclusion	73
References	74
Appendices	88
<i>Appendix 1: UKZN HSSREC Approval letter</i>	88
<i>Appendix 2: Ethical Clearance Letter (KwaZulu-Natal Department of Education)</i>	89
<i>Appendix 3: Permission Letter from the school to conduct research</i>	90
<i>Appendix 4: Participants' Letter to participate in the research</i>	91
<i>Appendix 5: Data Collection Tools</i>	94
<i>Appendix 6: Turnitin Similarity Report</i>	97
<i>Appendix 7: Letter from the Editor</i>	98

Table of Figures

Figure 1 New Teacher Center Induction Model by Moir (2009)	15
Figure 2: Charlie's Collage	47
Figure 3: Maverick's Collage.....	52
Figure 4: Viper's Collage.....	53
Figure 5: Sundown's Collage.....	54
Figure 6: Iceman's Collage.....	55
Figure 7: Slider's Collage.....	57

Chapter One: Introduction

1.1. Introduction

This case study investigated the induction and mentoring activities experienced by six novice teachers at a public primary school in Pinetown, Durban. These novice teachers vary in terms of their experiences and years in the profession, and the phases and subjects that they taught. All the novice teachers who participated in the research have a maximum of three years of teaching experience. The research examined how novice teachers experienced induction and mentoring, as well as other professional development activities and how their experiences influenced their decision to stay or leave the profession. This introductory chapter includes the introduction, focus and purpose of the study, the rationale, the background of the study, the aims of the study, key research questions, a review of the related literature with a theoretical framework, the research design and methodology, the overview of the dissertation and the conclusion of the chapter.

1.2. Problem Statement and Background

Novice teachers entering the profession, and the realities of the school environment experience a gap between the reality of school and the theory that they learn at tertiary institutions. This includes dealing with physical, social, and psychological issues that the school environment and community brings, developing and maintaining relationships within the school community, being a counsellor, nurse and administrator in addition to their primary role (i.e. teaching) and extending themselves in extra and co-curricular activities. Gholam (2018) explains that novice teachers find the transition from teacher education systems to the school environment, difficult as they are not prepared for the range of challenges they face in the school environment. Citing Goodwin (2012), Gholam (2018) describes how novice teachers often feel inadequate and alone during their first year. Despite these challenges, they are expected to deliver and be productive in their profession (Bhembe, 2018).

International studies noted that novice teachers who experience little to no support when entering the school environment and face challenges have found themselves leaving the profession due to dissatisfaction after a while (see Goldhaber & Cowan, 2014; Kearney, 2014;

Long, 2009). In South Africa, there is an amount of resilience among teachers within the profession. However, challenges such as having the ability to teach for conceptual understanding, low morale, being unprepared for administrative tasks, and dealing with social issues in the school context were noted by research on novice teachers' experiences in their first few years upon entering the profession (Bertram, 2023; Department of Basic Education, 2019a; Mahabeer, 2020). This may include anxiety and emotional distress (Tahir et al., 2014). Hence, a proper induction programme and mentoring is needed to maintain the quality of education these teachers are required to deliver in schools.

The teaching profession over the years has posed many challenges for both novice and experienced teachers due to the expectations and demands that is inherent in the profession. The National Policy Framework for Teacher Education and Development in South Africa (DBE & DHET, 2006) explains the various roles that all educators undertake when entering the profession, among them, teachers need to develop into lifelong learners, specialists in their subjects and phases, assessors, interpreters and designers of learning programmes and materials. These roles can be overwhelming and time-consuming, especially for the novice teacher. Smith and Ingersoll (2004) state that entering the teaching profession and sustaining oneself in the profession is described as a sink or swim for the teacher. More particularly, most authors agree that entering the profession can be a reality shock (see Bertram, 2023; Botha & Rens, 2018; du Plessis & Sunde, 2017).

Induction and mentoring, being different professional development activities, go hand in hand for the development of novice teachers in the working environment. Induction is the act of introducing a novice teacher to a new school environment through touring the school, discussing duties, rules and policies, creating support systems and assigning duties (Steyn, 2004). Induction involves extensively supporting and assisting them in immersing into the culture of the school and understanding their roles and the expectations of the school as an institution. The Department of Basic Education (2016) stated that as part of the induction process, novice teachers should be given as much assistance as possible throughout the first year of their employment.

The South African policies regarding professional development, more specifically induction and mentoring, have been covered across education organizations the importance of professional development activities is to novice teachers, but does not include the completion

of induction programmes. Instead, the policies take into consideration the qualifications of becoming a teacher and teaching within the school environment. The South African Council for Educators (2020) launched the professional teaching standards (PTSs) that both novice and in-service teachers are to abide by in their careers. The South African Council for Educators Act 31 of 2000 states that educators, upon registering to be accredited as professional teachers, the teacher must take part in continuous professional development activities to maintain their professional status in the profession (SACE, 2000). The Revised QMS Collective Agreement No. 2 of 2020 prescribes that educators and other structures within the school are required to take part in the QMS to ascertain the areas of improvement and requirements in terms of the necessary professional development programmes required to assist teachers in their profession. Documents that encourage the induction and mentoring of novice teachers have been drawn up by various organisations such as VVOB, in conjunction with The Department of Basic Education, however, it is mainly left to schools and other stakeholders to undertake and develop such teachers (refer to Department of Basic Education, 2016; Department of Basic Education, 2019a; Department of Basic Education, 2019b).

In recent times, the discussion of job satisfaction in schools, teacher burnout, numerous professional development meetings and support from colleagues and school management teams (SMTs) have been highlighted as reasons for questioning teachers' longevity in the profession (Provini, 2014). Many teachers work in isolation from their colleagues, and novice teachers often find themselves in the most challenging classroom or school situations (Department of Basic Education, 2019a; Ingersoll & Kappan, 2012). Having all these issues present in the environment and being inducted and mentored, I was interested to research if novice teachers saw the teaching profession as a lifelong career or not.

The Department of Basic Education (2019a) refers to mentoring as assigning experienced individuals to guide and advise [novice teachers] whose careers they will develop. In other words, mentoring can be viewed as building knowledge in a social context rather than merely transmitting it (Pennanen, et al., 2015). Mentoring relationships are a source of moral support, a guide to practical knowledge, a journey of discovery, and a space for novice teachers to prove their worth (Awaya, et al., 2003). Mentoring involves assigning a novice teacher to an experienced teacher for guidance and instruction. It is an active process where the experienced teacher becomes a practitioner who offers continuous guidance and support to novice teachers as they settle into the school environment. Ambrosetti and Dekkers (2010) refer to mentoring

as an activity where mentor teachers and novice teachers work together to become innovative in their line of work, model lessons and new learning content, plan together and make time to communicate about their learning experiences, understandings of the environment that they are working in and find opportunities to learn and gain insight in their work and environment. Support comes in the form of being a resource and soundboard for mentors and novice teachers. This will enable them to voice ideas, concerns and advice, and pass on professional knowledge, skills, and guidance (Mukuredzi, 2017; Pennanen et al., 2015).

Good induction and mentoring practices can assist in retaining teachers within the profession, assuring the success of novice teachers in the early years of their careers, which in turn develops them into effective teachers who can make meaningful, positive contributions to the education sector (Department of Basic Education, 2016; Kearney, 2014).

1.3. Focus and Purpose

The focus of the study is an exploration of the induction and mentoring experiences of selected novice teachers. Therefore, the study aims to understand the induction and mentoring experiences of the selected novice teachers, how this may have contributed to their professional development, and how these experiences may have influenced their decisions to remain in the teaching profession.

1.4. Location of the Study

The location of the study was a big public primary school in the suburb of New Germany, Pinetown, in the Pinetown District. As a quintile five school, this school collects revenue from school fees that cover the salaries of 22 School Governing Body (SGB) educators, with subsidies from the provincial Department of Education and fundraising events held throughout the year. Salaries of 20 teachers are paid by the Department of Education. The school's vision is to create an environment where effective teaching and learning develop learners into productive citizens through their policies and empowerment of their personnel, providing a safe and healthy environment, developing diversity, and treating their stakeholders with trust, dignity, and respect. The school has maintained buildings, a sports ground and swimming facilities within a residential neighbourhood. It caters for a diverse talent of learners, ranging

from Grades 0 to Grade 7 of different races as well as social and learning barriers and issues. The roll count of the school of approximately 970 learners and 42 teachers, providing teaching of classes with an average of 35 learners per class. They have recently developed and filled posts for eight remedial class units from grades R to 6. The staff consists of the principal, three department heads (i.e. grades R to 2, grades 3 to 6, and grade 7 and LSEN), forty-two teachers, two secretaries, and support staff. The school is an English medium, with isiZulu taught as a First Additional Language.

1.5. Rationale

The study stems from my professional and first-hand experiences and observations made regarding novice teachers. I entered the profession feeling confused and despondent and was not guided by my former colleagues and SMT. Tertiary education prepared me for the ideal situation and environment, but not for the realities of being a teacher in a school. Later, I started helping new teachers settle into the school so that they would not have to experience the challenges that I had. My success came when I was paired with a final-year student for mentoring. Later that same year, she became part of the staff at my school.

Induction and mentoring have been investigated in numerous studies, focusing on understanding the experiences that novice teachers have in terms of induction and mentoring in schools. In terms of teacher development practices, induction and mentoring are practices that assist in helping novice teachers adjust to the new school environment, encouraging professionalism, improving the performance of teachers and preserving them within the profession (Ingersoll & Strong, 2011; Vaitzman Ben-David & Berkovich, 2022). The reasoning behind understanding induction and mentoring in South African schools is because schools have different methods that take teachers through the process of being part of the profession and in turn, make a difference in the communities that feed these schools with learners. However, novice teachers have a very different experience that can be better described as a reality shock. There is conflict over their identity and agency, and what is presented as a “textbook” example of how to teach and conduct oneself in various situations is completely different when one enters the school context (Bertram, 2023; De Clercq & Phiri, 2013; Ncayiyana, 2022; Steadman, 2021). The policies and frameworks developed with various non-government organisations in conjunction with the Department of Basic Education are put in place. However, their implementation has been slow at the schools’ end, and novice teachers

in a recent study felt that there were no proper induction and mentoring processes at the schools that they were in (Ncayiyana, 2022). Hence, this research uses the selected school as an example of how induction and mentoring are experienced by novice teachers and voices the novice teachers' opinions on how they feel about the process and what needs to be improved upon.

1.6. Research Questions

- 1.6.1 What are the experiences of induction and mentoring of the selected novice teachers?
- 1.6.2 How do these experiences of induction and mentoring contribute to their professional development?
- 1.6.3 How do the experiences of induction and mentoring influence their decision to stay or leave the teaching profession?

1.7. A brief review of key concepts

1.7.1 Novice Teachers

Novice teachers are described as teachers who are new to the school context and are in the early years of their profession. Scholars have described the challenges that novice teachers face, including the lack of support and the failure to connect the knowledge and skills taught in teacher training institutions to the schools that they are working in. (see Bertram, 2023; Ingersoll, 2009; Steadman, 2021; Steyn, 2013). Novice teachers experience frustration and feelings of failure because of isolation, inadequate understanding of what is required from them, heavy workload, and lack of support.

1.7.2 Induction

Induction is a bridging process to welcome newly employed teachers and assist them in adapting to their roles and duties within the new working environment (Ingersoll & Strong, 2011; Steyn, 2004, van Tonder, 2021). Induction aims to improve teacher productivity and learner outcomes, improve pedagogical practices and pedagogical content knowledge, orient novice teachers into the profession, and aid in retaining teachers. In South Africa, novice teachers are those who have achieved their professional qualifications, are appointed to teach in a South African public school for the first time, and teachers who are returning to the

profession after a minimum of a five-year hiatus (Department of Basic Education, 2016). Novice teachers have a role in their induction process, which can be described in three forms: resilience, professional learning communities and reflection. As part of the induction process, mentoring programmes pair new teachers with experienced teachers who are trained to be mentors.

1.7.3 Mentoring

Mentoring is a subset of the induction process that novice teachers enter, and it is a form of training that aids in building the novice teacher's expertise to have a greater impact on learners' academic successes. It can be viewed as a relationship between an experienced teacher and a novice teacher, where the experienced teacher serves as a role model, coaches, encourages, counsels, guides and supports the novice teacher's professional development in the school. In South Africa, the Department of Basic Education has produced induction and mentoring policies, but the implementation has been slow due to several factors such as factoring mentoring into the school's timetable and lack of enthusiasm and training. Systems such as IQMS and ISPFTED have been implemented in schools to ensure that novice teachers are trained before being evaluated and that SMTs professionally develop teachers through mentoring. This notion lends itself to the sociocultural view of mentoring emphasizes the need for social interactions, social learning environments and professional learning communities as a way of actively constructing knowledge in a collaborative form.

1.7.4 Professional Development

Professional development is an important practice for all teachers (Department of Basic Education, 2018; Randall, Bradshaw & Lloyd, 2021). It is a tool to form support groups and networks where teachers learn from each other, collaborate, problem-solve, investigate ideas and read deeply into their fields. In terms of induction and mentoring, it is integrated into professional development and are required to have a systematic structure and support built within the school environment for beginning teachers to make transitions from prior experiences and knowledge to the work, the school's ethos, and values. Hence, other professional development activities, such as training, standard-based, cascade and communities of practice models, best fit the induction and mentoring of novice teachers (Kennedy, 2005).

1.7.5 Teacher Learning: Situated Learning Theory

Situated learning theory suggests that learning is a social activity, mediated by the individual and more experienced individuals within the field (Shabani, 2016). As an active participant, the teacher goes through the process of gaining and sharing knowledge with colleagues within the school. Kelly (2006) argues that socio-cultural theory foregrounds knowledge- in- practice where the teacher learns through meeting other teachers and learners and working in real-life contexts. This knowledge is subjective and adaptable to the school's context, and objective as it becomes a form of collective property among the staff inside the school (Sfard, 1998). It provides an opportunity for the teacher to share and utilize implicit and explicit resources such as prior knowledge and experiences. The situated learning theory fits well into the context of how novice teachers can adapt to the operations of the selected school and be able to develop themselves professionally to holistically understand the profession, able to complete the tasks assigned to them and improve their practices as teachers.

1.8. Conceptual Framework

Steadman (2021) adopts a sociocultural lens to conceptualise teacher learning around the concepts of transition, conflict and agency. It provides a deep understanding of the experiences that novice teachers have in terms of induction and mentoring in the school context. The sociocultural lens delves deep into the Vygotskian understanding of how conflict, transition and agency frame teacher learning and development in the school context. The transition from being a student teacher to the actualization of being a teacher is bristled with complex and internal pressures. The novice teacher must deal with complications in the school context by managing their workload and classes, in addition to the cultural norms that the school community provides. The transition of being a student and a teacher for the novice teacher is viewed through the societal notions of linear progression, and the lifelong learner within the novice teacher is viewed as both a struggle and a potential to alter their sense of themselves. The formation of an identity is a key aspect of becoming a teacher, but the process is riddled with conflict. The agency is the control that novice teachers wield in the school context that they are in, but this is challenging as teacher preparation processes and colleagues at school act as assessors.

1.9. Methodological Approach

This empirical study is qualitative. It explored the induction and mentoring practices that a group of novice teachers were experiencing at the time they started teaching at the school. Hence, a case study approach is utilized. A case study provides a detailed investigation of a specific context or case. It aims to describe what it is like to be in a particular situation (Bertram & Christiansen, 2014; Rule & John, 2011). This fits well within the interpretivist paradigm as it allows research to be conducted in a naturalistic setting. In this research, the study was conducted within the school environment with participants who are novice teachers that make up the complement of staff. Liampattong (2020) defines a case study as a study of a particular issue made through systematic data collection methods such as interviews, documents such as reports and observations of what is occurring at the time of the study. In other words, this research warrants investigation and a deeper look at how mentoring and induction were performed at the school.

I employed the purposive sampling method to select participants from the school in which I have chosen to conduct my research. These participants are information-rich cases that can provide extensive information regarding induction mentoring practices at the school. The sampling criteria employed when selecting participants were those who have either B Ed degrees or PGCE certificates from an accredited tertiary institution. Six female novice teachers were selected who graduated during the COVID-19 period and were teaching in the school selected for this study. They have a Bachelor of Education degree in different specializations and phases.

1.10. Overview of dissertation

The first chapter introduces the research's focus and purpose and briefly describes the key concepts and research design.

