

**EXPLORING NOVICE TEACHER EDUCATORS (NTEs)
EXPERIENCES OF RELATIONAL LEARNING IN A PRIVATE
HIGHER EDUCATION INSTITUTION (HEI)**

BY

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(full dissertation)

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SUPERVISORS' AUTHORISATION

As the candidate's supervisors **I agree**/do not agree to the submission of this thesis.

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Date: 23 May 2019

DECLARATION

I, Priya Kistan, declare that

- i) The research reported in this thesis, except where otherwise indicated, is my own and original work.
- ii) This thesis has not been submitted for any other degree or examination at any other university.
- iii) This thesis does not contain other persons' data, tables, graphs, or any other information unless specifically acknowledged as such.
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P. Kistan

23 May 2019
Date

DEDICATION

I dedicate this study to my parents

I am because you are.

My unconditional love to you both

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LIST OF ABBREVIATIONS

CHE	Council for Higher Education
COP	Communities of Practice
CPD	Continuous Professional Development
CPTD	Continuous Teacher Professional Development
DHET	Department of Higher Education
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education in South Africa
HOD	Head of Department
ITE	Initial Teacher Education
NTE	Novice Teacher Educators
PDF	Portable Document format
QA	Quality Assurance
RCL	Relational Cultural Theory
SAQA	South African Qualification Authority
SLT	Situated Learning Theory
SRC	Student Representative Council

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ABSTRACT

This study explored Novice Teacher Educators (NTEs) experiences of Relational Learning in a private Higher Education Institution (HEI) in South Africa. The main purpose of this study was to gain a deeper understanding of how NTEs involved in initial teacher education experience Relational Learning in a private HEI. It further attempted to gain an insight of how these experiences of Relational Learning influenced their learning as teacher educators and their work as NTEs in a private HEI context.

Literature used in this research highlighted the need to develop competent NTEs due to the increase demand for access into higher education institutions, public and private, the limited structured induction and mentoring for NTEs and the limited research on the relational experiences of NTEs. Key debates on national and international higher education contexts were also foregrounded. The literature review also focused on understanding the phenomenon of Relational Learning as a progressive approach to learning, through and about relationships. Relational Learning is viewed as a catalyst for learning with others. Situated Learning Theory (SLT) and Relational Cultural Theory (RCT) was employed as the theoretical framework for the study.

The study focuses on six NTEs who are newly appointed teacher educators in their first three years of employment primarily involved in the teaching of pre-service teachers (or student teachers) in a private HEI's as research context. The NTE participants moved from a school context into a HE context.

This research study is a qualitative interpretive case study. All six NTEs that participated in this research were purposively selected by the researcher. Criteria used to select participants included NTE being in their first three years of their higher education careers and being able to access technologically devices. A qualitative approach was used to generate data and the data generation instruments used were questionnaires, individual semi structured interviews and a collage with presentation. The data generation process took three months and data generated was validated for authenticity by each participant by member checking.

The findings of the data revealed that NTEs experienced many challenges in their first few months of being NTEs and considered this to be an exceptionally overwhelming shift. To overcome these difficult times NTEs moved to develop relationship with colleagues and more than often self-selected their mentors to guide and assist them as there was limited structured and mentoring with the institution. The relationship developed between NTE and self-selected mentor is a growth fostering relationships as foregrounded in Relational Cultural Theory. The

findings of this research showed that mutual relationships between NTEs and teacher educators paved the way for NTE to become active members of communities of practice (COP). The responsibilities of HEIs is to provide relational opportunities for NTEs so they may ease into the profession. Relational opportunities such a mentoring, inductions, conversations and social activities to name a few have a fundamental role to play in enculturating a NTEs into HEI. Relational Learning has a pivotal role to play in the growth and development of NTEs thus improving the quality of teacher education

CHAPTER 1

INTRODUCTION

"Knowing arises not merely as a function of an individual consciousness at work, but as a by-product of the interaction, the relations, between and among persons in particular contexts." (Stengel as cited in Hinsdale 2014 p.2)

1.1 Introduction

The development of meaningful and productive relationships between early career or novice teacher educators (NTEs), experienced teacher educators, student teachers, management and support staff in Higher Education Institutions (HEI) (public and private) is a fundamental element in providing quality education and training for pre-service teachers and for quality professional development of teacher educators. The purpose of the study is to explore Novice Teacher Educators' (NTEs) experiences of Relational Learning in a private HEI in South Africa. The study focuses on six NTEs who are newly appointed (in their first three years of employment) and are primarily involved in the teaching of pre-service teachers (or student teachers) in a private HEI. The NTE participants moved from a school context as teachers into a higher education context or are recently qualified teachers and are now NTEs.

The phenomenon of Relational Learning from a socio-constructive perspective is seen as a way of learning for NTEs and refers to learning through relationships and about relationships (Morrison & Chorba, 2015). Relational Learning for this study refers to learning from and through relationships that an NTE builds and creates with others in a specific context. Relational Learning is mediated by the relationships, whether it is a positive or negative relationship or if it happens formally or informally, tacitly or explicitly (Sanford, Hopper & Starr, 2015). As the researcher, I argue that Relational Learning can be considered as a contemporary way for HEIs to re-think the way all constituents within the institution learn in this very demanding, high paced and crucial higher education environment. This research study focuses on NTEs experiences of Relational Learning and how these experiences inform their learning as teacher educators and their work as a teacher educator in a private HEI.

Nationally and internationally, the demand for access into HEIs has increased tremendously, placing a huge amount of pressure on HEIs to service the needs of their students. These demands have paved way for the growth of private HEIs. In Ghana, Nigeria and Liberia alone, private HEIs have mushroomed rapidly to meet the needs of access for students into higher education (Thwala, 2017). In South Africa, the circumstances are no different, a projection by the National Development Plan sees a seventy percent growth in student enrolment by 2030 (CHE, 2016). This startling fact reveals that only one in eight high school leavers has a chance of studying at a government-subsidised institution (Shaikh, Karodia, David & Soni, 2014). Furthermore, this highlights the significant role that private HEIs have to play in averting the calamity in higher education going forward (Shrivastava & Shrivastava, 2014). Private HEIs cannot replace a government higher education system but they can co-exist to service the needs of students to access higher education. Tertiary level education does not have to be a government responsibility but a shared responsibility with private HEIs who can also make a positive and valid contribution to education (Shaikh et al., 2014).

With the influx of students into private HEIs, these institutions become obligated to provide good quality education to students. One quintessential facet of quality education is good teachers in schools. It must also be acknowledged that HEIs often employ NTEs from school environments, thus more investment is needed in developing teachers to understand and fit into the HEI environment as NTEs. Most NTEs are recruited from school environments with many years of school teaching experiences, however, pre-service teachers require more than just school teaching experience. Pre-service teachers need quality education and therefore require quality teacher educators. A constraint within the HEI environment is providing NTEs with the necessary skills to adapt, function and teach in an HEI setting (Zeichner, 2005; Dinkelman, Margolis & Sikkenga, 2006; Murray, 2008; Wood & Borg, 2010; Ping, Schellings & Beijgaard, 2018). HEIs can use Relational Learning as a learning tool to facilitate enculturating NTEs into HEIs. Similarly, relational experiences in the work place can be beneficial for NTEs' development in HEIs by providing the arena for relationships to teach and guide their learning.