In the second chapter, I discuss and review the relevant literature in terms of who the novice teacher is, what induction and mentoring are, how it relates to teacher professional development and how teachers learn. I also provide an array of literature on the developments and changes made regarding the study of induction and mentoring of novice teachers. In the third chapter, I discuss the Steadman's (2021) conceptual framework that underpins the understanding of what novice teachers go through using the sociocultural lens.

In the fourth chapter, I discuss the research design and methodologies used in the research process. This includes the research design, sampling, data collection methods and data analysis that I implemented in conducting the research.

In the fifth chapter, I presented the data that was generated through the creation of collages and the interviews done with the participants. I presented the findings using the thematic analysis approach of analysing data.

Finally, in the last chapter, I discussed in detail the findings of the data collected through the collages and the transcripts of the interviews that took place with the participants and how the findings feed towards the literature that I used in understanding my research, I also investigated their implications that the findings suggest for my research. I concluded the research by summarizing my research report and providing a commentary on my research findings.

1.11. Conclusion

In this chapter, I have explained the steps and reasonings behind the choice of topic for my research, the research process that I am taking in conducting the research and how my dissertation will be developed and completed. The following chapter provides an overview of research that is pertinent to the study.

Chapter Two: Literature Review

2.1 Introduction

Induction and mentoring practices in schools are known to assist novice teachers in settling into the profession as well as into the context of the school that they are in. It allows for the reduction of anxiety and in the long term, retains novice teachers in the profession. Wong (2004) makes a formidable statement by saying that just assigning a mentor to a novice teacher is not enough. There is a need for support at all levels of the school organization that is required.

Induction and mentoring go beyond introducing the novice teacher to the school environment. It is the continuous preparation and support of novice teachers by existing teachers and other members of the school's organizational levels. It is the empowerment and availability of development and resources required for novice teachers to become confident and competent in the profession.

In this chapter, I review the relevant literature to understand the various debates surrounding my research topic. I begin by exploring who is the novice teacher and explore the concepts of induction and mentoring. Drawing from local and international literature, I attempt to understand induction, mentoring, and professional development. The remainder of the chapter is focused on understanding professional development with novice teachers since induction and mentoring are done by all sectors of the school organization. The chapter concludes with a summary of my literature chapter.

2.2 Novice Teachers

Novice teachers are defined as first-year teachers or teachers who are new to the system or school context (Department of Basic Education, 2018; Makoa & Sangalo, 2021; Sela & Harel, 2019; Zhong & Craig, 2020). Novice teachers can be further described as being newly certified as teachers for the first three years of entering the profession (Goldhaber & Cowan, 2014; Hobson et al., 2009). Hence, taking these two definitions into account, this research looks at novice teachers who are new to the school context and are in the early years of their profession.

A novice teacher's experience can be viewed and described as overwhelming as there is a conflict between the knowledge, they learned on campus versus their experiences in the classroom context (Steyn, 2004).

Many scholars have described the challenges that novice teachers face. Esau and Maarmen (2021) stated that novice teachers experience challenges in terms of management skills in the classroom, and dealing with psychological, social, and violence issues when it comes to learners. Du Plessis and Sunde (2017) sums up the challenges that novice teachers face as being unprepared for the harsh realities of teaching in the school context with very little support and not being able to connect the knowledge and skills taught in teacher training institutions to the schools that they are in. Ingersoll (2009) describes the novices' experiences as akin to "sink or swim" (p.ix). Novice teachers experience frustration and feelings of failure because of isolation, inadequate understanding of what is required from them, heavy workload, and lack of support (Department of Basic Education, 2016). An ineffective induction or pre-service preparation, lack of formal and informal support from stakeholders of the schools, poor co-operation from colleagues, the novice teacher's grand expectations as compared to the reality of teaching, insufficient rewards and resources, and inadequate resources are some of the issues novices faces. Induction and mentoring practices are a common way of assisting teachers as they can offer practical and psychological support, assistance and advice from experienced teachers and school management teams (Department of Basic Education, 2019; Harju and Niemi, 2020 Jin, et al., 2021).

2.3 Induction

Induction is understood as a bridging process to welcome newly employed teachers and assist them in adjusting to their roles and duties within the new working environment (Ingersoll & Strong, 2011; Steyn, 2004; van Tonder, 2021). By tradition, induction is regarded as an exercise that occurs after a formal qualification is acknowledged and before full professional registration, as a trial period of further education and school-based experience that permits novice teachers to become fully registered to practice as a professional teacher (Department of Basic Education, 2019). In other words, it is at this point that novice teachers understand the school context, the policies and frameworks that govern their duties, expectations of the school as an institution, and their requirements. Some studies note the positive effects of induction in

mitigating the challenges experienced by novice teachers and in this way contributing to the retention of teachers (Harju & Niemi, 2020; Jin, et al., 2021).

2.3.1 Purposes of Induction

As described by Maringe and Prew (2015), teacher induction has four purposes: enhancing teacher efficiency and learner outcomes; improving pedagogical practices and pedagogical content knowledge, orienting novice teachers into the profession; and finally, induction aids in retaining teachers. Through induction, touring the school, getting accustomed to the school policies, staff, learners, and ethos, and receiving allocations, timetables, and administrative documents, are just some of the things that novice teachers experience when entering the school.

The induction period is usually to address challenges that novice teachers face when entering the profession and school context. Hence, a robust induction programme creates a positive effect on novice teachers by improving the novice their knowledge and skills leading to the improvement of learner performance in schools, job satisfaction, commitment to the profession in the first three years of employment and remaining in the profession (Department of Basic Education, 2019; Strong & Ingersoll, 2011). In other words, induction can be viewed as the foundation of lifelong learning for novice teachers while at the same time, making the process of adjustment into the school a lot smoother. It needs to address the needs of the novice teachers, and hence there is the need for an orientation of policies and procedures at both school and departmental levels, as well as skill and knowledge development in routine practices and how the theory that they learned in teacher education institutions is applied into their teaching practices. In South Africa, among the requirements stated by The National Guidelines for Orientation Programme, some of the views of eligible novice teachers for orientation are teachers who have achieved their professional qualifications (i.e. REQV 14), are appointed to teach in a South African public school for the first time, and teachers who are returning to the profession after a minimum of a five-year hiatus (Department of Basic Education, 2016).

Induction makes the transition from graduate to professional much smoother, in turn, it reduces the risk of losing teachers and gives them a sense of belonging within the school. A high-quality induction expands the teaching repertoire and strengthens skills, knowledge, and values. It also opens the possibility for teachers to develop and maintain a strong commitment to their role

(Department of Basic Education, 2019; Department of Basic Education, 2014). During the induction, management and experienced teachers demonstrate professional practices, teacher identities and well-being, as well as orientate new teachers to the school environment. This sets the strong learning culture and collaboration of the school and hence creates a network of beliefs and values, experiences, personal attributes, and pre-service learning (Strom et al., 2018).

Novice teachers do have a role in their induction process, which can be described in three forms: their resilience, professional learning communities and reflection (Sela & Harel, 2019). Teacher resilience looks at the innate psychological qualities that enable novices to recover from setbacks that are experienced in their school environments and duties. This is also the cultivation of the novice teachers' self-identity, where experiences and personal and practical knowledge shape their self-identity over time.

2.3.2 International Perspectives of Induction

In various international studies, induction is seen as a means of collaboration that enforces continuous learning. It also raises the status of teachers. The induction period in countries like Japan, China (Shanghai), Switzerland, New Zealand, and France last a maximum of two years (Wong, Britton & Ganser, 2005). Money is invested in ensuring induction practices are executed properly. The induction process, especially in Asian countries like Japan and China, focuses on a more comprehensive approach to developing the teacher that incorporates mentoring (Kearney, 2014; Wong, et al., 2005). This is where the teacher is introduced and inducted into the culture and practices of a teacher. The consensus is that critiquing of the teacher's lessons during induction is not aimed at the teacher, but rather teaching practices.

The induction of new teachers is successful when all relevant stakeholders are involved, the novice teachers are matched with appropriate exemplary teachers, and a formative assessment tool is used to measure professional growth. Principals are a crucial part of the induction process because they support novice teachers and mentors. They plan activities effectively and attend meetings with novice teachers and mentors. The model encourages schools to use online communities to supplement meetings and professional development training. An induction programme is successful when all relevant stakeholders engage in the design and execution of the programme. In addition, adequate resources, high-quality professional development, time allocated, and a supportive environment are provided. The following figure represents the

lessons learned in the development and execution of such a model by Moir (2009) (Refer to Figure 1). This model aims to provide an insightful form of support for novice teachers entering the school environment. Being around for over two decades, this model aimed to take the lessons that it had accumulated into designing induction training that can assist novice teachers in their journey of providing quality education.

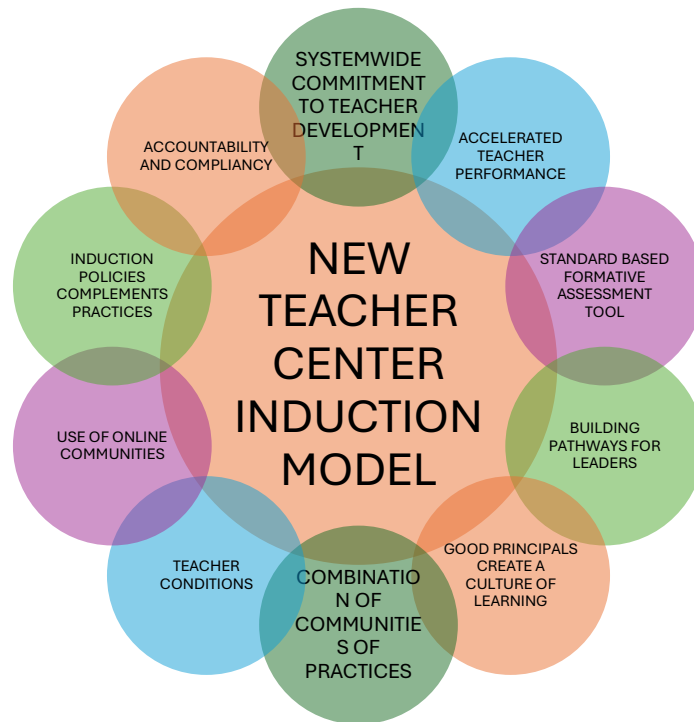


Figure 1 New Teacher Center Induction Model by Moir (2009)

The model utilizes ten reflective lessons that have been observed and used as an improvement of the model over twenty years when inducting novice teachers into the profession. Summarily, this is done so through the provision of individual mentoring of novice teachers, hosting professional development programmes for both novice and mentor teachers, and a system of assessment that is standardized and formative for mentor and novice teachers that is based on how learners learn (Moir, 2009).

2.3.3 South African Perspectives of Induction

In South Africa, the Department of Basic Education views induction as valuable to novice teachers as some of the positive effects are greater job satisfaction, commitment to remain in the profession, improving the quality of teaching and learners' achievement, meeting teachers' demands and accelerating the process of professional development. In an interview with eNCA (2019), Maluleke stated that resources in the form of finances are required to ensure that novice

teachers are inducted correctly and settled into their roles at their schools. In other words, increases in funding for mentoring and inducting teachers to incentivize it. He further stated that support is required from all stakeholders for novice teachers to be inducted into their roles.

There are two examples of induction processes that the Department of Basic Education has reviewed over recent years. The South African Maths and Science Teacher Intern Programme (SAMSTIP) is a model for science and maths teachers. This model includes school-based training, mentoring and the completion of a formal qualification by novice teachers at their host schools (Department of Basic Education, 2019). Teach SA is an organization that selects university graduates in maths, science, and languages to teach in disadvantaged primary and secondary schools (Department of Basic Education, 2019). The organization facilitates learning through mentorships, provides education support materials and creates chat rooms through their social media platforms for candidates to network. Interestingly, in this case, mentoring is seen as part of the induction practices. The pairing of new teachers with selected experienced teachers who are trained to be mentors is common during the induction period (Steyn, 2004; Ingersoll & Smith, 2004). This forms part of the in-service training whereby the novice teacher, being qualified after completing their pre-service training (i.e. initial teacher education), are then given development and training during their employment at the school. This understanding forms a linear view of teacher learning. However, it is also understood that learning is a lot more reciprocal and complex (Opfer & Pedder, 2011; Sfard, 1998)

The selection of host schools is vital for the success of the induction programme. The Department of Basic Education (2018) emphasizes the importance of selecting schools with functionality and sound ethics, a robust mentorship system for novice teachers, and a dedicated support system from the school's management. Teachers are encouraged by these opportunities to become lifelong learners and to develop themselves as individuals within the educational system. While all these realizations are positive and ideal, in reality, novice teachers experience forms of induction leading to mentoring (see Ncayiyana, 2022). In his recommendations, Ncayiyana (2022) suggests a need to review the induction policies and implementation of such policies by the Department of Basic Education, and for induction programmes to be developed by school management teams that give direct provision to every novice teacher that assumes duty at their school.

2.4 Mentoring

Induction can take place without a mentor and mentoring can occur outside of induction. Mentoring is a nurturing process in which a more accomplished teacher assists as a role model for a less skilled or less experienced teacher (Department of Basic Education, 2019). This is different to induction in that novice teachers go through an introductory overview or bridging process of the work that they are about to engage in and the environment that they are working in, mentoring is the practice that follows from induction whereby the novice teacher is mentored by the experienced teacher on matters relating to their work on a long-term basis. Mentoring is also viewed as an exercise that helps build the novice teacher's expertise to have a greater impact on learners' academic successes (Moir, 2009; Kearney, 2014; Wong et al., 2005). Additionally, it provides an opportunity to improve teaching skills, practice them, and retain enthusiasm.

When one thinks of mentoring, a simple yet effective description comes to mind as a relationship between an experienced person and a novice whereby guidance is given to the novice by the experienced person who is knowledgeable and experienced in the matters that the novice is facing. Awaya et al. (2003) compare mentoring in education with the relationship between the Mentor and Telemachus in the Greek myth. Telemachus, a man in search of his father, had to go through an internal discovery of his worthiness as a successor to his father. Mentor, enacting the role of advisor to Telemachus, offers guidance, advice, and moral support to him in addition to space for him to prove his worth. Mentoring, in this view, is a relationship where the experienced person imparts knowledge and skills to the novice and allows them to demonstrate what they have learned whilst guiding them.

2.4.2 Types of mentoring

Ben-David and Berkovich (2022) view mentoring as having career and psychosocial purposes, through four types of relationships: traditional, relational, marginal, and dysfunctional. Traditional mentoring is said to be one-sided as it helps develop novice teachers within their working environment. Relational mentoring sees mentoring as a holistic developmental exercise for both the mentor and novice teacher. Marginal mentoring is when the mentor provides support to the novice teacher when it is necessary. Dysfunctional mentoring has adverse effects in the sense that consequences such as mistreatment of the novice teacher for the benefit of the mentor occur.

2.4.3 Mentoring Relationships

Mentoring is a dynamic relationship where there is a flow of ideas and support between the experienced teacher and the novice teacher (Pennanen et al., 2016; Shank, 2005; Smith & Ingersoll, 2004). The Department of Basic Education (2019) views mentoring as "a nurturing process, in which a more skilled person serves as a role model, coaches, encourages, counsels, guides and supports a less skilled or less seasoned person to promote the latter's professional development" (p. 3). A mentor can be described as a role model who takes responsibility and is active in the relationship by setting examples for the novice to follow. As an advisor, the mentor shows interest in what the novice is trying to accomplish and guides them through it. This leads to the point that mentors are tutors who convey how they will accomplish the task at hand and allow novices to articulate their ideas and take ownership of their work. Mentors also become supporters and sponsors to the novices through building trust where they check on novices and invite novices to build networks and promote their work in these networks. Furthermore, mentors can offer support, and honest feedback, and create a space for novices who seek to share issues and ideas. In other words, there is a maintenance of the relationship where communication and understanding are key to ensuring that teamwork is taking place between the mentor and novice (Awaya, et al., 2003).

2.4.4 International Perspectives of Mentoring

From an international perspective, mentoring is viewed as being vital to the teacher's professional development at school as well as ensuring that the standards of teaching and learning are maintained at schools. In a study by Pennanen et al. (2016) of Finland and Australia's mentoring systems at schools, Finland's teachers have five years of pre-service education, whereas Australian teachers have four years of pre-service teaching and up to three years of the accreditation process. Finnish mentoring is subjected to meetings between teachers that are affiliated according to the subjects, similar roles, and interests that they share. Meetings are planned according to dates suitable to everyone and the venue is placed away from classrooms, with comfortable settings and rules for all teachers to agree and abide by. Decisions are made, and discussions are constructive. There is peer group mentoring that fosters collegial power relationships. Emotional and professional development support is viewed as essential for the work well-being of the teachers. In Australia, to solve the problem of teacher attrition, mentoring is viewed as a shared purpose where initial conversations between mentors and novices on what they want to work on. Mentors are viewed as "mother hens" who look after

psychological well-being and transmit knowledge and skills to novices through the support of designed activities. In other words, the mentor is a coach and lifeguard.

2.4.5 South African Perspectives of Mentoring

Mentoring is viewed with mixed experiences and understandings in South Africa. Despite having similar understandings as its international counterparts, South African mentoring focuses on the relationships between pre-service and novice teachers with experienced teachers, collaborations between school and university, and the need for support and resources available for mentoring to be successful. Mahorfa and Adendorff (2022) viewed mentoring as a relationship between universities and the school as experienced teachers were to be trained on gaining mentoring guidance and skills, with co-operation and communication being a major factor in being able to mentor pre-service teachers. Mukuredzi (2017) adds that in-school mentoring can be improved if mentor teachers within school contexts are subjected to mentoring practices and school-based support through complete ongoing development for improved preparedness to support both pre-service and novice teachers. She goes further to describe mentoring as experiences that included “professional support, lesson observations and feedback, collaboration, and modelling. Notwithstanding that mentors were a source of wisdom in practical knowledge for students, they gained valuable professional knowledge around teaching styles and learner engagement from students. Collaborations rejuvenated mentor practices and stimulated their reflection, enthusiasm, and passion for work” (p.1). This relies on the understanding that both mentor teachers and pre-service and novice teachers are sources of information on what is current regarding the education sector and experience from which both can learn. Both the mentor and pre-service and novice teacher also develop into sounding boards for ideas and reflections to be interrogated, implemented and evaluated.

2.4.6 South African Policies for Mentoring

In South Africa, the Department of Basic Education has produced and made induction and mentoring policies available to all schools. However, the implementation of such policies has been slow and at times non-existent at the school level due to several factors such as mentor training, timetabling, a lack of enthusiasm from seasoned teachers to extend beyond their duties and develop into mentors, and conflicts with current frameworks that are already in place at the schools (Bertram, 2023; Robinson, 2001).

In the past, the South African schools' Integrated Quality Management System (IQMS) showed mentoring as an essential part that allows for the professional development of teachers (Ncube et al., 2012). Novice teachers were required to receive training before the IQMS evaluation by an experienced teacher. The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) states that professional learning communities (PLCs) are a tool in which mentor teachers and subject advisors assist teachers in taking charge of their development through the initiation and completion of projects at the school level (2011). The Quality Management System (QMS) states that school management teams (SMTs) are obliged to deliver development through the mentoring of teachers or ensure that support is given through connecting with school subject advisors and other stakeholders (2020). In all, mentoring is recognised as the continuous professional development for all teachers that is compulsory and is to be initiated at the school level for the betterment of teaching and learning at schools, achieving good results academically, and nurturing a sense of lifelong learning among teachers to be better equipped with the unprecedented changes that the future holds.

2.4.7 Sociocultural view of Mentoring

The sociocultural view of mentoring emphasises the need for social interactions, social learning environments and professional learning communities as a way of actively constructing knowledge in a collaborative form (Pennanen et al., 2016). This form of mentoring moves away from the hierarchical relationship between mentors and novice teachers. The collaboration is a reciprocal and productive exercise in a participative group, which led to problem-solving issues that arose with the participants, so the participation was profound for the participants (Pennanen et al., 2016). It allows for the understanding of peer group mentoring with the notion of understanding how one partner relates to the other.

2.5 Professional Development

Professional development is viewed as the most important practice for teachers, both novice and experienced (Department of Basic Education, 2018; Hirsch et al., 2021). Before delving into the relationship between novice teachers and professional development practices, it is important to understand what professional development is and how it is viewed.

The concept of teaching well is viewed as fine art and is described as more than teaching and content mastery. There is a growing awareness that novice teachers need support and additional

professional learning and development at the start of their careers (Colognesi et al., 2020; Hirsch et al., 2021). Hence, there is a need for professional development activities that are novice teacher-centred (Harju & Nieme, 2020). Hence, professional development should be a tool to form support groups and networks where teachers learn from each other, collaborate, problem-solve, investigate ideas and read deeply into their fields. For teaching or teachers to be honoured and treated with respect, professional development must be more than covering strategies on how to teach. It needs to be aligned with other reform initiatives to model high-quality instruction and management in classrooms (Desimone, 2011; Guskey, 2003).

Practice-based professional development framework (Ball & Cohen, 1999 in Hirsch, et. al. 2021) promotes the integration of professional development for teachers and the acquisition of skills. The focus of this framework is to develop the teacher's knowledge base that relates to the realities of their instruction and classroom management. The framework is also used to transfer skills learned from professional development activities into the classroom (Hirsch, et al., 2021). In other words, there needs to be a link between what teachers learn to how they can utilize what they have learned in the classroom and school context to experience the effectiveness of the development. For this framework to be effective, Hirsch, et al. (2021) summarized the framework into six components:

1. There is a need to be an engagement of teachers with similar needs.
2. The activities need to be contextualized based on the teachers' needs.
3. Assessments of the teachers' background skills and knowledge need to be done to know what activities and support are required.
4. Provision of models and time for individual practice sessions of these models are required.
5. Using of materials required need to be available and like the ones used in class.
6. Feedback needs to be given timeously on the teacher's practice.

This is like Desimone's (2011) reasoning that effective professional development activities need to be content-focused, encourage active learning among teachers, the activities need to be well coherent and time managed, and allow for collaboration of teachers in these activities. Pre-employment knowledge and skills are hardly sufficient for the teaching experience to be successful for novice teachers (Ingersoll & Strong, 2011). Hence, the knowledge and skills must be acquired when entering the profession in the environment that the novice teacher is in. Therefore, induction and mentoring integrated into professional development need to have a

systematic structure and support built within the school environment for beginning teachers to make transitions from prior experiences and knowledge to the work, the school's ethos, and values.

With this understanding, professional development activities, as described by Kennedy (2005), best fits the induction and mentoring of novice teachers:

- a. Training
- b. Cascade
- c. Communities of practice.

There are other models that she discussed in her research; however, these three models are more suited to the case of novice teachers' professional development.

2.5.1 Training

This model supports a technical view of teaching as a skill that requires updating to demonstrate competence in the profession. This form is delivered by an expert who determines the knowledge and skills covered in the activity. Although the model suggests that the activity can be done within the school context, it has been noted that this takes place outside the school context (Kennedy, 2005). This can be detrimental as there is a lack of connection between what is being learned by the teacher to the context that they are teaching in. In contrast, this model can be seen as a way of inducting novice teachers by connecting them to expert teachers to interact and promote teacher learning through apprenticeships and workshops (Jin, et. al., 2021). The training model reflects a standard-based view that teachers are to demonstrate skills according to the national standards and is good for introducing new knowledge to novice teachers (Kennedy, 2005).

2.5.2 Cascade

The cascade model refers to the individual teachers attending workshops and conferences that implement and disseminate knowledge and skills and in turn, these teachers disseminate the information gained from attending such events to their colleagues back at their schools. (Kennedy, 2005). For example, the current Teacher Union Collaboration (TUC) workshops on Coding and Robotics that the Department of Basic Education and Teacher Unions are conducting across the different districts in KwaZulu-Natal. TUC workshops are collaborative

workshops between the Department of Basic Education and Teacher Unions that seek to provide information and training on the integration of the Coding and Robotics curriculum, due to take place in 2025. Teachers are invited to attend these workshops and then report and workshop other teachers in their schools about what they have learned in these sessions. This model takes on a technical view of teaching where knowledge and skills are given more priority than the values and attitudes of teaching. For example, the implementation of curriculum and subject requirements that officials from the provincial departments of education. However, the transmission of information may be incomplete as the details provided say little about how the information can be implemented and used in the school context.

2.5.3 Professional Learning Communities

This model involves a group of teachers, both novice and experienced, that get together to reflect and investigate practices to improve their teaching and learning (Department of Basic Education, 2018; Kennedy, 2005; Stoll et al., 2006; Thornton & Cherrington, 2013). Professional learning communities have become a means of collaborative working among both novice and experienced teachers. It can be described as a systematic process where teachers form teams to work together to analyse and improve practices (Sela & Harel, 2019). It also provides a safe place for teachers to share advice and experiences through forming connections (Zhong & Craig, 2020). The group is supportive and shares a vision, values leadership and personal practices. It also includes decision-making in how instruction and assessments should be conducted (Thornton & Cherrington, 2013). Professional learning communities rely on two assumptions. According to Vescio, Ross and Adams (2007), teachers' daily lived experiences form the basis for knowledge and are best understood through critical reflections with others who share those experiences. In addition, involving teachers in PLCs is assumed to increase their professional knowledge and improve the novice teacher's learning. Reflection, both formal and informal, has been seen as being effective in assisting teachers in their practices (Fink, 2014 cited in Sela & Harel, 2019). This activity assists in the construction and reconstruction of personal and practical knowledge of their practices (Zhong & Craig, 2020).

2.6 Theories on Teacher Learning

There are different ways that teachers learn, both contextually and traditionally in teacher education institutions. Learning can be cognitive where the learning is transferred from an

expert to the novice teacher through training and facilitating demonstrations and cascading knowledge and skills needed to be mastered. It can also be situated or socio-cultural where knowledge is distributed among the teachers within the school context. However, there has been the argument that learning as participation is more substantive than training a teacher in a generalized context of the situation due to the need to link concepts in pedagogy with the classroom context. In terms of pedagogy, teacher learning is seen as the process by which teachers update their knowledge, skills, and values and evolve and master their professional skills. Kelly (2006) describes teacher learning as a progression by which teachers move towards proficiency. Putnam and Borko (2000) argue that "how a person learns a particular set of knowledge and skills, and the situation in which a person learns, becomes a fundamental part of what is learned" (p. 4).

Cognitive learning is when the individual teacher who learns the knowledge, skills and values through a course or a sitting in a professional development programme. Kelly (2006) viewed this as attaining skills, knowledge and understanding for a reason and the ability to transfer the information to another setting. The work of Sfard on metaphors of teacher learning, although written in 1998, still has value in this literature review. Sfard (1998) describes the theory as an 'acquisition metaphor' (p.5), which describes knowledge acquired through expert assistance and teaching. For example, initial teacher education and postgraduate studies are done through tutorials and lectures by field experts like professors and lecturers with a doctorate or a master's degree. It is refined and combined "to form richer cognitive structures" (p. 5), much like Piaget and Vygotsky's interpretation of how learning happens. Piaget found that learning happens through assimilation and accommodation. Blake and Pope (2008) described assimilation as "the process of using or transforming the environment so that it can be placed in pre-existing cognitive structures. Accommodation is the process of changing cognitive structures to accept something from the environment" (p. 61). Blake and Pope (2008) also described Vygotsky's theory that learning through personal interactions and then reflecting for a deeper understanding of the knowledge. The teacher as a learner comes with an innate understanding of the concept and the expert imparts the necessary knowledge needed for the teacher to adapt and take ownership of for implementation in the setting they are in. Sfard (1998) referred to it as a passive form of receiving knowledge. The criticisms made regarding this form of learning are that it does not consider the authenticities of the school environment that teachers work in. Kelly (2006) argued that the information imparted is based on an ideal context and that what is learned can be used in the classroom reality. Kelly (2006) also added that the theory ignores

the relationship among teachers in the school environment where knowledge and skills are shared and developed.

In contrast to cognitive theory, which see knowledge as belonging to an individual teacher, socio-cultural learning theory foregrounds teachers' knowing-in-practice which is the knowledge that they learn alongside colleagues in the school context (Kelly, 2006). Kelly (2006) describes it as a process of knowledge-in-practice that is unrestricted to the teacher but distributed among their colleagues. Sfard (1998) described it as a participation metaphor where it is a journey of becoming part of the school fraternity through discourse and sharing ideas and understanding. For example, teachers collaborate and plan for the weekly activities and discuss and share problems, solutions and thoughts regarding their classroom practices and experiences. Kelly (2006) described knowledge as information that teachers bring, whether explicit or implicit, is shared.

Opposing cognitive learning, situative learning views knowledge as being shared with teachers through interactions with their management and other teachers. For example, discussing strategies to mitigate learner difficulties in learning the content or a certain section in a subject or demonstrating how assessments are formulated at phase level. Sfard (1998) referred to this as a "process of becoming part of a greater whole" (p. 6). Engaging colleagues in the environment helps build teacher identity.

Sfard (1998) explained this understanding through Piaget and Vygotsky's learning theory, that learning occurs from the known to the unknown, where knowledge is built on prior understanding and then adapted and changed to create new knowledge. While cognitive theory focuses on disseminating knowledge in generalizing teaching contexts, situative learning theory focuses on the environment the teacher is in and how the teacher acquires knowledge through their interactions. It is important to note that understanding stems from the foundations taught by an expert and is built upon through experiences by the individual. In addition, the interaction between the environment and the learner helps in the building and expansion of knowledge (McLeod, 2020). In teacher learning, we cannot isolate conceptual skill or knowledge without understanding the circumstances in which it occurs. Hence, there must be a relation to the environment to make better sense to the teacher for them to retain and use that knowledge. The knowledge learned from teachers, helps transition teachers from novices to

experts. Induction and mentoring do just that. Induction and mentoring are important in forming ties between theory and practice. In addition, it supports professional and individual progression for novice teachers specified in their school context (Department of Basic Education, 2019).

2.7 Conclusion

This chapter has sought to provide an extensive review of the literature to shed light on relevant theoretical and empirical research in the field. Employing a thematic approach, the study has focused on the themes of induction, mentoring, professional development, and related aspects, clarifying the recent viewpoints and debates relevant to the subject matter. The inclusion of these aspects in the literature review stems from the belief that induction and mentoring practices, as part of professional development, are essential for novice teachers to better acclimatize and thrive in the school environment. Against this backdrop, the present research aimed to investigate the novice teachers' experience regarding induction and mentoring. The next chapter will have a view into Steadman's (2021) sociocultural lens, which offers a comprehensive understanding of the underlying concepts that inform the research.

Chapter Three: Conceptual Framework

3.1 Introduction

I based my research on the sociocultural lens that Steadman (2021) used to describe the process of teacher learning. I found that this conceptual framework was suitable for my research as it focuses on how social, cultural and personal factors influence novice teachers' development. Steadman (2021) argues that three key concepts, namely conflict, transition and agency are central to the teacher learning process and how novice teachers learn to teach in their respective pathways. She further explored pre-service teachers' developing identities to clarify and illuminate how these identities develop during the teaching preparation year.

3.2 Steadman's conceptual framework

Steadman (2021) employed an ethnographic method to illustrate the student teachers' experiences across the three full-time teacher education institutions. To do this, she extensively observed the participants in their placement schools to gain insight into the nature of learning in different settings. She also incorporated both formal and informal and semi-structured interviews that were open-ended and incorporated the observations that she had conducted.

Steadman's research (2021) took place in 2017 and 2019 in South England. The participants were pre-service teachers, hailing from three full-time teacher education institutions, namely Oakland ITT, Central University and Maple Alliance. Oakland ITT and Maple Alliance host a school-led teacher programme where pre-service teachers are placed in schools and for a few days they return to their institutions for classes. Maple Alliance is slightly different in that the pre-service teachers complete their assignments and learn online rather than visiting the institution. Central University, with a legacy of over a century, hosts a teacher education in a research-led setting. Pre-service teachers are placed in schools for a period and then return to the university for consolidation.

Using thematic analysis, the research presented findings that the process of learning to teach is conflictive, recursive, and emotional. She further defends that the conceptual framework of

conflict, transition and agency provides a valuable base to study current theories of teacher learning both within and outside teacher preparation.

Steadman (2021) employed a sociocultural lens which provides a deep understanding of the experiences that novice teachers have in terms of induction and mentoring in the school context. The sociocultural lens, adapted from Vygotsky's sociocultural perspective, delves into the notion that the human process is of social origin, that humans develop themselves through social interactions, and that human thinking is both individualistic and cultural (Moll, 2014). In other words, a sociocultural perspective argues that people exist due to the relationships they have, and that learning is a social activity that is in the context that the person is in. Hence, there is a need for novice teachers to interact, collaborate, cooperate, and develop their identities, all within the school context, with their learners, colleagues and management that form part of the school organization. Inevitably conflict is experienced in terms of the identities that novice teachers possess and develop, as well as between the school management and organization versus the foundational knowledge, skills, and values that the teacher acquires at initial teacher education institutions. Emotions are relevant to experiences. Steadman (2021) states that the practice of learning how to teach is an emotional exercise due to its capacity for novice teachers to understand and query the practices within the school context as well as how they emotionally react to these observations. There is an inseparable link between emotion and motivation. Steadman (2021) states that conflict is not necessarily a negative experience, but rather it is dependent on how the novice teacher acknowledges and deals with it.