To ensure clarity, the following terms are defined for the purpose of this study on the next page.

Novice Teacher Educators

Novice teacher educators in this study are referred to lecturers in teacher education who are in their first three years in an HEI. These individuals include those with backgrounds as school teachers who have had substantial years of teaching in schools, teachers at a further education and training college teachers from a private teaching background and recently qualified teachers who have teaching experience through teaching practicum.

Relational Learning

Relational learning is a social constructionist approach to education that places value on the relationships built between people and the way they learn. Relationships make a significant impact on how meaning is constructed. "One learns through engaging, incorporating, and critically exploring the views of others, and new possibilities of interpretation are opened through the interactions" (Gergen, 1995, cited in Morrison & Chorba, 2015, p. 28).

Teacher Educator

A teacher educator, for the purpose of this study, can be defined as: "...someone who teaches at a teacher education institution or supports students' field work in schools, and contributes substantially to the development of students towards becoming competent teachers" (Koster (2002) cited in Korthagen, Dengerink, & Lunenburg, 2014, p. 5).

1.2 Rationale for the Study

1.2.1 Personal Experience

As a former high school teacher and presently an NTE in a private HEI, understanding how NTEs acquire the necessary higher education pedagogy and learn about organisational structures is important in order to understand the meaning of being a teacher educator and the work of teacher education. The manner in which NTEs learn about the 'what' and 'why' of their work as teacher educators is extremely important as NTEs learning experiences will shape their professional practices and, inevitably, the pre-service teachers they teach. Several research studies such as Murray (2008), Goh (2013), Morrison and Chorba (2015) point out

that relationships are essential in the learning environment and contribute to learning and acquiring knowledge. From my experience as an NTE, the relationships that have been created with different teacher educators within my institution vary from formal to informal interactions at various levels, with each providing a different learning experience. The relationships that an NTE builds with teacher educators significantly impacts the development of an NTE, either positively or negatively, and this research explores this influence. Relationships are crucial to the development of NTEs in the absence of an organised induction and/or mentor program within an institution. In my opinion it is within these relationships that the tacit behaviour, secrets and knowledge of teacher education are transmitted from teacher educator to NTEs. Through my communication and interaction with other NTEs within the institution, many feel that a learning relationship is a beneficial one but are unsure of how it influences or affects their learning experiences as a novice in teacher education. Therefore, I embarked on this study to make explicit the experiences of relational learning by NTEs in a private HEI.

As an NTE in a private HEI primarily offering initial teacher education qualifications, I have become concerned that private HEIs are associated with providing high quality learning experiences for its students however the same cannot be applied to NTEs' learning experiences on entering the HEI environment. My experiences as an NTE in my first year at a private HEI, having moved from a school, has alerted me to the fact that learning platforms for NTEs are rare, thus providing somewhat of a restrictive and *ad hoc* environment for learning. Drawing on my experiences as an NTE, I found the lack of institutional induction and mentorship programmes, as well as the shortage of human resources a disadvantage to my growth and development in my role as an NTE. I often felt uncertain and alone in my search to understand what my work as a teacher educator involved. I began to find alternate ways to learn by extensive reading however, I soon realized that I began to rely and depend on a relationship with colleagues with whom I shared an office to answer my questions, and to show me what needed to be done. Many national and international studies have highlighted that the adaptation from school teacher to teacher educator in an HEI can be a challenging and daunting experience (Murray, 2005; Dinkleman, et al., 2006; Guojonsson, 2007; Loughran, 2014) as the role of NTEs are multidimensional and includes fitting into an HEI organisational culture, teaching, professional development, exercising professional judgement, administration, and becoming a lifelong learner and a researcher (Dinkleman et al., 2006; White, 2014; Loughran, 2014).

The motivation behind this study is based on my interest as a novice teacher educator to understand how NTEs learn in HEI settings. In addition, I wished to explore the role that Relational Learning plays in NTEs' experiences within their first three years at an HEI. As discussed above and taking into context the fast paced HEI setting and lack of human resources in these establishments, it is likely that many NTEs are unaware of the learning that is taking place within the relationships they begin to develop. This has led me to investigate how NTEs learn and how learning through relationships teaches NTEs about being a teacher educator. Understanding how NTEs learn through relationships could promote Relational Learning as tool to bridge the gap between novice and experienced teacher educators. Intimate practical and pedagogical knowledge about teaching cannot merely be retold or observed, instead it needs to be cultivated and shared through mutual trust and connection found in relationships.

1.2.2 Context

In South Africa, the higher education landscape has changed tremendously since 1994. Our democracy has opened the need and desire for students nationally to claim a space in an HEI, but there is an unequal balance between access and availability of places at an HEI (Shaikh et al., 2014), which has been described as a "chronic mismatch" in White paper 3, A Program for the Transformation of Higher Education (Department of Education, White Paper 3, 1997, p. 4). As a result, private higher education institutions have become a lucrative opportunity that is responding to the educational demands of school leavers and becoming an indispensable asset in the higher education arena. Since 1994, enrolment in HEIs have grown from half a million to more than a million enrolments per year. In the private sector, enrolment is almost at a hundred thousand per year (CHE Review, 2016). Research done by Shaikh et al., (2014) reveals that government higher education institutions in Kwa Zulu-Natal received ninety thousand applications for its eight thousand and four hundred undergraduate available places. Student enrolment numbers are growing annually, and government institutions can no longer house the demands of its growing student numbers. Both the public and private sector are expanding in student numbers resulting in the expansion of infrastructure, and increased staff and human capital.

HEIs require academic staff and, specifically for this research, NTEs to increase their teaching capacity. As outlined in White Paper 3, A Program of Transformation in Higher Education, (Department of Education, White Paper 3, 1998, p. 6) one of the key functions of higher education is "Human resource development: the mobilisation of human talent and potential

through lifelong learning to contribute to the social, economic, cultural and intellectual life of a rapidly changing society". Developing and training NTEs and promoting learning simultaneously through transformative ways have always been a part of the agenda of higher education and needs to become a lived testimony. The plan of the Department of Higher Education was to always promote growth and development in teacher education, therefore the needs of teacher educators and quality teacher education need to become a more visible goal.

HEIs globally are dealing with an influx of student enrolment, resulting in immense pressure to employ qualified academics (Subbaye & Dhunpath, 2016). Similarly, in South Africa, HEIs that offer teacher education programmes have also experienced an increase in numbers of student teachers enrolling for Initial Teacher Education (ITE) qualifications, as well as practicing teachers engaging in further studies for Continuous Teacher Professional Development (CTPD). Thus, HEIs find themselves in the predicament of requiring more teacher educators than there are available (CHE, 2016). Van Velzen, Van der Klink, Swennen and Yaffe (2010) noted that there are normally two routes into becoming a teacher educator. The first route involves school teachers that move into teacher education at HEIs and who have been partially involved in teacher education such as being a mentor to student teachers. Many South African teachers with a postgraduate qualification find this present demand in HEIs as an opportunity to progress professionally into the education field. Many teachers see this as a chance to finally leave the overcrowded classrooms riddled with challenges. The second route to becoming a teacher educator is postgraduate students that obtained a PhD and continue their careers as teacher educators. This research study on NTEs' experiences of Relational Learning, focuses on the first route into teacher education, namely teachers who leave the classroom in schools for a position as a lecturer of student teachers in an HEI. This study also considered recently qualified teachers who have begun the careers as NTEs. The shift from being a school teacher or from a school environment to becoming a teacher educator in an HEI is not an easy process. On the surface it may seem like a natural change from school to an HEI, but as the literature indicates (Zeichner, 2005; Dinkleman et al., 2006; Wood & Borg, 2010), the change is anything but natural. Teaching in a classroom is vastly different to teaching in an HEI, hence a different skillset is needed for each environment.