3.2.1 Conflict

Steadman (2021) views conflict through the teacher's identity, where the formation of the identity when transitioning from being a student teacher to the actualization of being a teacher is a cocktail of complex and internal pressures. On the one hand, novice teachers are required to adapt and practice through the school context, working with their colleagues and utilizing localized pedagogical practices in their duties. On the other hand, there are personal and professional changes that are ambiguous and emotional in the novice teacher's development. Steadman (2021) further explains that the duties of the novice teacher are regulated by the school context and its structural elements. The novice teacher must deal with complications in the school context by managing their workload and classes, in addition to the cultural norms of the school. The structural elements refer to the resources available at the school, the norms and standards, and the policies of the school and department of education externally. This creates

doubts and leaves the novice teacher vulnerable and conflicted as to whether to follow their acquired knowledge from initial education programmes or the ethos and organization of the school that they are placed in.

In addition, the formation of identity is a key aspect of becoming a teacher, but the process is not without conflict. There is conflict in the acquired knowledge that novice teachers carry with them from initial teacher education institutions to the school context. This acquired knowledge is precarious and subject to inevitable change that is complicated and riddled with internal tensions within the teacher (Kelly, 2006, Putnam & Borko, 2000). Like this notion, Jansen (2001) describes three bases that form the teacher's identity, namely the professional, emotional and political basis. The professional basis is the teacher's capacity to teach in terms of qualifications, subject matter competence and levels of training. The emotional basis refers to the teacher's ability to handle emotional strains in terms of introducing new policies or experiences in the context where stress and pressure already coexist. Political basis refers to teachers being able to understand, and act based on their values, personal backgrounds and professional interests within the context where change takes place. These two notions are similar as the knowledge, skills, attitudes and values that are both innate and acquired by the teacher through both initial teacher educator institutions and within the context of the schools. These two sources are often conflicted in terms of lessons and experiences, and yet it is the same conflict that shapes who the teachers are, how they handle challenges and situations that they face, and how they think of themselves.

3.2.2 Transition

Transition is termed as the period of change from one condition or state to another (Steadman, 2021). In terms of novice teachers, this change concerns their personal identity and the re-negotiations within the school context as well as between novice teachers and the school context. Transition is also the change of the novice teachers themselves in terms of change in schools in terms of the contexts, organization, culture, and experience. The novice teacher's development into being able to teach is both situative and contextual through the transition of being in the teacher education institutions and then at school (Steadman, 2021). In essence, the novice teacher's learning opportunities are limited by the boundaries of school. In other words, the development of the lifelong learner within the novice teacher is viewed as both a struggle and a potential to alter their sense of themselves.

3.2.3 Agency and identity

Steadman (2021) found that the link between agency and identity is evident. Steadman (2021) explains that people are the product of social discipline and are capable of improvising.

3.2.3.1 Identity

Through identity, novice teachers learn how to understand themselves and who they are through the context that they are in, be it personal, school or teacher education institutes. Steadman (2021) views identity as the acceptance and denial of the teacher's figure in the worlds that they are in, and how it interprets and questions the social practices, as well as the emotional reactions to observations that they make in the school contexts that they are in. Jansen (2001) views teacher identity as “the way the teacher feels about themselves professionally, emotionally and politically given the conditions of their work” (p.242). The identity in teacher learning is formed through managing relationships, roles and uncertainties in the school setting and being able to recognize resources that support actions. Being accepted in schools and respective departments brings about a sense of emotion and motivation for the teacher. It also refers to the teacher’s mindset or their sense of self through their knowledge, skills, attitudes and values that they possess and have towards their work and the changes and adjustments that relate to their work context.

3.2.3.2 Agency

Agency is the capacity that novice teachers have to initiate their own professional development within their school context. Steadman (2021) views the agency as having responsibility in dealing with conflicting issues and suggests the need for a collective agency whereby novice teachers make decisions and resolve problems that they face. She further explains that beyond having autonomy, the agency is the teacher's capability to join forces and work within the wider education system. It goes further as the teacher should be able to reflect on their practices and be able to adapt and be innovative in an ever-changing school context, whilst seeing to the needs of learners. However, this is challenging as teacher preparation processes and colleagues at school act as assessors and novice teachers are bound by the knowledge and skills taught at their teacher education institutions.

3.2.4 Emotions

Both Hargreaves (1998) and Steadman (2021) state that learning to teach is an emotional experience. Steadman (2021) takes the notion from Vygotsky, stating that emotions affect the

teacher's professional development, how they interact with their learners and colleagues, and how they recognize and react to challenges. Hargreaves (2005) states that in the early years of their careers, novice teachers either experience easy or painful beginnings. Easy beginnings are found in schools where the staff are an assembly of both young and experienced teachers, with mentoring being "a wider part of the culture of collegiality and commitment" (p. 971). On the other end, painful beginnings are experienced by novice teachers who enter schools that are predominantly staffed by experienced teachers. They experience seclusion, and no support and are submissive to the existing cultures of the school (Hargreaves, 2005). Emotions tie in with the teacher's well-being, resilience, how they can sustain and build relationships within schools, problem solving and making decisions. Emotions also impact and influence the classroom atmosphere that they create for learning, how they engage with learners, and their motivation to develop themselves. This is like Hargreaves's (1998) understanding that teaching triggers and voices the teacher's feelings, and the actions associated with those feelings. Steadman (2021) further iterates that teachers add to their professional growth and improve their experiences through identifying and managing their emotions.

3.3 Conclusion

In conclusion, I have discussed the sociocultural lens as my contextual framework that underpins the understanding of the research and lays the ground to the discussion of the findings. Later in the discussions chapter, I will use these concepts of conflict, transition and agency to discuss the findings of the research and attempt to answer the following research questions. In the next chapter, I will focus on the methodologies used to conduct the research and collect the data required to answer the research questions.

Chapter Four:

Research Design and Methodology

4.1 Introduction

Chapters Two and Three reviewed the literature and conceptual framework surrounding and related to my research questions, which are:

- 4.1.1 What are the experiences of induction and mentoring of the selected novice teachers?
- 4.1.2 How do these experiences of induction and mentoring contribute to their professional development?
- 4.1.3 How do the experiences of induction and mentoring influence their decision to stay in or leave the teaching profession?

In this chapter, I discuss the research design and methodology used in conducting my research in the exploration and understanding of selected novice teachers' experiences in induction and mentoring. I begin by discussing the research paradigm, followed by the research style, sampling techniques, data collection, and analysis. Lastly, ethical considerations and limitations of the study are discussed.

4.2 Research Paradigm

This research adopted a qualitative approach informed by the interpretive paradigm. Since this study explored the experiences of induction and mentoring of selected novice teachers and takes a subjective approach, the interpretive paradigm was appropriate. When little knowledge exists about the event under investigation, when complex issues need to be explored and understood, as well as to develop theories or explanations about what is going on (Liamputtong, 2020), qualitative research is used. In the case of this research, the research is qualitative because I am exploring the induction and mentoring experiences of novice teachers to understand these experiences. A qualitative approach, located in an interpretive paradigm is therefore appropriate for understanding the different voices reflecting the experiences of the

novice teachers which may vary with each novice teacher. The interpretivist paradigm is described by Bertram and Christiansen (2014) as useful in understanding what factors shape human behaviour, with the findings being subjective. The goal is to understand the social context while recognizing that there are multiple perspectives on the phenomenon. Merriam (1998) views this paradigm of research as qualitative due to “its nature of understanding of how people interpret experiences, how they construct their worlds, and what meaning they attribute to their experiences” (p.5). This is therefore appropriate in seeking to understand the nature of the novice teachers’ experiences of induction and mentoring.

The purpose of the study was to understand the induction and mentoring experiences of the selected novice teachers in one school; how this may have contributed to their professional development, and how these experiences may have influenced their decisions to remain in the teaching profession. Hence, the research is not generalizable as it is located specifically within one context and involves selected participants within that context.

The choice of paradigm influences methodological positions. The next section considers why case study methodology is an appropriate methodology for understanding the experiences of induction and mentoring of the selected novice teachers.

4.3. Case Study Methodology

This section considers the appropriateness of the case study methodology for my study. Bertram and Christiansen (2014, p. 42) note that a case study attempts to convey “what it is like” to be in a particular situation. Liampattong (2020) defines a case study as a study of a particular issue made through systematic data collection methods such as interviews, documents such as reports and observations of what is occurring at the time of the study. It provides a unique example of real people in real situations (Cohen et al., 2011). It enables a clear understanding of the case being investigated. In other words, this research warrants investigation and a deeper look at how mentoring and induction were conducted at the school specifically. A case study approach allows for a rich, detailed exploration of the real-life experiences of induction and mentoring of novice teachers. In my study, I attempted to capture and recount teachers' experiences regarding their mentoring and induction at the school through both visual and verbal data that was transcribed. This data paints pictures of the diverse experiences of novice teachers in the case study school.

The advantages of using a case study as a research design, according to Cohen et al. (2011), are that it is easily understood by a wider audience. In other words, the analysis of the data collected is used to understand the context of the situation at hand. In my research, I analysed the data to answer my research questions based on the context of the school in question. I aimed to do this by analysing data and delving deeper into questioning the participants in the interviews, relating the collage art-based form of data collecting to the interviews. Cohen et al. (2011) further state that case studies look at the reality of the situation being studied, elaborate on unanticipated events, and notice unique features in the research. In my study, I explored the realities of each novice teacher to understand the phenomenon of induction and mentoring.

The limitation of case studies being bound in time and place is that the results are not generalisable except when researchers notice that the findings are applied in similar situations (Cohen et al., 2011). Hence, the findings can be viewed as selective, and subjective. The purpose of my study was not to generalize my findings to novice teachers in other schools. It was to understand the phenomenon of induction and mentoring for these selected novice teachers in a particular context. This understanding may then have implications for other novice teachers and other schools, where patterns may emerge.

The case study is situated in a public fee-paying school that is categorized as a Quintile 5 school with a population of 921 learners. There are 42 teachers, a principal and 3 department heads (i.e. a foundation phase department head specifically for Grades R, 1 and 2; a department head for grades 3 to 6; and a department head only for grade 7 and LSEN). Out of 42 teachers, there are 20 school governing body paid teachers. The deputy principal retired at the end of the second term of the year that the data was collected. This brought about significant changes in the structure of the SMT, with duties and tasks shared among the three HODs for the remainder of the year. Of the 42 teachers, there are 15 teachers (including the department heads) who have 20 to 30 years of experience in teaching at the primary school level, and 15 teachers have at least 5 to 10 years of teaching at the primary school level. The principal does not teach any subjects. Each class has approximately 35 learners. The school has ageing resources and infrastructure that require an upgrade and repairs to be done.

4.4. Sampling

A sample is a subset of the population that is being investigated in terms of research, based on criteria that the researchers develop and use to find and select participants in their research. (Bertram & Christiansen, 2011; Check & Schutt, 2012; Cohen et al., 2011). For my research, I used purposive sampling.

4.4.1. Purposive Sampling

Purposive sampling refers to selecting participants for a particular purpose and does not represent the wider population (Bertram & Christiansen, 2014; Campbell et al., 2020). As Liamputtong (2020) points out, information-rich cases are individuals, events, or settings from which researchers can learn a great deal about the problem at hand. Cohen et al. (2011) refer to it as researchers building a sample specific to their needs. The participants selected were graduates when entering the profession, as well as those who had a minimum of three years of teaching experience. They answered related questions and provided extensive information regarding the school's induction and mentoring practices due to them being novice teachers working at the school for the first time. Selecting participants that I felt would be able to yield rich information for the study, created opportunities for an in-depth understanding of the novice teachers' experiences of induction and mentoring in a particular context.

The participants selected were six novice teachers and colleagues of mine who taught in a public primary school in the Pinetown District, KwaZulu-Natal (Grades R to 7). The participants were all female due to availability. Furthermore, there were no novice male teaching staff. The sampling criteria I employed in identifying participants were that they must have worked in the case study school for at least six months to four years in school governing body or departmental posts. They were novice teachers with B. Ed degrees or PGCE graduates from accredited tertiary institutions and were currently employed in the selected case study school. They taught in the primary school phases, namely the Foundation, Intermediate and Senior Phases (Grades R to 7). Some of these novice teachers had experience in teaching in other schools for a few months before being employed at the current school. The use of this approach allowed me to gather in-depth data across different phases as well as meet the criterion of novice teachers as they had only taught up to a maximum of four years.

Table 1 Participant profiles:

Name (pseudonym)	Gender	Position	Qualification	Teaching Experience	Subject taught	Phase Taught
Maverick	Female	Post level 1 teacher	B Ed	Less than 1 year	Former Grade R teacher, now floating in classes requiring a teacher	Foundation and Intermediate Phase
Charlie	Female	Post level 1 teacher	B Ed, B Ed Hons	Almost 3 years	Grade R	Foundation Phase
Viper	Female	Post level 1 teacher	B Ed, B Ed Hons.	Almost 2 years	Grade 2	Foundation Phase
Iceman	Female	Post level 1 teacher	B Ed	Almost 2 years	Grade 2	Foundation Phase
Slider	Female	Post level 1 teacher	B Ed	Almost 2 years	Grade 4	Intermediate Phase
Sundown	Female	Post level 1 teacher	B Ed	Less than 1 year	Grade 5	Intermediate Phase

4.5. Data collection methods

Data in this study was generated using two methods: collages and semi-structured interviews.

4.5.1. Collage Inquiry

Collages are the arrangement of different objects and pictures to create an image that conveys a person's moods, insights and attitudes towards a topic or concept. Campbell and Mhlongo (2019) describe collages as pictures and phrases regarding a relevant topic researched and put together to capture the focus of the study. Koll et al. (2010) elaborate that collages are participatory and a centrepiece that can encourage and evoke discussions about the topic. Participants actively participate in the research through the data collection process. Pillay et al. (2019) view collages as artistic expression and research. As art, collages employ techniques and materials arranged on a flat surface, resulting in artwork. As research, collages involve an inquiry into topics that may be contradictory, complex, and ambiguous. Hence, the advantage of using collages as a form of data collection is that the participants have autonomy over the images that they use, bringing out the true, authentic voice of the participants (Borrett & Rowley, 2020). Participants actively engage through the data collection process.

I used collage inquiry to enhance and delve deep into novice teachers' experiences. I re-iterated and explained the research questions and the collage activity to them. I explained how the collages could be created and what they could include in their collages (i.e., sticking of words, pictures, phrases, and stickers). The participants did their collages individually during their spare time. By using examples, I demonstrated how a collage could be constructed. This included an example of using positive words, phrases, and images of happy teachers to illustrate productive induction and mentoring. Alternatively, if they had negative experiences, then they could select negative imagery, words, and phrases that described their frustration and anger. Throughout the process, I reminded them of my research questions. I demonstrated a rough sketch of how their collage could be designed by them. Due to the participants' uncertainties regarding creating their collages, I had to step in as a solution provider to ease the participants' anxieties regarding the use of this method of data collection.

Most of the participants did their collages on their computers using Microsoft Word and hence used images that they had searched for from the internet search engines. One teacher used magazines and newspapers to create her collage. However, there was a bit of confusion regarding what materials to use and the use of monochrome pictures due to the lack of availability of a colour ink printer at school. I reassured them that this was fine, they could draw or create the collage using Microsoft Word and send it to me via email or WhatsApp as a document. Most of the participants made their collages using Microsoft Word and emailed or messaged me the attachment. One participant made the collage using pictures from magazines and newspapers, took a picture of it and sent it to me.

After the participants completed their collages, I requested that the participants write a short paragraph about their collages. I also showed them their collages and used open-ended questions to get the participants to talk about their collages and what their choice of pictures, words and phrases meant to them. I included questions regarding their collages in the interview transcript and developed the transcripts of the interview recordings.