At a meeting of the South African Council of Higher Education in 2016, it was revealed that there still is a "widespread idea in higher education that teaching is common sense and that there is a generic set of 'best practices' to be acquired" (CHE, 2016, p. 168) and applied to teaching. This startling belief reflects why there is little opportunity for NTEs to develop the

necessary skills and pedagogy in HEI because there is a perception that NTEs know how to teach pre-service teachers because of their lived experiences in the classroom. Van Velzen et al., (2010, p. 64) indicates that often HEIs do not take into account that an "expert [school] teacher becomes a novice teacher educator".

Several research studies argue that NTEs would be more successful if there were more organised structured induction and mentoring processes (Murray, 2005; Snoek, Swennen & Van der Klink, 2011). The reality is that NTEs must learn tacit behaviours themselves and find their own alternative ways of learning (Brown, Bucklow & Clark, 2002; Zeichner, 2005; Van Velzen et al., 2010; Wood & Borg, 2010; White 2014; Cooke, 2015). Learning through some form of engagement with other people has emerged as alternatives to mentoring and induction. Social constructivist approaches to learning such as collaborative or shared learning has been offered as possible ways of learning (Morrison & Chorba, 2015). Relational Learning in education has recently emerged as a powerful form of learning in organisational cultures from a social constructivist perspective (Morrison & Chorba, 2015). Relational Learning, as cited by Schoenmakers in Morrison and Chorba (2015, p. 216), is learning within relationships, "it is 'in relation with the other' that the process of meaning making is occurring, simultaneously at many places – visible and invisible, formal and informal". It is in relationships that knowledge and understanding and skills evolve. In the medical profession, training nurses learn how to become practitioners of care, as well as develop individually and meet the needs of the nursing profession during their on the job training (Beckett, Gilbertson & Greenwood, 2007; Zou; 2016). Likewise, teacher educators have to develop into education practitioners as well as develop individually into their role of teacher educators (Zeichner, 2005; Velzen et al., 2010). Relational Learning is a large part of this learning and socialisation process because in complex organisations such as hospitals and HEIs, there is little time for planned learning such as mentoring programs by institutional organisations (Murray, 2005 & 2008).

Research of NTEs is limited and they "remain[s] an under researched and poorly developed group" (White, 2014, p. 437) – a view also held by Murray (2005 & 2008); Dinkleman, et al., (2006); Wood and Borg (2010); Goh (2013) and Braund (2015). Research into NTEs' development and learning is imperative to understand how NTEs learn because their teaching practice is going to inform pre-service teachers as future teachers.

This study aims to explore relational experiences as a way of learning for NTEs, learning through and about relationships, in teacher education programmes in HEIs. To further explore this phenomenon of Relational Learning, this research aims to understand the practices that support and constrain relationships. Hence the fundamental questions must be raised: how do early career teacher educators learn in their new work environment from and about relationships? What processes and practices inform relationships and how does learning in relation with others impact on their work as teacher educators? Can Relational Learning and relationships in the workplace impact on the career of NTE as they traverse their "world of work in the development of their knowledge, skills and ability"? (Loughran, 2014 p. 1).

Most studies relating to NTEs report on professional development from school teacher to teacher educator (Brown et al., 2002; Velzen et al., 2010; Loughran 2014; Thacker 2015), and others like Murray and Male (2005), Wood and Borg (2010) as well as Braund (2015) focus on teacher educators' identity and transition into HEI. Currently, there is a paucity of research on how NTEs learn pedagogical skills, and knowledge in HEIs. The insufficiency of literature on the experience of how NTEs learn in HEIs is unfortunate since there is an urgent need for teacher educators to fulfil the demands of educating our nation. If Relational Learning contributes to the development of NTEs then this information can be shared to help other HEIs improve and enhance the experiences of NTEs. This will benefit HEIs on a whole and should bring about educational change. Collaboration and relationships can become a progressive non-intrusive, non-administrative and non-time-consuming way to learn for NTEs. HEIs can reflect on their current practices and make the necessary changes required for effective learning of NTEs. This study hopes to contribute to a deeper understanding of NTEs by exploring their experiences of Relational Learning in HEIs and its influence on their work as teacher educators.

Education and the way people learn have transformed over the last few decades. If we want to understand how NTEs learn and evolve in teacher education, then we need to identify and accept new ways of learning. I consider Relational Learning to be one such transformative and progressive ways of learning. Learning through relationships invites one to explore the human relationship between NTEs, teacher educators and learning. As Bingham (cited in Frelin, 2010, p. 16) states, any relationship between an individual and subject matter occurs within a context of human relationships. The value of relationships cannot be ignored in the process of learning but rather, relationships should be understood to see how beneficial a relationship can become.

1.3 Focus and Purpose of the Study

The main purpose of this study is to explore how NTEs involved in initial teacher education experience Relational Learning in a private HEI. It further attempts to gain an in-depth understanding of how these experiences of Relational Learning influence their learning as teacher educators and their work as NTEs in a private HEI context.

1.3.1 Problem Statement

There is a tremendous need to explore the Relational Learning experiences of NTEs in an HEI. Many professionals like nurses, doctors and engineers are often engaged in 'on the job training' to learn their specific knowledge and develop their skillsets. They are often taught by a more experienced and senior staff member. Similarly, for NTEs, their training is done on the job but often with no experienced or senior staff member. Facilitating the Relational Learning experiences of NTEs will play an indispensable role in improving the quality of teacher education. Studies by Murray and Male (2005) reveal that NTEs require knowledge 'on the how and what to do, in teacher education. Relational Learning experiences within communities of practice can be a transformative way for NTEs to learn about their work of teacher education through relationships with colleagues.

1.4 Objectives of the Study

Supporting objectives for the research questions are:

1. To explore Relational Learning experiences of NTEs in a private HEI context.
2. To explore how the Relational Learning experiences of NTEs influence their learning as teacher educators in a private HEI.
3. To gain insight into the extent of how Relational Learning informs the work of NTEs.

1.5 Research Questions

This study sought to explore the following:

1. What are the Relational Learning experiences of NTEs in a private HEI?
2. How do the Relational Learning experiences of NTEs influence their learning as teacher educators in a private HEI?

3. To what extent does Relational Learning inform the work of NTEs?

1.6 Methodology

This study adopts a qualitative mode of inquiry located in an interpretive paradigm for exploring NTEs Relational Learning in HEIs. This research is a descriptive single case study of six NTEs experiences of Relational Learning in a private HEI in South Africa. The binding criteria of the case is that a six NTEs are in their first three years of being a teacher educator. Bertram (2003) illuminates that case studies are often used by researchers in the interpretivist paradigm since they aim to capture the reality of the lived experiences, feelings and thoughts of the participants. This research is a descriptive case study because it attempts to seek detail from a group of NTEs in the context of a higher education environment to reveal the in-depth and detailed experiences of the phenomena of this study, Relational Learning.

1.6.1 Data Generation

An important facet of case study research is the multiple methods of generating data (Baxter & Jack 2008). The data generations methods are multiple, validating each other and reflecting authentic data. This case study research includes, per participant, a Questionnaire (Appendix C, p. 178), a semi-structured individual interview (Appendix D, p. 184) and collage with presentation (Appendix E, p. 188). The questionnaire consisted of using a metaphor to highlight the experiences of an NTE. Participants created a collage on the topic 'My learning in work relationships' and presented a verbal interpretation of their collage.

1.6.2 Data Analysis

Inductive reasoning was used in this research as it is best suited for qualitative research. It allowed the researcher to extract themes and categories to create sections of information. These sections of information were not categorised and were left in their original context and form which is often referred to as a 'bottom up strategy' (Creswell, 2014, p. 234). The researcher used the participant's information from the data generation and created themes that were generated into a theory linking the themes (Creswell, 2014) hence thematic analysis was used.

The data analysis process involved the researcher reading the questionnaire and the transcripts of the interview and collage presentations several times. The datasets were then examined in detail before the researcher could identify key themes to establish how the themes were connected. The data generated was also used to create narrative accounts for each participant (See section 3.8.4 Creating Narrative Accounts).

1.7 Structure of the Study

The structure of this study will consist of 7 chapters. The Chapter outline is as follows:

Chapter 1: Introduction

The introductory chapter serves as a brief outline of the study. It provides the background and purpose of this study, it conceptualises Relational Learning and highlights the importance of Relational Learning and its potential value in learning in higher education institutions for novice teacher educators. This introductory chapter also makes mention of the focus, research questions and relevance of this study. Also included in this chapter is the plan of the research methodology used in this study. It also includes a clear explanation of key concepts in this study.

Chapter 2: Literature Review and Theoretical Framework

This chapter presents a discussion of the literature that is available on NTEs, Relational Learning and higher education contexts. The chapter is divided into Section A and Section B. Section A presented a review of literature on the topic and Section B discusses the theoretical framework. The literature review provides insight into developing competent NTEs, limited induction and mentoring for NTEs, NTEs learning to learn, workplace learning and Relational Learning. The literature review explores the South African context of higher education as well as international contexts of higher education. The chapter concludes by discussing the theoretical frameworks of Situated Learning Theory (Lave & Wenger, 1991) and Relational Cultural Theory (Miller, Jordan, Stiver & Surrey, 1976).

Chapter 3: Research Methodology

In this chapter the research design and methodology are discussed in detail. This chapter discusses the reasoning behind choosing an interpretative paradigm and qualitative approach for this research. The process of data collection and sampling procedures of the six participants are also explained in this chapter. It presents a descriptive single case study

methodology and the use of a questionnaire, a semi-structured individual interview and a collage with presentation to support the research design. This chapter reveals the data analysis process using an inductive, thematic approach. The chapter outlines measures to ensure trustworthiness and adherence to ethical requirements. Lastly, the chapter offers the limitations of this study.

Chapter 4: Data Presentation – Narratives

This chapter is organised into narratives written by the researcher from the six NTEs on a case-by-case analysis. The first level of data analysis generated key themes from the narratives. The themes for the narratives within this chapter were a product of three data generation methods and tools, namely a questionnaire, an interview and a collage. The narratives begin with a personal account of the participants and develops to reveal their experiences as an NTE. The narratives also include the metaphors of each participants that described their experiences of being an NTE. Finally, the narrative is presented through data that was revealed through the collage presentation.

Chapter 5: Data Analysis – Experiences of NTEs

Chapter five offers the second level of analyses of the data received by the participants in response to research questions one and two. The data is presented in a case-by-case analysis and designed around themes such as acceptance into the institution, shifting identification, relationships with colleagues, departmental isolation and effectiveness of close spaces. All six participants in this research were analysed to develop an understanding of their relational experiences as NTEs and how these learnings influenced their learning as teacher educators in a private HEI.

Chapter 6: Data Analysis – The Work of NTEs

Chapter six is an extension of the data analysis section and focuses on research question three on the relationships of NTEs and how those relationships have informed their work as teacher educators. The chapter is further organised into four categories namely: (1) disengaging to engaging induction, (2) clarifying role performance in collegial conversations, (3) micro commutes of practice and (4) knowledge construction in relational spaces, which consists of four sub topics.

Chapter 7: Summary and Recommendations

This final chapter in this study presents the main findings of this study. The findings of the study are explained in detail and a summary is also available. The theoretical and methodological reflections are also included in this section as well as the recommendations from this research.

1.8 Summary of Chapter

Chapter one introduced the topic of the study which is on relational experiences of NTEs in a higher education setting. This chapter sought to outline the rationale for the study as well as provide a background to the study. It further presented a brief overview of the methodology, the qualitative research approach, the interpretive paradigm and the data generation methods.

Chapter two presents the literature review on NTEs on the phenomena of Relational Learning. It also provides a discussion on the local context of higher education in South Africa and recent research globally in higher education. Furthermore, chapter two explores the two theoretical frameworks of 'Situated Learning', by Lave and Wenger (1991), and 'Relational Cultural Theory', by Miller, Jordan, Stiver and Surrey (1976), that guided the study on Relational Learning experiences of NTEs.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Overview

The previous chapter provided for the focus of the study, the rationale for the study, the key questions and an outline on the research design. The purpose of this study was founded on my personal experiences as a NTE and my interest in the way NTEs learn through their experiences in higher education environment. Teacher education matters hence research on how NTEs learn in order to provide quality education to pre-service teachers in imperative. The purpose of Chapter one was to introduce the context and structure of this research.

The purpose of this chapter is to foreground key debates on the topic of Relational Learning of NTEs and simultaneously focus on the limitations, silences and gaps in such research on this topic in the context of HEIs. This chapter consists of two sections. Section A provides a critical discussion on the review of existing research literature on key topics around Relational Learning of NTEs in private higher education. This section has been organised around four key themes: the NTE, Relational Learning, the work of teacher educators, and national and international higher education contexts. Section B focuses on the theoretical framework for this study, drawing on Situated Learning Theory by Lave and Wenger (1991) and Relational Cultural Theory of Miller, Jordan, Stiver and Surrey (1976), along with more recent sources to unpack Relational Cultural Theory. Both these theories provide the lens for the design of the data generation instruments, analysis and discussion of findings of this study.

2.2 SECTION A – Review of Literature

The literature review in this study sought to conceptualise Relational Learning and NTEs in HEIs through the available literature. A dense evocative literature review indicates "contentious areas", "contemporary problems", "difficulties that the field is facing from that research angle" and "new areas that need to be explored in the field" (Cohen, Manion & Morrison, 2011, p. 121).

2.2.1 Developing Competent NTEs

Developing competent NTEs has increasingly become more important as the demand for access into higher education institutions has increased expeditiously both nationally and internationally. This has created enormous pressure on higher education institutions "to recruit skilled professionals who are equally proficient in disciplinary knowledge and pedagogic skills" (Subbaye & Dhunpath, 2016, p. 1), and the global crisis of adept professionals also filters into teacher education. Serious consideration needs to be given to the knowledge, curriculum, pedagogy and skills NTEs need to acquire to fulfil their roles adequately in higher education environments. Studies by Cochran-Smith (2003) Loughran (2014) and Ping et al., (2018) consider a lack of knowledge of the curriculum, pedagogy and skills, as inadequacies in educating teacher educators.