4.5.2. Individual Semi-structured Interviews

Kvale and Brinkman (1996) refer to interviews as professional conversations with structure and purpose. By defining and controlling the conversation, the researcher gains descriptions, and perceptions of the participants' lives to interpret and understand their meaning. Bertram and

Christiansen (2014) state that one of the purposes of interviews is to investigate what the person knows, thinks and understands regarding the research topic. All participants were asked the same questions in the same order (Cohen et al., 2011). However, due to the questions being asked in a set way, I felt that I may be limited in getting relevance and spontaneity from the participants' responses. Instead, I listened to their responses and when I noted something peculiar or felt they needed to explain further or give examples, I asked them to do so. I also explained that some questions may seem repetitive to them, but it was my way of getting deeper into understanding their story from different perspectives of the question

The interview schedule had both open and closed-ended questions (see Appendix 5 for the interview schedule). Closed-ended questions are where the participants' answers are limited as specific information is provided. I used close-ended questions to gain knowledge regarding the participants' backgrounds for profiling purposes and to gain a better understanding of my participants' backgrounds in terms of education and qualifications. I then incorporated open-ended questions to delve deeper and understand the experiences of the participants in terms of induction and mentoring practices, how they contributed to their professional development, and how these experiences influenced their stay in the profession.

By using two data generation methods, I was able to get a more nuanced view of the experiences of induction and mentoring of the selected novice teachers, and the impact of these experiences.

4.6. Data Analysis

Rule and John (2011) explain that once the data is collected and the case has been filled, the next step researchers need to take is to interpret the data to realise what the case means. Data analysis is broadly understood as a systematic and intellectual process of breaking down and building up the data that is collected into themes or patterns to answer the research questions posed by the researcher (Bertram & Christiansen, 2014; Cohen, et al., 2011; Check & Schutt, 2011; Rule & John, 2011). The researcher takes raw textual data and transforms it into findings that answer the research questions and achieve the objectives of the research. Cohen, Manion and Morrison (2011) explain that data analysis allows the researcher to search for patterns in the data. The analysis allows the researcher to interpret the data collected by making sense of the data collected using various methods when working with the data. In this section, I discuss the thematic analysis that I used to analyse the data collected.

4.6.1. Thematic Approach for Interviews and Collages

I used a thematic approach to analyse my textual data in the form of interview transcripts as well as collages that the participants made to visually describe their experiences. The thematic approach is described as the foundational method for qualitative analysis (Braun & Clarke, 2006). It examines clusters of data and highlights codes relating to the data collected, then categorises them into themes (Alhojailan, 2012; Rule & John, 2011). In other words, it is a method that is utilized to identify, analyse and report themes found in the data that was collected. Kiger and Varpio (2020) explain the steps of the thematic approach when analysing data. The researcher needs an adequate understanding of the textual data and visual data to find themes prominent in the text. This is code generation and searching for themes related to the research itself. The researcher will then re-read the text and look at the collages to review the themes found, before naming and giving meaning to them. Data in my study was first transcribed, then coded and reduced by organising it into themes emerging from the responses of the participants. I utilized this method by taking the interview transcripts, reading them multiple times highlighting aspects of it that first answered the research questions, and then drawing out patterns of meaning or themes.

I analysed the collages in parts and as a whole piece of artwork to draw out patterns. I used what they had created as a catalyst to share and express their experiences. Using the thematic analysis again, I read the paragraphs that they wrote for their collages as well as their responses to their collages in the interview transcripts many times and highlighted the codes in specific colours. I also looked at their artwork in conjunction with the paragraph and transcript to make matches and find links between the data collected and the themes. This also brought upon validation that the data was authentic and reflected the experiences of the participants, and that the data was generalised to the school in which the research took place (Bertram & Christiansen, 2014).

4.7. Quality

4.7.1. Ensuring the quality of the Case

The quality of a case study is enhanced by the process by which data collection and data analysis are conducted (Rule & John, 2011). Beyond that, quality is continuously addressed

throughout the research process, from the conceptualisation of the case study, the relationship shared between the researcher and the participants in the duration of the research process, engaging with the literature relevant to the research, and how the data is presented and discussed.

In terms of qualitative research, the quality of a case study depends on how trustworthy the research is. Trustworthiness of the research is measured through the transferability of the research, the research's credibility, the dependability of the research, and the confirmability of the research (Rule & John, 2011). Transferability refers to the researcher being able to give an in-depth description of the case study and the context of the research taking place. Credibility, with transferability, is the recording of the case study in detail by the researcher. Dependability is how the research methodology adheres to and generates the findings that answer the questions and provide an understanding of the research topic. Transparency in terms of the researcher's positionality, limitations that affect the research and ethical requirements are addressed by the researcher to the reader such as autonomy, non-maleficence and beneficence.

To ensure the quality of my case study, I carefully documented each step of my research process. I presented detailed findings based on data transcripts from interviews and collages created by the participants in the next chapter. From the outset, I provided clear instructions on how the collages should be created and reminded participants of my role as a researcher during interviews. To ensure their comfort and understanding, I rephrased questions and encouraged deep thinking. Once interview transcripts were completed, I asked participants to review and confirm their accuracy and content. This is known as member checking. Member checking refers to the researcher giving the participants the transcripts post interview for verification of details and feedback (McKim, 2023). Finally, I sought objective feedback on my findings and interpretations from my supervisors.

4.8 Ethical Considerations

Ethical considerations are an important factor for all researchers when conducting research that involves humans (Bertram & Christensen, 2014). Ethics go beyond the understanding of what behaviour is right and wrong when dealing with research participants. Fahie (2014) states that in sensitive research topics, complex ethical and methodological issues are bound to arise as the researcher explores personal dilemmas through interpretive paradigm approaches such as a

case study. My understanding from this was that the considerations I undertook when doing this research were to prevent deception and protect the human rights of the participants (Sobočan et al., 2019; Ketefian, 2014). Ketefian (2014) presented three ethical principles, namely respect for the individual, beneficence, and justice. I will now explain these principles using the headings autonomy for respecting individuals, beneficence, and non-maleficence.

4.8.1 Autonomy

According to Bertram and Christiansen (2014), autonomy means getting consent from participants who voluntarily wish to participate in the research or who may wish to retract their consent at any time. Autonomy is self-determination where the participants of the research must be seen as being vulnerable and entitled to protection (Rule & John, 2011; Ketefian, 2014; Otani, 2020). This vulnerability can stem from particular circumstances, age, and health of the participants. In the case of my study, circumstances may include the context of the school and their position in the profession. The researcher needs to adhere to and defend the participants' right to be fully informed and make an informed decision about participating in the study. To do this ethically, issued a consent form that detailed the study and its purpose, requirements from them and myself, and contact details of the South African Depression and Anxiety Group (SADAG) should trauma occur, and help be required. I also explained my supervisor's and the ethics committee's role in the research and provided contact information should they need clarity. In addition to this, I also had to consider the collages that the participants had created and which I would present as data in the study. Participants have autonomy over the images that they use and hence there may be concerns regarding the inclusion of their artwork and their artistry skills (Borrett & Rowley, 2020). Hence, I had to get additional confirmation in writing for me to publish their artwork and accredit them using pseudonyms in the research report. I also applied for permission from the UZKN Human and Social Science Research ethics committee (see Appendix 1), the KwaZulu-Natal Provincial Department of Education (see Appendix 2), and the school (see Appendix 3). I also guaranteed that the research would not harm or open speculation about any of the participants' identities (see Appendix 4).

4.8.2 Beneficence

Beneficence is viewed as doing good and ensuring that the research benefits all stakeholders including the participants of the research (Ketefian, 2014; Bertram & Christiansen, 2014). In other words, the questions that I had to consider when preparing and conducting the research

were to consider how the findings of the research could be of benefit to all the participants and other stakeholders and understand the limitations of the research. There were some benefits that the participants had picked up in terms of their professional development and improvement of the induction and mentoring practices at the school. This will be discussed in the next chapters.

4.8.3 Non-maleficence

I considered non-maleficence by ensuring that my participants' confidentiality and anonymity were kept throughout the process and when publishing the results. Non-maleficence means not harming others (Bertram & Christiansen, 2014; Ketefian, 2014; Rule & John, 2011). By carefully adhering to the principles of anonymity and confidentiality I made every effort to not cause harm to my participants, the communities, and the school they belonged to, as I understood their fears regarding what they divulged and if it were to affect their work. Pseudonyms were used to protect the identity of the participants and the school.

4.9 Limitations of my study

Rule and John (2011) state that limitations within a research stem from methodologies used to plan and conduct research, the researcher's selection of data collection methods and the research environment that the researcher had selected to base their study, the sample of participants selected by the researcher, the logistics of the research and the researcher's attributes concerning the data collected from participants. In other words, research, conducted based on the researcher's decisions and choices, carries limitations. Rule and John (2011) further explain that a responsible researcher would take into consideration the limitations that they have faced during the process and declare it as it gives the reader better knowledge of the limits of the research that they are engaging in.

In terms of my research, there were limitations. Firstly, the research participants were my colleagues as we worked in the same school, with some participants teaching in the same phase as me. Considering this fact, my stance as a researcher is defined as an insider researcher. My role as an insider researcher was viewed as being privileged as it was entrenched in being part of the staff at the school (Aburn et al., 2021; Kim, 2011; Unluer, 2012). The advantages of being an insider are having a good understanding of the school context and familiarity with

the participants that I had recruited and being able to obtain a true account and reflection of their experiences without unnaturally altering the flow of interaction (Kim, 2011; Unluer, 2012). However, due to being familiar, as a researcher, I had to be aware of my bias in the research and be aware of possible wrong assumptions of the participants in their responses (Unluer, 2012). In terms of my experiences during the duration of the research, on the one hand, there was a level of comfort when I conducted the interviews with them as I was able to get participants to elaborate further in their responses to their questions. However, I had to keep reminding them that I was a researcher at the session and had to be as objective as I could to get an objective view of their responses. It was not an easy task as I sometimes had to find a way to get them to think deeply about events like their induction period and their mentoring process without being subjective.

Secondly, during some of the interviews, there were distractions as either teachers, parents, or learners came in and out of the venue where the research was conducted. This was because the only time I could interview in person was after school and the participants were available at that time. With three participants, I had to interview via WhatsApp messaging because during the one session, I was not in the best of health and the participants were available at that time. One participant went on maternity leave and was not returning until January 2024, hence interviewing via WhatsApp seemed like a better option for me.

I began my research with nine participants who had agreed on their own accord to participate in the research. However, three participants had dropped out, with two participants citing due to personal circumstances, and one had not signed the forms timeously despite being reminded on many occasions. Hence, I conducted the research with six participants.

Finally, the data collected are specific to the school and the sample that I have selected to base my research on. The participants' experiences specifically follow the policies and practices of the school. Hence this study may not be generalised as the phenomenon of mentoring and induction occurs differently in every school within the district, region, and so forth.

4.10 Conclusion

A discussion of the research design and methodology was presented in this chapter. The chapter discussed the interpretative paradigm, qualitative research approach and case study research

design and justified why these were appropriate for this study. Moreover, this chapter discusses the research context, sampling and data generation methods, namely semi-structured interviews and collages. I also explained how purposive sampling works and how the participants were selected. This was followed by a discussion on ethical considerations, including concepts of trustworthiness; autonomy; non-maleficence and beneficence. The chapter concludes with a brief consideration of the limitations of the study. The following chapter presents and analyses the data in response to the research questions.

Chapter Five: Findings

5.1. Introduction

In this chapter, I present the findings of the research, which emerged from my analysis of the data generated by the participants' collages and individual interviews. The chapter is divided into themes that facilitated in answering the three research questions, namely:

- 5.1.1 What are the experiences of induction and mentoring of the selected novice teachers?
- 5.1.2 How do these experiences of induction and mentoring contribute to their professional development?
- 5.1.3 How do the experiences of induction and mentoring influence their decision to stay in or leave the teaching profession?

This chapter describes the experiences that the novice teachers have faced at the selected school in terms of induction and mentoring. It further describes the contributions and influences their experiences had on their professional development and their decision to stay or leave the profession. Finally, I summarize the findings provided in the chapter.

5.2. Themes

5.2.1. No formal mentors were allocated

Most of the participants indicated that they were not formally assigned mentors, with many saying that they expected the school management team to take the initiative to assign them a mentor. Instead, they had to look for support and create connections with the teachers in the grades that they taught to find out information, and to receive support in classroom management and discipline issues. Viper struggled to piece together her experiences on the first day of work:

OK, we were called in. We were showed around the school...The grades...What else happened? We went through the contract. What else did we do? Then we were told that our HODs will then induct us and show us how things are done, but that never really, really happened. You discussed it when there are staff meetings or if they phase meetings then because OK, this is happening, and I should do it like this. This is happening, we should do it like this. But there wasn't. Like, I can't recall a time where we sit together and explain that, OK, maybe in this school we have 5 files and in these five files I expect...One, two, three, four, five from you as an educator, never happen...

Iceman clarified the induction process based on her experiences and memory of the event. Despite Viper and her being novice teachers during the same period, Iceman had a different experience:

We were given a tour of the whole school by the principal. We were then given our timetables by the deputy principal and handed over to our HODs. The HOD then explained phase-specific disciplinary procedures and processes. She also explained submission of files for monitoring. We were then handed over to the Grade Head, who explained the division of responsibilities amongst the teachers within the grade.

Charlie concurred in saying that the promise of the HOD mentoring her never happened. She started at the school as a substitute teacher during the COVID-19 pandemic. She was put into a class to teach with little knowledge of what was expected, and through her response and collage, she described the experience as challenging:

OK, so when I first started at the school here, I didn't really get any induction or any proper introduction. I think because I was only supposed to be here for three months. But at the same time, any educator needs an induction. Proper information about the policies and all of that, so no one really sat down and told me the school policies. And yet I think that was very difficult because as you can see like in most of these pictures, it looks like I was going off my head looking more frustrated, looking lost because like obviously if you don't know the procedures of the school's policies, you will be lost and you will feel frustrated. So, it was also a bit embarrassing because I mean, you're a first-time teacher, you don't know what's happening, you don't really know who to ask, and if you ask the wrong person, they may feel like, oh, what did she learn at college or whatever? But luckily like, after that, I got some kind of induction through other educators. But I mean it didn't come from management, so yeah.

It was clear in Charlie's collage (Figure 2) that due to lack of induction and mentoring procedures, she felt as though she was lost and very frustrated as a teacher due to not having a solid foundation of the school and its culture and ethos.



In reference to the above collage, the pictures that have been selected will indicate my experiences as a novice teacher in relation to induction and mentoring. Since I did not undergo a proper induction or mentoring, I felt extremely lost as a teacher since I did not have much guidance. I felt alone and did not have confidence in myself since I did not know if I was doing my work correctly. I felt embarrassed and ashamed which led to me feeling extremely frustrated. I did not feel like I was a 'good enough' teacher.

Figure 2: Charlie's Collage

The collage represents the consequences of how ineffective, or no structured induction and mentoring process can affect the novice teacher in terms of their perceptions of themselves viz., low morale, feelings of shame and embarrassment due to not knowing the policies and procedures of the school. It further adds that the knowledge of the school and how the school operates is not something that is innate within the teacher, but rather it must be demonstrated and explained to the teacher to adjust accordingly to the school.

The participants had mixed responses regarding mentors, with four of them stating that they found mentors in their colleagues whom they worked with and were dissatisfied that their

HODs did not assist them through mentoring or take the time to explain the procedures and requirements to them. Instead, the HODs expected tasks to be done as they wanted. Viper describes an experience with her HOD:

Like, I can't recall a time where we sit together and explain [...] but rather [she] would give us just the content pages then all the other things you have to get on your own, and you have to try and see who you can speak to and if that person can't help you, go to the next teacher.

Charlie adds to this sentiment with her response:

Yes, I didn't feel that much supported when it came to like management, [...] they didn't sit down and tell me, OK, this is the assessment, this is how you're supposed to be doing. This is the lesson plan and all of that. I think they just left it to the mentor teacher, and I mean like a majority of those things need to be handled by the HOD. So, I feel like in this school, they don't know their roles properly and like teachers have to really fill in the gaps for other teachers.

So obviously in the interview process. They did tell me a little bit about my duties then, but then my HOD did promise me a tour and sitting down with me but that never happened. So, there was another teacher, not even like a mentor. Not even like a grade head teacher, just a normal level one teacher gave me a tour of the school, told me like bits and pieces about what's happening.