Research also highlights that NTEs experience the shift from the school environment into that of a higher education environment as a major challenge. First order teaching of classroom experience in a school environment by a teacher is insufficient experience for the challenges and demands of HEIs (Wood & Borg, 2010). First order teaching pedagogy in a school should be distinguished from second order pedagogy of teacher education. Both learners and adults learn differently and each require different teaching methodologies and curricula. Although the shift from a school to an HE environment has been documented, not enough attention is given to the development and training of NTEs. Several research studies have explored the importance of the transition from classroom teacher to teacher educator and they acknowledge that not enough attention has been given to the development and training of teacher educators (Wood & Borg, 2010; Loughran, 2014; Braund, 2015). Pre-service teachers have between three to four years of teacher training at a higher education institution to become teachers in schools, yet to become a teacher educator there are limited programs to no training provided for the work of teacher education. Ping et al., (2018, p. 94) stresses that "the work of teacher educators is not yet a well-developed profession. Most teacher educators have neither a formal route to become teacher educators nor a supportive induction program to learn from". These authors also point out that the knowledge base of NTE is rather fragile and as a result, many NTEs learn on the job in a very rushed and haphazard manner. Since teacher education is not a well-developed profession, this supports the importance of understanding how more experienced teacher educators can scaffold the learning experiences of NTEs.

NTEs need the guidance and support of senior more experienced teacher educators to assist their learning. Other relationships with administrative staff, service staff and even students

also play a valid role in NTEs' experience in HEI and cannot be overlooked and undervalued. Zeichner (2005, p. 121) contends that HEIs need to take special responsibility in "preparing the new generation of teacher educators" because their learning experiences will shape their professional practices as teacher educators. NTEs development and learning should benefit the pre-service teachers they teach as well as their own performance as teacher educators (Van Velzen et al., 2010; Loughran, 2014; Ping et al, 2018). The interactions between NTEs and pre-service teachers are also important because NTEs are creating a foundation for the complex task of teaching for pre-service teachers. Identifying ways to connect NTEs with knowledge that they need to teach pre-service teachers is crucial to quality teacher education. Relational Learning becomes an important part of research on NTEs in HEIs. Relational Learning advocates for the development of NTEs learning in the case where there is limited structured induction or mentoring.

2.2.2 Limited Structured Induction/Mentoring for NTEs

Since, teacher educators influence and affect the future generation of teachers, it seems natural for the learning and professional development of teacher educators to be of supreme importance and therefore supported by organised structured induction and mentoring programs, but, as noted by Braund (2015, p. 324), "there is a lack of induction systems for many professionals entering higher education, but for teacher educators the situation is often dire". The limited structured induction and/or mentoring programs in higher institutions leave NTEs in a vulnerable place, creating an environment where learning happens in isolation possibly limiting teacher development (Murray & Male, 2005). The lack of structured support for NTEs could potentially harm them professionally but also it may have a negative impact on the quality of teaching by pre-service teachers in schools (Boyd & Harris, 2010). Induction programs in HEIs need to be a comprehensive process that involves both a professional and organisational structure to the induction (Van Velzen, 2010). Effective induction programs should be supported by mentoring programs within the institution. If NTEs are involved in an induction program that is inadequate or unstructured then a mentoring relationship between NTE and teacher can facilitate the learning experience of NTEs. Providing NTEs with opportunities that encourage relationship building and networking can develop a supportive learning community that motivates and encourages NTEs to become more engaged in their role. The initial induction for NTEs must become the foundation of NTEs' knowledge base as NTEs make this rocky shift from classroom teacher to teacher educator (Wood & Borg, 2010).

Inductions and mentoring has an integral part to play in enhancing the learning of NTEs. The institution itself should support teaching and learning, collaborative activities and relationship building. The institution's involvement in strengthening the relationship between NTEs and teacher educators will benefit the institution and the community at large. Since induction and mentoring are often limited in structure in HEI it encourages NTEs to learn through various forms of collaboration and communities of practice. Various research (Patton & Parker 2017; Thacker, 2017; Van der Klink, Kools, Avissar, White & Sakata, 2017; Lewis & Olshansky, 2018) advocates that learning through relationships in collaborative practices such as mentoring, communities of practices and induction can assist NTEs in becoming more knowledgeable about HEI practices. These relational approaches promote interaction and connection between NTEs and teacher educators thus allowing for relationships to be created between NTEs and teacher educators. Ping et al., emphasise the importance of collaboration as an "important characteristic of the teacher education profession" (2018, p. 99), thus, illuminating the relational connection between NTEs and teacher educators.

Without sufficient guidance from induction or mentoring programs, NTEs will refer back to their traditional ritualised teaching practices and habits of a classroom environment to cope with work in an HEI. Lampert (2009) eloquently calls this a 'sink or swim' strategy for NTEs because NTEs will use whatever knowledge, and skills they have acquired in a classroom teaching environment to help them to survive in an HEI environment although vastly inadequate. Research studies have alerted that well planned and organised induction processes will prevent such chaos and doubt for NTEs during their initial years. Researchers like Lampert (2009) and Van Velzen et al., (2010) believe that a formal induction program will solve many of the problems experienced by NTEs, and that under the proper guidance, through a tailor-made induction program and a mentor, NTEs will adapt better in the HEI setting. Despite the urgent need for formal induction programs and mentorship, HEIs more than often do not have the human capital to spare for such developments or don't see the need for structured induction and mentoring programs based on both the needs of the institution and the NTEs. Therefore, supporting and structuring relational learning approaches such as mentoring, and inductions within an institution can promote a culture of team work and togetherness and consequently provide NTEs with organisational and professional knowledge they require from experienced teacher educators. This study attempts to understand the nature of induction and mentoring as relational learning approaches for NTEs.

2.2.3 NTEs Shifting Identification

NTEs who enter the profession of teacher educators bring with them their school teaching identity, thus maintaining a strong attachment and commitment to school life (McAnulty & Cuenca, 2014). One of the biggest challenges an NTE's experiences, is negotiating between school life and life at a higher education institution. Field (2012, p. 811) describes this challenge as "fraught with difficulty, and that the new professional identity is hard-won". NTEs often used their repertoire of skills and knowledge of the classroom environment to manage their new lecture rooms with a very 'sink or swim' mind-set. Simply put, NTEs struggle to realign their professional identity as teacher educators (Murray & Male, 2005; Dinkelman et al., 2006; Wood & Borg, 2010; Boyd & Harris, 2010; McAnulty & Cuenca, 2014). NTEs have an overwhelming amount of experiences to endure during their initial months as NTEs. Research done by Robinson and McMillan (2006 p. 11) highlight that "teacher educator identity is, however, most likely to succeed where the values contained in the 'new' identity build directly on those of the 'old' identity". NTEs are confronted by many learning experiences such as learning about teacher education practices, considering research opportunities, striving to gain credibility and professional acceptance and managing themselves in a new environment. Teacher educators protect their "pedagogical and pastoral roles" than engage with research and work of HE (Robinson & McMillan, 2006, p. 11). These diverse experiences a NTE has can lead to discomfort and stress for an NTE. Research done by Whitelaw, De Beer and Henning (2008) describe NTEs experiences as a 'baptism by fire' or 'trial by fire' thus illuminating the challenges and hardships experienced by NTEs in this shifting identification process. There is a paucity on support on shifting identification between school teacher and NTE. This study attempts to gain insight into the experiences of NTEs in shifting from school teacher to NTE in a private HEI setting.

2.2.4 Relational Learning

Conceptualizing Relational Learning

As indicated in chapter 1, Relational Learning means "learning within relationships" (Morrison & Chorba, 2015. p. 216). In other words, it is when one is in connection with another person that a process of learning and meaning making happens. Successful relational interactions and connections contribute to the learning experiences and growth of an individual (Rector-Aranda, 2018).

Miller, Jordan, Stiver and Surrey (1976) are that relationships are central to learning and thus Relational Cultural Theory (RCT) was developed to emphasise the importance of relationships. Miller, Jordan, Stiver and Surrey (1976) argue that growth and learning begin, happen and live in connection with others. Since people are spending time with each other and are in connection with each other, this interaction is bound to impact on them. Relational Learning places emphasis on learning within relationships. Applying RCT within the context of a relationship between an NTE and teacher educator is important because these relationships develop into an important tenet of RCT which is growth fostering relationships (See Section 2.3.2).

The essence of Relational Learning is the relationship between people and learning with others in a relationship. It is within a space of a relationship and interconnectedness that learning happens by way of being in relation to another person. Murray (2008) and Goh (2013) argue that relationships are important in the learning environment and contribute to the learning and growth of NTEs. Teaching and learning is a human endeavour and therefore it is natural that relationships are central to learning. Relational Learning becomes that "evolutionary bridge" that informs how learning and knowledge can be shared between NTE and teacher educator (Raider-Roth, 2017, p. 13). It is also because of these interrelated experiences within a relationship that new knowledge about teacher education can emerge for NTEs.

Ping et al., (2018) indicate that NTEs are eager to learn in their new positions as NTEs because they have ambition and they want to learn how to do the work of teacher education. These authors also highlight the NTEs feel responsible to learn new knowledge to support the learning needs of their students. NTEs innate eagerness and responsibility to learn may result in NTEs approaching experienced teacher educators as well as other experienced staff forming relationships both formally and informally. The many interactions of NTEs with other colleagues and teacher educators continuously contributes to the learning and meaning makings experiences of NTEs within their relationships (Lewis & Olshansky, 2016). These moments of self-directed engagement by NTEs with teacher educators can be considered what Edwards (2007, p. 1) calls and explains as "Relational agency" which "involves the capacity to offer and ask for support from others".

Relational agency involves the individual deciding to take a step forward to learn, to enquire and to engage in conversation, observation or be active in a learning experience out of one's

own volition. According to Ping et al., (2018), NTEs have a need to learn for their own development as NTEs. Firstly, some NTEs are motivated to show relational agency in order to meet institutional requirements therefore, learning about research and other necessary skills becomes an institutional requirement. A second reason for NTEs practicing relational agency is for their own personal desire to learn improve their teaching practices. Another reason for NTEs relational agency is the responsibility NTEs feel towards enhancing their students' learning and lastly, some NTEs act on the feedback given by students or other teachers that requires them to ask for help. Often to act on these learning needs, NTEs have to initiate and take ownership of learning to improve their practice and to engage in meaningful relationships with colleagues. Relationships between NTEs and teacher educators should be free from hierarchy, they should be open and collaborative spaces for learning to happen for both parties in formal or informal environments (Morrison & Chorba, 2015). Trust is also a key condition in relational agency as NTEs need to feel safe and secure to ask for help and guidance.

Relational agency provides an NTE with the opportunity to grow and develop within these relations. "The goal is not for the individual to grow out of relationships, but to grow into them. As the relationships grow, so grows the individual" (Miller, Jordan, Stiver & Surrey, 1976, cited in Lewis & Olshansky, 2016, p. 6). The growth of an NTEs becomes one of empowerment because greater confidence is found in knowing and this knowing happened through a relational learning experience. Therefore, relational growth in relationships also becomes intellectual growth.

White (2014) and Braund (2015) highlight that NTEs learn from informal practices facilitated in their work environment, hence understanding these Relational Learning contexts or spaces is important. Teacher educators need to explore ways to successfully embrace their new roles as NTEs with little guidance in the labour-intensive environment of higher education institutions in both informal and formal contexts. It is within relational experiences between NTEs and teacher educators that NTEs began to understand their work of teacher education in HEIs.

2.2.5 The Work of Teacher Educators

The process of becoming a teacher educator requires an explicit understanding of the roles or work of teacher education. "There is general agreement that the work of teacher educators requires specific knowledge, skills and attitudes and that there are different ways in which

they learn to do their work or develop as professionals in their field" (Al-Hina, 2008, cited in Ping et al., 2018, p. 94).

In the search for the meaning of work of teacher education, it became apparent that the work of teacher education remains ill-defined hence the role of a teacher educator remains vague. Ping et al., (2018, p. 94) pointed out "the work of teacher education is not yet a well-developed profession". The role of a teacher in a school setting is clear and defined and gives attention to the work of teachers in a school setting. The South African Department of Education, Norms and Standards for Educators (Department of Education, 2000) has explicitly outlined the seven collective roles of a competent teacher. The more recent Minimum Requirements for Teacher Education Qualifications included these roles as collective roles of teachers in schools together with the basic competences required of newly qualified teachers (Department of Basic Education, 2015), thus providing directive for the way a teacher works in a school setting. These roles and competences are a part of the accepted work responsibilities of teachers. Yet, in HEIs, identifying the work of a teacher educator in South Africa is very limited and there seems to be a scarcity of research in this field. Research done on the pedagogy of teacher education reveals that there is a lack of clarity as to what constitutes the knowledge base for teacher education and there is a lack of differentiation between a teacher and a teacher educator (Ping et al., 2018).

There is evidence in a few research studies of developments in articulating the work of teacher education. International research by Goodwin and Kosnik (2013) has identified five knowledge domains for teacher educators that will inform their work. These include: personal knowledge/autobiography and philosophy of teaching; contextual knowledge/understanding learners, schools, and society; pedagogical knowledge/content, theories, teaching methods, and curriculum development; sociological knowledge/diversity, cultural relevance, and social justice; and social knowledge/cooperative, democratic group process, and conflict resolution. Ping et al., (2018, p. 99) considers the knowledge base for teacher education to consist of "content knowledge of what to teach, pedagogical content knowledge of how to teach a specific subject" to pre-service teachers and lastly "knowledge of curriculum". The work of teacher education remains evasive and ambiguous. In the Netherlands, extensive work is being conducted in the field of teacher education. The Dutch have developed standards for teacher education which characterises the professional competencies of a teacher educator (Melief, van Rijswijk & Tigchelaar, 2012). The British Council's Continuing Professional Development (2013) has also recently developed a framework for all those involved in teacher training.

Outlining clearly what the work of teacher education entails is fundamental to obtaining the necessary knowledge and skills to function as an effective NTE. This study on Relational Learning of NTEs aims to make explicit how NTEs' experiences of learning in relationships with other colleagues and student teachers informs their work of teacher education.