Charlie further describes that the grade head teacher assisted her in settling down in the school. The Grade 2 teachers had a grade meeting which was very helpful for novice teachers to learn what was expected regarding assessments, procedures and classroom management issues:

OK, that was Mrs G, so thankfully it was Mrs. G, because I mean, like she's been in Grade 2 for like a long time. [and] she's very much experienced. So, like, it was very easy for her to, like, tell me what to do. [There] wasn't conflict between us. [...] I'm inexperienced and learning from her, so like the communication and everything was like was fine. [...] We had weekly meetings. So, in that grade meeting, she should sit down with the grade two teachers and just give us a rundown on what she expects in the classroom, what she expects for assessments and [...] just have simple rules and regulations that she wants us to implement. If there's any behavioural problems that we experience and other...we discuss it as a grade. So, I think doing it together every week like really helped instead of like each day me going to her and like, asking her randomly. [...] It was something that was a bit informal and formal at the same time, but that definitely really helped, those grade meetings.

Sundown stated that she had no mentor teacher formally appointed in the school, but instead reminisced about the teacher she worked with at her previous school when she was still a student teacher:

She was my mentor when I was still doing my teaching practice, and she helped me and guided me throughout my teaching practice. ... In my first job, I worked with her in the same school. She made it easy for me to be her colleague. We would bounce off ideas through each other and if I'm wrong, she would tell me if I'm being too ambitious with my ideas. [She also gave] constructive criticism, she checked up on me and always wanted the best out of me. She always asked what she could do to help me and what I was busy with. She also motivated me to further my studies.

On the other hand, two participants found mentors with the very same HOD's that the other participants had little to no support from them. Slider describes her relationship with her department head and colleagues:

Thankfully I've had a very good experience. My HOD was and is very hands on. Throughout my time at the school, if I had any issues or was unsure of anything she would clearly explain it to me. I also got a good lot of grade 4 teachers that I work alongside that helped me whenever I needed and made me feel like I've been part of the school for a long period of time. They've also supported me in terms of being there to talk to, confide in and get advice from. So very grateful for them... In the first term it was struggle, but after experiencing that and getting advice from other teachers or just watching them, I was able to better manage myself for the following terms.

Maverick found the mentoring support from the Grade R team and the HOD she was allocated to assisted her in the challenges that she faced at the school:

So, when I go there, [the HOD] doesn't look at me as the person or as just the grade 2 schoolteacher. She just looks at me as a teacher...Like a young teacher in the profession. And then she just teaches me everything about the profession and how to adapt in this school because she understands that I had a lot of challenges being in this.

To summarise, the participants were not formally allocated a mentor teacher, and they experienced induction differently. They found settling into the school environment and following procedures, aligning to the school culture and ethos difficult due to the ineffectiveness of the school's induction process.

5.2.2. Colleagues expect novice teachers to be ready to teach

Some of the novice teachers found that it was not always easy to find colleagues to mentor them. Many participants experienced inferences made against them, both directly and indirectly, by experienced colleagues. These inferences ranged from the fact that they were qualified teachers, hence they should not need help, to dealing with high expectations from HODs.

Maverick said when she had to move out of her grade and teach across the phases at the school, the experienced teachers seemed to expect that the novice teachers would know everything as they are 'qualified teachers':

I can't say it was the best, you know, because I feel like some of them like... [...] but I heard someone saying that when you are here you are a qualified teacher, so you need to do your own thing. You know how to do things. You don't need to go to people as if you are a student teacher and ask them to mentor you and Everything. You are a qualified teacher, so you... So it wasn't directed to me. But I heard that comment, and after hearing that comment, me moving all over, I was a bit scared to, like, ask people to mentor me and stuff, you know.

This highlights that experienced teachers at the school expected the novice teachers to be able to teach and complete required tasks. However, the participants felt that novice teachers do not start their careers being masters in the profession. Iceman explained that no one told her what the ATP (Annual Teaching Plan) was:

I found that the expectations from school management teams are very high, however very little mentoring is given. For example, at college we planned lessons using the CAPS document. However, when you start working you are told lessons are planned using an "ATP". Nobody tells you what that even is, and how to access it. Even though these are easy enough concepts to explain to a qualified individual, nobody bothers to do so. In some instances when you ask for support, or even explanation of policies or procedures the response is hostile. It is as if they expect you to just understand everything.

Charlie agrees and feels that a lot of the discussions and the terms used could have been simplified. She attached herself to the grade head as her mentor, who had more than thirty years of experience teaching in the grade. The challenge faced by Charlie was that the grade head was 'old school' and was not open to strategies like using group work:

Especially like it's teachers that have 30 years' experience and all of that, it is totally different from what they studied to what we study. It's totally different. [...] Also, I feel like the more experienced teachers are very like old school and into the books. They are not practical. [...] We are taught groupwork and all of that, that they don't see how that works. So, they're very closed minded when it comes to that [...] But I feel like especially like people who are experienced and like HODs and stuff, they don't really take our considerations and our plans that we want to make again.

In summary, participants had experienced resistance from their colleagues and management due to the high expectations of being qualified teachers. Differences of opinion and methods of teaching were also reported by the participants when discussing their relationships with their mentors. Despite the resistance, the participants were able to find and create mentoring relationships with experienced teachers.

5.2.3. Positive supportive mentoring experiences

There were also examples from Slider and Maverick of supportive collegial relationships. Slider expressed a positive experience with the mentoring group that she attached herself to:

Thankfully I've had a very good experience. My HOD was and is very hands-on. Throughout my time at the school, if I had any issues or was unsure of anything she would clearly explain it to me. I also got a good lot of grade 4 teachers that I work alongside that helped me whenever I needed and made me feel like I've been part of the school for a longer period of time. They've also supported me in terms of being there to talk to, confide in and get advice from. So, I am very grateful for them.

Maverick, when teaching Grade R, felt very grateful for the group of teachers she worked with, stating that she learned a lot from them and felt confident in her knowledge and skills as a teacher:

When I first came here ... the team in Grade R, the best. They were there for me. Each and every step of the way. I didn't feel like I was excluded in the way they were there for me. They were giving me things; they were telling me everything. This is how we do things. You should do this; you can come to us for help if you need anything. They always checked upon me. When I was here, I had the best experience, I won't lie. They were there for me all the time and I got, like everything. I didn't have too much stress and pressure. Even my other colleagues [said that] like "you are so lucky you have such an amazing team". They were very good. They were the best. They assisted me until I left the grade.

In essence, the participants formed good relationships with their colleagues and management that were fruitful and developed their confidence in teaching in their respective classes and grades.

5.2.4. Emotions of feeling overwhelmed

In their collages, most participants used pictures of people screaming, holding their heads, or resting their heads on desks, waving white flags or question marks floating above their heads. It was also noted that participants selected pictures of cluttered desks and books and papers stacked up around them, as indicated in Maverick and Viper's collages (Figure 3 and Figure 4)

When reflecting on her collage (Figure 3), Maverick expressed the internal conflict that she faced in terms of her habits and personality versus the realities of the profession:

The above collage is a reflection of all or rather some of the challenges that I faced as one of the novice teachers. The issue with me is that I am a perfectionist, I like doing everything perfectly. As a result, I get really overwhelmed when the pressure is too much. I also stress out a lot when I don't get everything done properly because I don't want to be seen as a disorganized teacher.



Figure 3: Maverick's Collage



Figure 4: Viper's Collage

Sundown, in her interpretation of her collage (Figure 5), describes that she felt that she had too little time which added to her being overwhelmed:

THE COLLAGE



Figure 5: Sundown’s Collage

The [...] collage relates to my experience with my induction as a novice teacher in a sense that you are bombarded and there is so much work to do and the little time. We have to teach many subjects and also do classroom admin which also takes a lot of time.

Iceman selected the words “angry” and “drama” and used a picture of a couple where the woman looked annoyed, and the man seemed to want to explain or argue a point (see Figure 6). The scene in the picture suggests an argument or disagreement taking place. Iceman gave an anecdote when asked about her collage:



Figure 6: Iceman's Collage

In some instances when you ask for support, or even explanation of policies or procedures the response is hostile. It is as if they expect you to just understand everything. If you question how certain things are done, you are labelled as questioning the authority of your senior colleagues. Which causes a lot of drama.

Sundown (Figure 5) adds to this response, explaining her relationship with her colleagues:

I would bump heads with one colleague who [was also] confused with certain things and when we ask, we wouldn't get a straightforward response but being sent to different people.

Charlie (Figure 2) summarizes that proper induction and mentoring is required to avoid conflict with stakeholders of the school. She experienced similar issues, however with the parents, rather than with her colleagues. This led her to feeling negative:

The thing for me was I didn't know the policies of the school and everything like it wasn't handed to me. So, like certain things that I felt lost, for example [...] a haircut of a child, I mean, that should be like given to me in a pamphlet or something. Let me see the policies of the school and the Code of Conduct. So, I'll be able to address matters like that. [...] I felt like I was conflicted with that and got involved. Not really involved. [...] To talk to the parent and they are thinking, I don't know my stuff, but at the end of the day, I Didn't get inducted properly [...] like conflict with parents and all of that just because I didn't know the proper code of conduct, the policy at

the school. [...] Also like I felt lost, [...] like it impacted me negatively because I didn't have the confidence in the classroom.

In essence, conflict between the participants and their colleagues, themselves and management was experienced, in addition to the frustrations and being overwhelmed experienced due to workload and deadlines. This statement brings up another theme, being teacher identities.

5.2.5. Teacher Identities

Most of the responses from the participants indicated a sense of doubt and being lost in terms of what makes a good teacher. Thus, the experiences of induction and mentoring impacted how the novice teachers viewed themselves as professional teachers. Charlie discusses the negative perceptions she had of herself when she started at the school in a written reflection at the end of her collage (refer to Figure 2):

I think that was very difficult because as you can see like in most of these pictures, it looks like I was going off my head looking more frustrated, looking lost because, like, obviously if you don't know the procedures of the school's policies, you will be lost and you will feel frustrated.

Maverick felt lost in terms of where and how she fitted in at the school, due to her experience of being moved to teach different classes in her first year:

It hasn't been an easy experience... because when I first came here, I was teaching Grade R, the first term. As I was there, there were stories that were being said that the class is going to shut down and I'll have to move to another class which might be there or might not be there. And then I had to move to grade one the following term and then after this the following term [...] I'm teaching grade 2, 3 and 4. I'm even going to the LSEN class [...] I had so much pressure on myself, and I was like, so stressed [...] about the fact that am I still going to have this job? [...]and] how am I going to do this thing? I was in this grade as I was adapting to that grade, I had to move to another grade, to different people... I Like doing things on my own and like asking for advice on some people, so here, the people here, some of them are good. I can consult them for help, but sometimes I get scared looking at how a person is

Slider, in her collage (Figure 7), identified her experience of becoming a teacher as puzzle pieces and further explained her analogy based on the collage:



Figure 7: Slider's Collage

The puzzle pieces represent the new beginning for me as a new educator in the school. The white, blank puzzle pieces represent me; a blank slate, an empty canvas that has yet to be shaped. I was introduced to the school, not really knowing how the school or the people work. However, with the assistance of my mentor teachers we were able to solve the puzzle which is my purpose in the school and my duties in the school. In other words, the puzzle pieces represent the fact that my induction into the school was a team effort.

Summarizing this segment, feelings of being lost, unsure and frustration were found common among the participants. In addition, the use of blank puzzle pieces being built and shaped is akin to how teacher identities are developed. This section brings together the participants' experiences of induction and mentoring as novice teachers teaching at the school.

5.2.6. Taking agency for their own professional development

Participants felt that to be prepared to work at the school, they had to rely upon themselves to develop themselves for their roles. They acquired knowledge, skills, values, and attitudes through individual research and asking other teachers for help. Charlie explains the advice she got from the mentor teacher:

OK, so one thing my mentor teacher encouraged me to do is to ask if you don't know, you ask and you keep on asking if you really don't know. If the other person doesn't know, you go to different teachers, you need to be very open- minded. You cannot be shy when it comes to teaching because there's so much

you need to learn. No matter you are teaching for like 5 or 10 years, like you're still learning all the time.

Viper looked at doing her research as a form of professional development beneficial to her work. She goes to her colleagues for information or goes online to find the relevant policies that she needs to read and have in her files:

If I know there are certain policies that I miss having my file, provide me with those policies. [...] But if you're not giving me, where am I going to get it? Because that's the policies of the school, I can't go search for them online and get them from there, you know... it's just proper induction [to provide] me with the correct material so that I'm able to work on my own and don't have to depend solely on My HOD or whoever is my line of authority... I'm able to understand what's going on and I have to bother myself to know the information because if I don't know it, [...] no one is going to come save me. So, it has made me more willing to go search information and understand what's going on rather than sitting [...].

Iceman adds to this response in stating that the novice teachers need to be proactive in their development:

These experiences have inspired me to become more proactive in my own development. I had to fill in the gaps in my knowledge on my own.

This brings a point of taking initiative, as Slider describes her experiences in the explanation of her collage (Figure 7). She focuses on the importance of teachers working together and supporting each other:

I learnt that the staff need to stick together and help each other out. Initially, I realized that as a new teacher, my place was not yet established. Older teachers did not want to just hand over their work that they've worked on to newer teachers. I realized I needed to show initiative, I could not expect things to be handed to me. The work environment is a give and take, you help me, and I help you. In order to achieve the best outcome, the relationship between new teachers and older teachers cannot only benefit one side. Both sides need to work together to achieve the best outcome, which I believe happened early on in my time at this school. We have fostered a helpful, positive working environment.

When asked about workshops, there were mixed reactions, with some participants stating that they, at most, attended one departmental workshop and had to rely on cascaded information from other teachers who attended the workshops. Participants also felt that the experienced teachers seem to be constantly chosen to attend workshops. Viper shared her frustrations regarding the matter:

I've only been to one workshop, nothing else besides that... It is about language that I've been teaching...other teachers go to workshops and then they come back, and they try to explain what

is going on in the workshop because not all of us can all go to workshops but...I've only been to one workshop on my own.

Charlie adds to Viper's sentiment in her response:

What do they expect from us as teachers? and then workshops. I promise you; they send experienced teachers all the time for workshops and all of that. And what about the new teachers? You know, I feel like we get pushed back when it comes to all of that. So, they need to really organize, like workshops and even experienced teachers in school. They can do it for us as well.

Charlie attended online workshops hosted by the teacher union that she was affiliated to:

Definitely there was a lot because I just joined NAPTOSA. So that tells us all about workshops and all of that online and stuff. So, I did attend. Yeah, I think, yeah, that's how I actually like, started gaining confidence and I like that because I didn't really know about all of these things and obviously, I needed to know. So, I did attend workshops via Zoom. They used to have online seminars.

Participants felt that the professional development they engaged in assisted them in creating a desire to grow in the education field. However, they believe that if there is a structured induction and mentoring process and practices were put in place, their transition into the school environment would have been a lot smoother.

5.2.7. To stay or to leave?

Five of the participants indicated that they would stay in the profession due to their love for it.

Viper gave her reasoning behind her decision to stay in the profession:

I have my days. When it gets overwhelmed. I do think of it, I do think of getting a more flexible career where I can do what I want to do every time I want to. But I think with my kids, I think of all the people that I get to interact with...Because I think teachers are overwhelmed. You know, and sometimes they can't provide us with the necessary help that they need to provide us with. And I understand because I'm a teacher and not being correctly inducted is not going to make me lose my interest in teaching because that's what I love... [...] It doesn't much affect me, but it affects how I adapt into the place I'm working at, but once I've gotten the hang of it, it's much better.

Maverick indicated that she sees her experiences as an opportunity to develop herself and assist other novice teachers in the future:

They might have made me once leave this school, but the profession, I can't say they made me leave... instead, they made me learn...[the experience] was happening as a learning experience, so I can't say I want to leave the profession and go to a different profession because I understand that even if I get to another profession, there's going to be challenges and like, some experiences that I will face and like have to deal with in

that...They [...] made me want stay in the profession so that because I know how to deal with different challenges and I even applied for my honours degree because....I want to change this thing that you just spoke about when you were asking me About the mentoring, what needs to be done to improve the mentoring system...The thing I understood [is] that [...] many people are under pressure, but they are afraid to ask for help because people do not want to mentor them and it's [...] that's one thing that pushed me to wanting to apply for honours, and maybe I'm going to go for master's and everything because I want to be that person [...] who's going to be able to assist the teachers who are new in the profession.