2.2.6 Pedagogy of Teacher Education

A good teacher in the classroom needs to be an even greater teacher educator because teaching about teaching is intricate work. For NTEs it is about "de-skilling" (Field, 2012) and it is about changing perspectives in education to suit an environment in higher education. Hence this kind of professional change in knowledge and practice requires an NTE to broaden their educational mind-set to engage fully in the work of teacher education, which includes unpacking best practices for effective teaching for pre-service teachers and showing expertise knowledge in the profession of teaching. Research has neglected to define or explain what these 'best practices' are or what 'expertise' a teacher educator should prioritise as important in the work of teacher education. Korthagen (2017) states that if educational communities want to develop and understand the pedagogy of teacher education, then the purpose must be made explicit.

Ping et al., (2018) has categorised the pedagogy of teacher education as learning about teaching, teaching about learning, mentoring and supervisions and research in reflection. Grossman (2005, cited in Conklin, 2015, p. 319) stated "the pedagogy of teacher education can be defined to include the broad range of instructional strategies and interactions among faculty, students, and content" in teacher education. Loughran (2008, cited in Goodwin & Kosnik, 2013, p. 337) on the other hand defines pedagogy in teacher education as "knowledge of teaching about teaching and a knowledge of learning about teaching and how the two influence one another". Grossman's view of pedagogy acknowledges the relationship between education and a person while Loughran's view focuses on the relationships between the knowledge of teaching and learning about learning. Ping et al., focuses on the many aspects that encompass the work of teacher education. Teacher education pedagogy remains elusive and requires a deepening in understanding. Pedagogy of teacher education needs to be explicitly outlined so there is consistency as to what is expected of an NTE.

2.2.7 International Higher Education Context

Developing an understanding of NTEs' learning has recently become a global concern (Loughran, 2014) due to the massification of HEIs internationally. The vital role that NTEs play in the education of pre-service teachers can no longer be placed aside, dismissed and thought of as common knowledge. This is evident in the recent research studies into NTE education in many countries like Netherlands by Ping et al., who presented a review of literature from 2000 onwards on *Teachers Educators Professional learning: A literature review* (2018). Research done in China by Yuan who writes about experiences of *Learning to become a teacher educator: Testimonies of 3 PHD students in China* (2014), research in the Netherlands by Van Vlezen et al., who discuss the important of structured induction for NTE in the article entitled, *The induction needs of beginning teacher educators* (2010); researchers Wood and Borg elicit through their research the difficulties of being NTE in their research *The Rocky Road: The journey from classroom teacher to teacher educator* (2010) and lastly research done in United Kingdom by Murray on *Becoming a teacher educator: Evidence from the field* (2005) highlights the many pertinent challenges, feelings and experiences of NTEs. These varying research topics gives glimpses into the experiences and challenges of NTEs in HEIs which shows that research on NTEs is increasing. Research by Ping et al., (2018) reveals that teacher educators' professional learning has become an independent field of study (p. 102) thus showing that teacher education is developing and growing.

Studies by Finnish researchers Kostiainen, Ukskoski, Ruohotie-Lyhty, Kauppinen, Kainulainen and Meakinen (2017) acknowledge that research into relational dimensions for teacher education are important for professional development of teacher educators however this is not translated into professional development practices. Kostiainen et al. express that while research into teacher development has increased, this new knowledge of a relational approach is not reflected in teaching education practices. Relational dimensions in higher education consist of collaborative efforts between teacher educators and interactions between staff and students. Engaging in a relational approach among work colleagues is important because it also creates opportunities for staff to interact and develop workplace relationships. Recently in higher education, engaging in relational experiences with students has also become important in the teacher and learning processes of pre-service teachers (Pearce & Down, 2011). Students can have positive learning experiences with teacher educators through human relations thus adding value to student learning experiences (Kostiainen et al., 2017). Relational practices in HEIs are becoming a way for learning between NTEs and teacher educators, as well as teacher educators and students (Cherrington, 2017). Thus, developing relational skills should become a key aspect in the professional learning of NTEs.

2.2.8 South Africa Higher Education Contexts

As expected, the democracy of 1994 shook the educational realm of South Africa, bringing with it voluminous change in HEIs. The release of White Paper 3, A Program in Transformation in Higher Education (1997) outlined a framework of change that look destined to reform higher education in such a way that there would be one singular, organised structure to manage higher education that would remove inequality and disorganisation of apartheid legacy and move higher education to an era of academic development and innovation (DoE, 1997). As a result, the 101 colleges of education that existed pre-White Paper 3 were reduced to 25 colleges of education (Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025, 2011, p. 26).

The public teacher education institutions are presently still operational and function under both university, and technical and vocational education and training institutions also known as TVET institutions (Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025, 2011). It is these public teacher education institutions that are required to fill the teacher training deficit nationally. Quoting from Teachers in South Africa: Supply and demand, (2015, p. 5) "the enrolment in schools are expected to rise from 12.4 million in 2013 to 13.4 million in 2023. This means that the teaching force will need to expand from around 426,000 in 2013 to around 456,000 in 2025, an increase of approximately 30,000 teachers over 12 years". Hence the imminent crisis of teaching and teacher educators is one of serious concern. This then requires both public and private institutions to take seriously the drive to improve teacher education for pre-service teachers. Private institutions play a vital role in elevating the pressure from public funded institutions. Private institutions in South Africa can respond to the demands of heavy admission and programmes orientated to a specific field like teaching, accountancy and computer technicians.

In addition to acquiring teacher educators to teach pre-service student teachers, institutions also have to manage the ever-increasing enrolments of students into HEIs. The Higher Education Monitor Report 14 of 2016 of the CHE, predicted the growth in student enrolment from 953 373 in 2012 to 1.62 million in 2030 (CHE, 2016). As a result, students will register in either vocational colleges or private institutions. The demand for access into HEIs has never been so urgent and desperate. While the numbers of student enrolment increase, the

employment of teacher educators and academic staff will also need to develop at the same pace so an HEI can function optimally.

Literature in South African higher education has neglected to address the effect and demand that the increase in student enrolment will have on academic staff and inevitably on teacher education (CHE, 2016). Academic staff and NTEs have a massive role in creating an effective environment for teaching and learning in an HEI settings, hence how they learn in relation to others and how these experiences influence them as teacher educators and their work must be explored. Altbach (CHE, 2016, p. 296) states "It is likely that access has produced, on average, a poorer learning environment for students, in part because the academic profession has not grown fast enough to keep up with expansion". Rapid massification has placed a huge amount of pressure on public government funded institutions to run efficiently and provide good quality education. Private institutions are becoming a more viable option for students who do not have place in public government funded institutions. Private HEIs are growing rapidly so they also compete with other private HEIs in the private higher education sector. A positive finding in CHE Higher Education Monitor Report 14. illuminated that "the conditions which enable and constrain the professional learning of academics in their role as teachers have not received serious attention in South Africa" (2017, p. 14). Hence the need for research on learning opportunities such as Relational Learning for NTEs in a private higher education institution.