However, Charlie felt that factors occurring in the profession in terms of the school and the provincial Department of Education have made her think of reconsidering her choice of profession:

You know, the next two years I stayed. So yeah, now it's different because like, I became grade head now, I do things differently, obviously with, but every experience that I had from my grade head, she passed on to me [...] I still have my passion and groove. The thing is, like, I don't see myself going on for so many years. It's the politics of the school. It's things that are not run correctly by the book. It's corruption within the Department of Education, corruption within the school. It's such a put off [...]; it is horrible. [...] I did work like other places also. So, [I] do have experience in like other things like working for someone like business and all of that. So that's why I did consider leaving if I ever get an opportunity, I'll be gone.

Charlie further explained some of the issues that she observed in the profession, that other novice teachers need to keep in mind when entering the profession. She spoke about the lack of autonomy she faces when it comes to assessing learners in her class, and the discipline:

If you're a passionate teacher and you're teaching in a school in South Africa [...] it's not daisies and hunky-dory like how they teach you in college, I studied at [an institution] and basically, they taught us in terms of the perfect private school and when you hit reality here. It's totally different. They don't do things by the book. I mean a [...] simple thing as marks...You know your kids; they deserve that particular mark. Maybe they're most intelligent, but your [HOD] [tells] you “[...] have to drop [the mark] because we have, like, a certain [policy] in the school. They don't know everything”. And you know, as a teacher, what your children are capable of... and with discipline, I feel like, [...] our children are so badly behaved, like if [you] don't know how to discipline, don't be a teacher at all, because you're going to be come here, [...] be disrespected from other teachers, mentors, management as well as the child. So, you have to have like a strong backbone in order to become a teacher...you have to really be passionate about it [...] I see a lot of people leaving their teaching profession because of how schools are, and you know it's so hard...to even get a job in South Africa.

Most of the participants felt that they would stay in the profession for the love of it and as an opportunity for development in the profession. However, due to experiences and factors

occurring at the school and department level, one participant felt that given the opportunity to leave the profession, she will accept it. The different opinions regarding the participants' decision to remain or not in the profession is further developed in the next theme, resilience.

5.2.8. Resilience

The participants described their resilience during their first year of teaching at the school throughout their individual interviews. Maverick views the challenges that she faced as learning experiences:

Also like to always approach things with a positive attitude [...] I [...] understand that it's just for now. Now it's just happening now, and if I can do it, I can do it. If I can't do it, I can't do it. It won't help me, like allowing it to stress me and bring me down. [...] I just look at it on a positive side that, OK, fine. It's happening. But it is a learning experience. At the end of the day, if I do come across this kind of thing in the future, I will be able to deal with it.

In her explanation of her collage (Figure 7), Slider saw resilience as a realization of aspects regarding the school and her purpose:

The quote and whistle [referring to Figure 7]. During the third term, our school focused on sports day, and it was during this time that I truly stepped into my own. I believe this because it was the time in the year that I felt most comfortable, even with how busy and stressful things were. During this time, I realized the freedom and trust my mentor and other teachers in my sports team had given me which also helped me to internalize that I am truly integrated into the school, that I have established my place in the school.

In essence, participants found that their perceptions and mindset towards their teaching experiences at the school assisted them in being able to develop and become confident in their duties and in dealing with issues related to their work. These descriptive responses regarding resilience relates to lessons learned.

5.2.9 Lessons Learned

Throughout the interview, the participants gave responses pertaining to the lessons that they have learned from their experiences as novice teachers at the school. Viper was very vocal about a few strategies to improve the induction and mentoring processes at the school. She recommends that the schools should have a handbook for new teachers which provides guidelines about the key policies and procedures:

The challenges. I would like to be provided with the material that I can go and go through on it on my own, but I have to go search for it, and if I can't find it, I can't find it. And I would like that

maybe it's being inducted, there is maybe a certain...not a module like but [...] if there's a book? Then you tell me you want this like this. And then I have to go through it. But right that you just hear whatever that you're hearing, and sometimes it's not paying much attention. You miss information and you don't have anywhere to go back [...] and...like to find out what is going on, so, I would have liked maybe [...] like a handbook [...] I know its tedious work, but I think it will help even when you induct the new teachers that come into the school. You really have a set guideline of how to do something like that.

Charlie felt that a holistic change and improvement within the school needs to happen for structured induction and mentoring to take place. She recommends that the SMT should set up a support group in the school for new teachers:

I think the change needs to start at the top. Management...at the school [...] management, at the Department of Education, I mean, like everything.... there needs to be like maybe a proper support group of the school. The school should come up with the proper support system. You know, if the management are so busy that they can't attend to a new teacher, at least have a group of teachers that are experienced, put them together...Management should holistically welcome the teacher. Tell them about the bad experience and the good experiences, [...] Also, like teachers. grade heads play a very big role also because I mean, like if I didn't have Mrs. G in particular, [...] they wouldn't do what she did for me. So, I feel like mentor teachers or grade heads should be also trained and workshop...Sometimes management doesn't know what's going on in the curriculum, fine. The grade head will know...

Iceman concurred in her response on the management at the school:

It should be a process that is taken more seriously by the SMT. Schools should take the time to draw up a standardised set of procedures to be followed when inducting new teachers.

Iceman then had advice for novice teachers:

I would advise them to trust their training and their own abilities. It can become difficult when you feel like there isn't enough support, but it is important to remember why you became a teacher in the first place. There are children relying on you to guide them, so let that be foremost in your mind and seek ways to improve your strategies in the classroom.

Slider focused on her responses on change in teacher education institutions:

I think the change should occur is the respective teaching institutions, I feel like studying teachers aren't taught the necessary skills and knowledge to seamlessly assimilate in a school environment. In campus, a lot of focus is on the teaching of learners. But administration tasks (for example) aren't touched on. And whilst teaching is the main point of our job, administration takes equally as much time from teachers. Not knowing how to carry out those tasks could stress out the teacher and consequently affect the performance of the teacher and response of learner. This could be avoided if institutions taught

future teachers the practicalities of what they are going to face in the school environment on a daily basis.

The above responses indicate the factors that influenced most of the participants' decision to remain in the profession, while one participant felt that she may not remain in the profession.

5.3. Conclusion

This research describes how the participants experienced induction and mentoring at the school. The research explored the kind of induction and mentoring practices that were established at the school and the teacher identities inculcated by the participants throughout their experience as novice teachers. From this point, the research attempted to understand the types of professional development activities that the participants participated in and delved into the induction and mentoring practices that the participants experienced. Finally, the research set out to determine the participants' stances regarding their decision to remain or leave the profession and their reasoning behind it. The research finally delved into the lessons learned from the participants' experiences. The next chapter uses the findings to answer the research questions and engage with the conceptual framework.

Chapter Six: Discussion and Conclusion

6.1 Introduction

In the previous chapter, I presented the findings of the research conducted using the participants' individual semi-structured interviews and collages in response to the following research questions, namely:

- 6.1.1 What are the experiences of induction and mentoring of the selected teachers?
- 6.1.2 How do these experiences of induction and mentoring contribute to their professional development?
- 6.1.3 How do the experiences of induction and mentoring influence their decision to stay or leave the profession?

In this chapter, I will be discussing the findings of the research and relating it to Steadman's (2021) conceptual framework to answer the research questions. I will first discuss the findings and then relate it to Steadman's (2021) factors in the conceptual framework as well as similar writings from other authors. I will also discuss the limitations of the research and how the topic can be further explored. Finally, I will summarize what has been discussed in the chapter and conclude the research.

6.2 Answering the Research Questions

6.2.1 What are the experiences of induction and mentoring of selected novice teachers?

The experiences varied among the participants. In general, all participants stated that they were not formally assigned to mentor teachers, nor did the induction and mentoring practices aid them in settling within the school context. Hence, the participants needed support and assistance from other experienced teachers at the school. For example, Charlie looked upon her Grade Head as her mentor as she felt that the Grade Head had a wealth of knowledge in teaching the grade she taught. Slider found help through the support of her grade unit that she taught and her HOD. However, the expectations of the participants and experienced teachers created both internal and external conflict. The participants felt that the SMT should have taken more initiative in the induction and mentoring process and be more communicative in their

requirements. Viper expressed that she was handed a contents page and told to organize her files accordingly without explaining where and how she could access the documents required for her files. The participants also felt that senior colleagues and the SMT had lofty expectations of them as they were qualified teachers. Due to this expectation, the participants experienced direct and indirect inference against them, saying that they should work independently and know what was expected of them in the school. Maverick stated that experienced teachers felt that they were not student teachers to ask for guidance and assistance. Iceman and Charlie noted that explanations regarding school policies and lesson planning were not given by the SMT. Instead, they received hostility from the very same teachers and insinuated that they questioned their authority if they questioned them about the task. The confusion experienced by Sundown and another teacher led to a conflict of understanding what was expected from them. The participants felt overwhelmed and frustrated. Charlie described that her induction and mentoring process left her with little knowledge of school policies, which made her unconfident and embarrassed when confronting her parents. Maverick experienced conflict between her perfectionist personality and the challenges that she experienced. She doubted herself and wondered whether her colleagues viewed her as a good teacher.

6.2.2 How do these experiences of induction and mentoring contribute to their professional development?

The participants felt they needed to be proactive in their professional development to work in the school, especially since they received very little support and assistance during their induction and mentoring process. Most participants indicated that they attended one workshop and had to rely on cascaded information from their colleagues during meetings. Charlie felt that the experienced teachers were always selected to attend workshops. Hence, the participants found other avenues of professionally developing themselves. For example, Charlie attended online workshops that her Union had organised. Viper and Iceman did their research on policies that they needed to know about. Most participants indicated that they were encouraged to ask their colleagues questions to understand better the issues and tasks they faced. The participants stated that taking agency over their professional development made them grow into lifelong learners by bridging the gaps they had in their knowledge.

6.2.3 How do the experiences of induction and mentoring influence their decision to stay or leave the profession?

Most participants felt they would stay in the teaching profession despite the challenges during their induction and mentoring process. Maverick and Viper felt that their induction affected how they adapted to the school. However, once they found that they had adjusted to work within the school context, their experiences improved positively. Maverick was inspired to study further and complete her postgraduate degree to assist future novice teachers entering the school. Slider viewed her experiences as making her resilient in being part of the school and achieving her purpose. However, Charlie felt that the politics of the school and the provincial department of education, including discipline issues and lack of autonomy in her teaching, were factors that she would keep in mind should the opportunity arise for her to leave the profession.

6.3 Discussion

In this discussion, I use the key concepts of Steadman's (2021) conceptual framework to further discuss the findings and how it relates to the framework to better understand the experiences of the participants.

6.3.1 Conflict

Steadman (2021) suggests that conflict occurs throughout the process of becoming a teacher. Conflict is viewed as a key aspect of forming an identity as a teacher as roles change from student teacher to a formal teacher working within the school. Hence, the changes are often unstable, and anxiety driven, with complex tensions that are internalized by the novice teacher. The findings suggested many instances when the participants experienced conflict both internally and externally during their induction and mentoring processes. Internal conflict being the struggles that novice teachers experience when reconciling their own ideas and philosophies of teaching that they had developed, with the realities and experiences of the school that they are in (Steadman, 2021). External conflict is described by Steadman (2021) as a clash between expectations from both novice teachers and their colleagues and other stakeholders within the school organization, and the novice teacher's preconception of teaching versus the reality of it in school.

Interestingly, the findings show that the experiences reflect the internal and external conflict that the participants felt. In this case, participants felt external conflict in the disconnection

between what they were taught in teacher training institutions and the realities of what is done at schools through their lesson planning. Viper stated that they were taught at university to plan from the CAPS documents and how to teach concepts using various methods that were learner-centred and participatory in groups. However, upon entering the school, they were told to take their lessons from ATP's and that a more traditional approach to teaching concepts was more suitable. Charlie, Viper and Sundown described the frustration of not being given further support on the ATP's and felt that the experienced teachers were "old school and into books". This led to both internal and external conflict whereby there was an expectation by some experienced teachers that the participants were qualified teachers and that they should know everything about teaching and planning.

Steadman (2021) views conflict in this case as contradiction of approaches and philosophies for the novice teacher, whereby the novice teacher experiences the transition from being students in teacher education institutions to being teachers in the context of the school. In other words, the novice teacher's personal emotions and ideologies of teaching conflict with the expectations of the school. Added to this pressure, Steadman (2021) notes the differences between knowledge and context that is taught in teacher education institutions, stating that novice teachers are given an ideal as to what teaching is (Bertam, 2023; Mphojane, 2021; Schatz-Oppenheimer & Dvir, 2014; Sela & Harel, 2019). The missing bridge is that novice teachers do not have the knowledge of the school and its culture from the start of their jobs, they learn it through the experience of being in the school. Furthermore, different schools have different requirements and expectations of teachers. For example, Viper stated that she found that the school where she previously taught and the current school had different policies regarding filing. She was given a contents page of what was needed in the file after it was checked by her HOD and felt that an explanation and perhaps being told at the beginning of the year would have helped. Sundown felt that lack of communication and high expectations from her colleagues and HOD made it difficult for her to adjust and settle into her role, compared to what she experienced as a student teacher with her previous mentor teacher. Participants felt that proper induction and mentoring processes are required to be structured and relevant to the school that they are in and be continuous for novice teachers to be integrated into the school and teach effectively.

On the other hand, participants also experienced doubt and feeling lost in terms of what makes a good teacher. Charlie, for example, felt that she was "going off her head" due to not knowing

the procedures and policies. She stated that she didn't receive proper induction and mentoring from her HOD and felt that if she did have that assistance, she wouldn't have got into conflicts with learners' parents and feel embarrassed about her lack of knowledge. In this instance, induction and mentoring processes impact the experiences, which, in turn, impacts how novice teachers view themselves.

In addition, novice teachers are required to adopt practices and beliefs that are common in the school that they are in, and in return, gain acceptance within their departments and positive feedback. This can be pressurizing for novice teachers, especially in terms of their confidence in their ability to work at the school (Steadman, 2021; Hou et al., 2023). This is noted in the findings where the participants felt that there was hostility if they asked for support or questioned the experienced teachers. However, Slider noted in her response that she realized that she had to show initiative to receive the help and support that she required from experienced teachers. She explained that she viewed her relationship with experienced teachers as teamwork to achieve the best possible outcome. In other words, the relationship between experienced teachers (taking the roles of mentors) and the novice teacher form relationships that mutually benefit teaching and learning to take place successfully (Awaya, et al., 2003). However, Iceman felt that if she asked questions about her HOD's or an experienced colleague's instruction, it came across as though she was questioning their authority. Steadman (2021) stated that through conflict, novice teachers can understand themselves and their roles in the social and cultural contexts of teaching, and actively shape and transform those contexts positively. Interestingly, in Slider's response, she felt that at first, her place was not established and the conflicting relationship between herself and the experienced teachers was because they did not want to "just hand over" their work. Instead, she understood the conflict as a relationship where give and take was the essence to developing good relationships with those teachers.

6.3.2 Agency and Identity

Agency is viewed as the novice teacher's capacity to make decisions and shape their teaching practices (Calvert, 2016; Steadman, 2021). Ashton (2021) states that novice teachers practice agency as a response to trying to overcome challenges. In other words, it is the novice teacher's efforts and response to the challenges that creates the agency within the teacher. Identity is the novice teachers' continuous growth in their understanding of their school context through dealing with their expectations of teaching and understanding themselves whilst experiencing

the realities of the classroom (Steadman, 2021). The novice teacher develops skills and confidence through experiences of conflict and transition to exert agency and develop their identity. The participants found that they experienced a development of their agency and identities through how they developed themselves professionally. Slider explained in her collage, that she needed to establish herself and her identity within the nest of teachers that she worked with through showing initiative through teamwork and support. Viper developed her identity as a proactive seeker as she felt that she was more willing to find and read the policies rather than waiting for it to be handed to her. Charlie had to develop the skill of being open-minded and confident in approaching and asking questions until she understands what is required from her. It must be understood that the development of agency and identity is not a linear process. The conflict and confusion that the novice teacher experiences should be viewed as opportunities to grow and develop into becoming independent in their roles.

Viper and Charlie stated that they, at most, went to one workshop due to limited number of teachers being allowed to attend workshops per school, with some stating that the experienced teachers usually attended the sessions and then cascaded the knowledge during staff and phase meetings. Hence, they stated that they professionally developed themselves through asking questions and seeking support from their colleagues, attending workshops hosted by teacher unions that they were affiliated to, doing their own research, and working with other teachers within their departments. This form of being proactive in their professional learning in turn developed their confidence in their abilities as teachers and made them eager to learn more about the profession. This also allowed them to fill in the gaps in their knowledge and skills, and in turn they felt that they showed initiative to work with experienced teachers and maintain supportive relationships with them.

These experiences sum up Steadman's (2021) concept of agency, stating that the novice teacher can have influence over their learning and development through making decisions and navigating within the context of their schools. Pei and Yang (2019) describes this as self-regulation and using a socio-cultural perspective they describe novice teachers professional learning using an amalgamation of both past and present knowledge and skillsets that they have gained in both teacher education institutions and at their schools. In other words, novice teachers show agency through ownership of their learning and being able to make meaningful contributions to the education system within their schools. This notion was reflected in Maverick's response, stating that she saw herself as being a catalyst for a change in how

teachers enter the profession and is motivated to work towards it through postgraduate studies dealing with induction and mentoring processes. These experiences in turn relate to the formation of the identity of the novice teacher as they experience some autonomy over their practices and how they can adapt and respond to challenges and conflicts within the school. In the findings, Viper and Maverick felt that they became stronger and wiser through their challenges and experiences and had a better understanding of what is like being teachers within the education system. Slider felt a sense of knowing her place at the school and feeling a sense of freedom and trust from her colleagues when she participated in the school's sports day event.

Transition is viewed as part of the cycle of how the novice teacher develops. Through shaping conflict and empowering agency and the development of identities, transition occurs in every step of the novice teacher's development within the school context.

6.3.3 Transition

Being the continuing process of change, transition is experienced by novice teachers as they shift from their personally defined ideas of teaching to the realities that they face at the schools that they are in (Steadman, 2021). Transitions are prompted by conflict that occur from disagreements between novice teacher's expectations and beliefs and the experiences that they face at schools. Transitions also bring about the novice teacher's re-evaluation of beliefs and understandings of themselves, as well as presenting opportunities of growth.

As mentioned previously, Slider, one of the participants, felt that she was part of the school for a long time due to the supportive, collegial relationships and the positive mentoring experiences that she had. Slider described herself as blank puzzle pieces that needed to be put together to create a picture. This picture symbolized her purpose and duties at school, while the assistance required for her to put the puzzle pieces together symbolized the support of her mentor teachers that she turned to.

However, with other participants, the transition was not simple. For Maverick, the worry of job security, her fate of having her class taken away and being pushed to teach across the phases at school made her feel pressured and stressed. However, she goes further to say that despite the worries and challenges that came with the experiences she had, being positive and viewing the experience as something that she can learn from and deal with, made her stronger. Steadman

(2021) describes this as a transition that shapes the evolving identities of teachers as they adapt to new expectations and responsibilities. In this case, it is motivation from Maverick that seems to encourage her to view her decision to stay in the school as she states that based on her experiences, she wants to improve induction and mentoring to make future novice teachers' transition into the school smoother through equipping them with the knowledge, skills, attitudes and values needed to teach at the school and cope in the school. Another example is Charlie, who, despite having a bad experience of being inducted and mentored in the school, has presently taken up the role as grade head. By using her mentor teacher's advice and her own experiences, she can support and assist other novice teachers entering the phase at the school. In this case, Charlie's transition is through the development of her identity as a mentor teacher to other novice teachers through the conflict she experienced when she was a novice teacher. Hence, the transition experience became a catalyst for her development in the profession (Steadman, 2021).

Other participants indicated how they dealt with transition in their responses regarding how they became proactive in their professional development. Viper viewed herself as being more willing to learn on her own through research and asking other teachers questions. She stated that since she didn't have a mentor teacher allocated to her, she had to ask certain teachers who were willing to assist her and read up policies online to familiarize herself as to what is happening in the profession. Steadman (2021) describes transition as the novice teacher being able to pilot effectively through adapting to routines, and having the desire to be accepted into the working practices of their departments effects their action and interactions within the school. In other words, the participants viewed the issues that they experienced as an opportunity to find solutions and ways in which to deal with their issues. Hence, through conflicts induced by transition, novice teachers foster the skills and confidence required to become effective educators. This can be achieved through regular support from mentors, experienced teachers and management at the school through increasing efficacy (Tait, 2008).

6.4 Recommendations of the research

The implication of this research is to give SMTs, school district and circuit managers as well as subject advisors within the school organization an understanding that novice teachers are inevitably experiencing conflict, transitions and development of their identity and agency

continuously through the emotions that they carry with their experience. Taking this into account, it is imperative the school management acknowledges the challenges faced by novice teachers and put in place proper structures of induction and mentoring to ensure a smooth transition for novice teachers so that that they are equipped to teach in the school.

When given an opportunity to describe how induction and mentoring practices can be improved at the school, most participants stated that proper structure and a support group for novice teachers need to be established. Iceman stated that induction and mentoring should be taken seriously by school management, and that there must be standardized procedures. Viper suggested having a handbook with formats, school policies and other relevant information to make it easier for novice teachers to refer to guidelines on what is required from them. Charlie stated that mentor teachers and management need to be trained in their roles in inducting and mentoring novice teachers into their jobs. Taking these into account, a lot of improvements need to be made at school level for induction and mentoring experiences to be positive for novice teachers.

This research can be further extended into exploring the roles of the mentor teachers and management of the school, with a detailed account of their view of induction and mentoring processes and how they view their roles in the process. Another way of extending this research is to explore what qualifies mentor teachers to play their roles in developing novice teachers and inducting them into their positions. In addition, longitudinal research on how the participants have fared after serving a few years in the school would provide a deeper understanding of their continuous process in developing themselves as effective teachers within the school and profession. Finally, a reflective action research of how a support group for novice teachers are created and how mentor teachers within the group implement a structured induction and mentoring practice will give a deeper understanding of the processes and practices of induction and mentoring.

6.5 Limitations

The limitations of the research were time and availability as the participants had many tasks and school events to attend. Furthermore, one participant had to go on extended leave and hence was not physically available for an interview. Therefore, interviews and correspondence had to

be mainly completed through WhatsApp to ensure data collection was completed. The data for some participants was less in-depth than the others owing to time constraints and availability from the participants' side. However, with whatever necessary data was collected, I was able to build an understanding of the experiences that they faced in the school.

6.6 Conclusion

In Slider's description of induction and mentoring, novice teachers are like blank puzzle pieces that must be assembled and arranged together with their colleagues and SMT to form a complete picture of their purpose and responsibilities. In conclusion of this research, I have provided a deeper understanding of the induction and mentoring experiences that a group of participants had in a school and how it contributes to their professional development. I also investigated how induction and mentoring influenced their decision to stay or leave the profession. Using Steadman's framework, there is a better understanding of what novice teachers in the case study school experienced when entering the school and how they navigated through the experiences of induction and mentoring, how they professionally developed as teachers and the resilience that they develop to decide on their future stay in the profession. In addition, considering how participants feel induction and mentoring should be improved in schools, I made recommendations on how the induction and mentoring processes can be improved to ensure a better and smoother transition for novice teachers entering the school.

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Appendices

Appendix 1: UKZN HSSREC Approval letter



14 June 2023

Kaushika Natverlal Naik (210503033)
School Of Education
Pietermaritzburg Campus

Dear KN Naik,

Protocol reference number: HSSREC/00005637/2023
Project title: Understanding induction and mentoring experiences of novice teachers.
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 22 May 2023 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

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

This approval is valid until 14 June 2024.

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

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

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

INSPIRING GREATNESS

Appendix 2: Ethical Clearance Letter (KwaZulu-Natal Department of Education)



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Mrs B.T. Ntuli

Ref.:2/4/8/7460

Miss Kaushika Natverlal Naik

[REDACTED]

[REDACTED]

[REDACTED]

DURBAN
4001

Dear Miss

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "UNDERSTANDING INDUCTION AND MENTORING EXPERIENCES OF NOVICE TEACHERS.", in the KwaZulu-Natal Department of Education institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from **04TH May 2023 to 31ST December 2025**.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

[REDACTED]

Mr GN Ngcobo
Head of Department: Education
Date: 04TH May 2023

GROWING KWAZULU-NATAL TOGETHER

Appendix 3: Permission Letter from the school to conduct research

12 May 2023

To Whom It May Concern

Permission to Conduct Research: Miss K.N. Naik

This letter serves to confirm that Miss Kaushika Natverlal Naik (UKZN Student Number 210503033) has been given permission to conduct her research entitled, " Understanding Induction and Mentoring experiences of Novice Teachers", as part of her requirements for completing her Masters in Education: Teacher and Professional Development.

We wish her all the very best in her Masters research.

Yours sincerely

A black rectangular box redacting the signature of the Principal.

D.Singh

Principal

Appendix 4: Participants' Letter to participate in the research



INSPIRING GREATNESS

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

Request for permission to conduct research project (Participants)

Project title: Understanding Induction and Mentoring experiences of Novice Teachers

Date: 2024/06/27

Dear Sir/Madam

My name is Kaushika Naik (Student No. 210503033), a Masters of Education student in the School of Education at the University of KwaZulu-Natal (Pietermaritzburg Campus). As part of the requirement for this degree, I should conduct a research project. I request your assistance in the form of participation in the research. The title of my research study is: *Understanding Induction and Mentoring experiences of Novice Teachers*.

The purpose and aim of the study are to understand how the induction and mentoring experiences of the selected novice teachers may have contributed to their professional development, and how these experiences may have influenced their decisions to remain in the teaching profession. The study is expected to use participants with up to four years of experience teaching in a school. As part of my data collection methods, the students will complete a collage activity and an interview session. Participants will do a collage activity. In this activity, they will create a collage describing their experiences regarding induction and mentoring, forming part of their discussion in the interview. The semi-structured interview should last approximately 45- 60 minutes at a time convenient for them that will not disturb learning and teaching at school. I will record their views in writing and tape-record the interview. Follow-up interviews may be conducted if necessary. The data will remain anonymous and will not be associated with the participants' names or schools. Those who decide to participate in the research will be involved for approximately 4 to 6 weeks. Participants will not be disadvantaged if they choose not to participate or if they leave or withdrew from the study. Dr Jane Pennefather, a lecturer at the School of Education at the University of KwaZulu-Natal, supervises the research.

The research will not in anyway, cause risks and/or discomfort to the participants. Also, the research will not provide any direct benefits for the participants.

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

My contact numbers

Email: [REDACTED]

Cell: [REDACTED]

Supervisor

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

Email address: PennefatherJ@ukzn.ac.za . Tel: 033 260 6251

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus Govan Mbeki

Building

Private Bag X 54001

Durban

4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 – Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

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

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

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

Thank you for your cooperation.

Yours in Education
Kaushika Naik

DECLARATION OF CONSENT

I, _____ have been informed about the study entitled: *Understanding Induction and Mentoring experiences of Novice Teachers* by Kaushika Naik.

I understand the purpose and procedures of the study.

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

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

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

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

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

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

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to: (Please circle response)

Analyze documents pertaining to the topic	YES / NO
Audio-record my interview / focus group discussion	YES / NO
Complete questionnaires	YES / NO

Signature of Participant

Date

Appendix 5: Data Collection Tools

Understanding Induction and Mentoring experiences of Novice Teachers

Name: Kaushika Natverlal Naik

Student Number: 210503033

Dear Participant

Kindly be assured that all data and responses collected is used purely for research purposes only. Your identity will be protected under the Ethical Guidelines followed by the University of KwaZulu Natal.

Pseudonym: _____

The purpose of the study is to understand the induction and mentoring experiences of the selected novice teachers; how this may have contributed to their professional development, and how these experiences may have influenced their decisions to remain in the teaching profession.

The research questions are:

- What are the experiences of induction and mentoring of the selected novice teachers?
- How do these experiences of induction and mentoring contribute to their professional development?
- How do the experiences of induction and mentoring influence their decision to stay in or leave the teaching profession?

Collage:

In this activity, the participants need to find pictures from magazines or newspapers or use Google images. They need to cut them out and paste them on a piece of paper to create a collage. Underneath the collage, they had to write (or tell me) how their collages related to their induction and mentoring experiences as novice teachers at their schools.

Prompt:

Find pictures from a magazine or newspaper that depict your feelings about your experiences as a novice teacher, and the induction and mentoring experiences at your school. Cut these pictures and paste them on paper to create a collage. Below the collage, write or tell me in your own words how this collage relates to your experiences and how the experiences make you feel as a teacher and relate to your identity as a teacher.

Understanding Induction and Mentoring experiences of Novice Teachers

Name: Kaushika Natverlal Naik

Student Number: 210503033

Dear Participant

Kindly be assured that all data and responses collected is used purely for research purposes only. Your identity will be protected under the Ethical Guidelines followed by the University of KwaZulu Natal.

Pseudonym: _____

Thank you so much for being available for an interview. Kindly note that this session is being recorded and I will be taking notes. Your identity is important, and it will be kept confidential. Pseudonyms will be used instead. All information being discussed will be used strictly for research purposes. The interview should take about 30 to 45 minutes.

The research questions are:

- What are the experiences of induction and mentoring of the selected novice teachers?
 - How do these experiences of induction and mentoring contribute to their professional development?
 - How do the experiences of induction and mentoring influence their decision to stay in or leave the teaching profession?
1. What is your qualification?
 2. Where did you study?
 3. What phase and subjects are you teaching?
 4. What grade/s are you teaching?
 5. Can you tell me about the pictures and phrases that you used in your collage? What does it mean to you?
 6. What are your experiences of teaching at the school you are in?
 7. What were your experiences with induction and mentoring at the school?
 8. What challenges have you experienced when being inducted and mentored in your position?
 9. Describe the induction and mentoring processes that you engaged in when you started teaching at the school.
 10. How do these experiences of induction and mentoring contribute to their professional development?

11. What sort of induction practices did you engage in at school?
12. Do you have a mentor at school? Who is he/she?
13. What sort of mentoring relationship practices do you engage in with your mentor?
14. What have you gained as a novice teacher in terms of professional development?
15. What do you think are important issues that need to be addressed when you are interacting with your mentor? Why?
16. How do you think induction and mentoring can be improved at your school?
17. How have the induction and mentoring experiences helped/did not help you as a teacher?
18. Have your experiences of induction and mentoring influenced your decision to stay in or leave the teaching profession? Why is this the case?
19. What are the knowledge and skills that you have gained throughout the induction and mentoring process?
20. What values and / or attitudes have you gained throughout the induction and mentoring process?
21. How would you say that the induction and mentoring process has shaped you as a (i) teacher and (ii) personally as an individual?
22. What sort of professional development activities did you take part in during your induction and mentoring process?
23. Did you have a sense of autonomy being a novice teacher? If so, can you elaborate?
24. Would you recommend other people to become teachers or enter the profession? Why or why not?
25. Have you ever considered leaving the profession? If so, what were your reasons for wanting to leave?
26. Are there any changes you think need to be made to induction and mentoring to help you transition to becoming a teacher more smoothly?
27. What general advice would you give to other novice teachers who, like yourself, are having similar experiences in terms of induction and mentoring at their schools?

Appendix 6: Turnitin Similarity Report

6/15/24, 7:38 PM

Turnitin - Originality Report - 210503033 KN Nalk Thesis M Ed TDS Turnitin.docx

Turnitin Originality Report					
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< 1% match () Woodraj, Aresh. "Narratives of English home language teachers' personal and professional identities at two secondary schools in the Wembesi Circuit of the Uthukela District." 2022
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1/17

Appendix 7: Letter from the Editor

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1 July 2024

TO WHOM IT MAY CONCERN

EDITING OF DISSERTATION FOR Ms K.N. Naik STUDENT NUMBER: 210503033

PROFILE:

Name: Rajendrapersad Singh (ID. No. ██████████).
Qualifications: Junior Secondary Education Diploma (Springfield College of Education)
Bachelor of Arts (UNISA)
Experience: Served the Department of Education in all levels of Management in various High Schools, including Principal, retired in 2016.
Executive member of NAPTOSA KZN – Involved in Professional Development of Educators
From 2016 to 2023 served as Principal of Westville Hindu Primary (Independent School)
Presently assisting the school on a part-time basis.
Member of The British Councils Head Teachers Connecting Classrooms Programme.
Attended International Programme at Hamble Community Sports College in Southampton - UK.

I have been involved in the Professional Development of Educators, and Induction of Novice Educators.

I hereby confirm that I have edited Ms Naik's dissertation titled "Understanding Induction and Mentoring Experiences of Novice Teachers" for submission of her Masters dissertation in **TEACHER DEVELOPMENT STUDIES** at the University of KwaZulu-Natal.

Corrections were made in respect of grammar, tenses, spelling and language usage. Minor changes were made regarding reporting responses. Once these changes have been attended to the dissertation should be correct. However, I cannot guarantee that the final submission will be correct if the changes are not made prior to submission by the student.

Yours faithfully

██████████
██████████