2.2.9 Private Higher Education Contexts in South Africa

Private higher education has an important role to play in successful higher education provisioning in South Africa. To regulate and ensure quality private higher education in South African all institutions, post 1994 has to be registered by the Department of Higher Education and Training (DHET). The programs offered within these private institutions have to be accredited by the Council for Higher Education (CHE) thus ensuring each qualification is approved by the South African Qualification Authority (SAQA) thus maintaining the integrity of the qualifications. HEI's became more regulated in terms of quality assurance programs, qualifications offered and implementation of enrolments. However, during these advancements little has been noted on the academic competences and development of lecturing staff at private HEIs (South African Council of Education reviewed: Two decades of democracy, 2016; Stander & Herman, 2017). Consequently, the role and responsibilities of lectures or teacher educators remain unclear in private HEI's. Research done by Baumgardt (2013) reveal that there is no clear framework for the standards or key tasks of teacher

educators in the private HE sectors in South Africa. Hence the work of teacher educator in private HEIs remains ill-defined and confined to teaching and learning as their primary roles that are often prescribed to them by each respective private HEI. Job profiles within private HEI's indicate an involvement in research but do not give guidelines to the extent of this engagements in research for teacher educators. The Draft Policy Framework for Lectures Qualifications and Development in FET Colleges in South Africa (2009) highlight the following as fundamentals in fulfilling the role of lecturer or for the purpose of this research, a teacher educator as; being a specialist is a particular subject, sound pedagogical knowledge, an organized and reliable assessor, commitment to student progress and performance, a credible individual cable of selecting appropriate material for students and lastly a professional who keeps aware of developments within in their particular area of study. According to Gewer (2010) the Department of Higher Education "still need to establish a common standard for lectures that will guide their teaching practice" in private HEIs. Thus, this review of literature reveals the limited information on roles and responsibilities of teacher educators in private HEIs. The lack of a framework for private HEIs is also highlighted by Stander and Herman (2017) through their research of Quality Assurance in private HEI's, show the major concern of quality in private HEI's is the inadequate training of staff, discrepancies between academic's roles and responsibilities and policies that have been developed has not transformed into strategic plans. The CHE Review on Two Decades of Democracy (2016) also reiterated the change in academic work as a lecturer in private HEIs. The traditional focus of teaching and research in private HEI's has dissolved and lecturers are adopting a more multifunctional role as an academic lecturer, an administrator and assuming corporate roles as well.

"In South Africa, as in most other countries, there is no formal requirement for teaching competence or pedagogical training" (CHE 2016a p. 302). Hence the need to explore the experience of NTEs as they enter the context of a private HEI and engage in their roles as teacher educators.

2.3 SECTION B – Theoretical Framework

The theoretical framework that guided this study is the Situated Learning Theory by Lave and Wenger (1991) and the Relational Cultural Theory by Miller, Jordan, Stiver and Surrey (1976). The Situated Learning Theory involves learning in a community by navigating learning experiences grounded in social interactions. Relational Cultural Theory posits that

learning enables growth and development through relationships and that growth fostering relationships create trust, empathy and empowerment which are necessary for relationship building.

2.3.1 Situated Learning Theory (Lave & Wenger, 1991)

Situated Learning Theory (SLT) proposed by Lave and Wenger (1991) suggests that people learn through making meaning through activity and practice with other people in what they consider to be communities of practice (COP). SLT encompasses learning through interaction and in relation to the social environment. SLT is supported by Social Learning Theory because of the social practices and connections people have with each other that create learning moments through socialisation in COP (discussed in greater detail below in section 2.3.1.1).

According to Lave and Wenger (1991, p. 50):

"a theory of social practice emphasizes the relational interdependency of agent and world, activity and meaning, cognition, learning and knowing. It emphasizes the inherently socially negotiated character of meaning and the interested, concerned character of the thought and action of persons-in-activity"

SLT is learning that takes place in an informal social setting and is often unintended contextual learning. Therefore, SLT is founded on three concepts that are interconnected, these are: community of practices, situatedness, and legitimate peripheral participation (Qvortrup, Wilberg, Christensen & Hansbøl, 2016).

The focus in SLT, and what is pertinent to this study, is the link between relationships and learning. Exploring Relational Learning of NTEs in a private HEI places emphasis on the importance of an NTEs' interactions and the interpretations of those actions and experiences in relation to the community or person. Goh (2013, p. 367) states that Lave and Wenger (1991) "emphasize the importance of belonging to communities of practice" because it is in these communities of a shared domain that learning, collaboration, development of skills take place before one can be accepted into a COP. Relational Learning is based on the value of relationships and the learning experiences based around them for the individual. Education is not merely a seamless transference of knowledge, rather it is something that is communicated through interaction between two people (Frelin, 2010).

2.3.1.1 Communities of Practice (COP)

Lave and Wenger define a COP as "a system of relationships between people, activities, and the world; developing with time, and in relation to other tangential and overlapping communities of practice" (1991, p. 98). Therefore, COP provides the social arena for learning to take place in relational contexts. According to the SLT, learning does not take place in isolation but rather it develops through "social practices and interactions in their embedded communities of practice" (cited by Lave & Wegner (1991) in Yuan 2015, p. 95).

A COP is often formed by people who share a concern, interest or goal. A COP is most often informal in an organisation and brings people together through common activities. Since people share a common concern, interest or goal, they develop a COP around that common shared domain. According to Lave and Wenger (1991, cited in Wenger & Wenger 2015, p. 2) the characteristics for a COP are:

- The domain: A community of practice has an identity and is defined by a shared domain of interest.
- The community: In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other
- The practice: The development of a shared repertoire of resources, experiences, stories, tools, ways of addressing recurring problems, in short, a shared practice. This takes time and sustained interaction.

2.3.1.2 Legitimate Peripheral Participation

The novice in a COP takes on the position of Legitimate Peripheral Participation' (Lave & Wenger, 1991, p. 29). This means that a newcomer (NTE) becomes a participant in a COP by learning from other practitioners (teacher educators) how to interact and engage with their new environment. By engaging with more experienced practitioners, novices begin to learn how to participate in a COP and secondly, they learn how to engage actively in a COP. Therefore, novices must engage in social relationships with the more experienced practitioners. Moving from the periphery (outside) into the COP can be done through social interactions of collaboration, interaction and engagement with experts and experienced colleagues as novices slowly gain acceptance into a community of practice

(Lave & Wenger 1991). Legitimate Peripheral Participation reveals the importance of connection between novices and a more experienced practitioner. Legitimate Peripheral Participation occurs when there is an interchange of ideas, problem solving, and engagement between the participants in a COP in particular context. (Yuan, 2015). Legitimate Peripheral Participation also happens in a situated context and within a specific environment.

2.3.1.3 Situatedness

'Situatedness' refers to the socially situated interactions of learning in a specific environment which contributes to learning and knowing (Lave & Wenger 1991). For NTEs, it is within these contexts of COP that authentic learning experiences can emerge. The relationships NTEs and teacher educators generate create authentic learning experiences for NTEs. Situatedness creates the context in which learning takes place and contributes to the development of learning, knowledge and skills. Situated learning takes place in the same social context in which it is implied – the focus is on the relationship between the learning and the social situation it occurs in. Likewise, private HEIs provide the situated context for NTEs and their COP and other micro communities.

2.3.2 Relational Cultural Theory (Miller, Jordan, Stiver & Surrey, 1976)

Relational Cultural Theory (RCT) is a humanistic approach that focuses on understanding human relationships through growth and development of a relationship. In this approach, connection, mutuality, empowerment and empathy are necessary ingredients for a relationship to grow and be successful (Edwards, Davis & Harris, 2013). The development of this theory is the result of a collaborative effort by psychologists Miller, Jordan, Stiver and Surrey (1976) as a new way of understanding psychological development by understanding the effect an interpersonal relationship has on a person or persons. RCT was initially developed for the rising feminist movement in psychology in 1976 but later changed its focus to a theory of human development that emphasises the view that relationships promote growth and development in people in a relationship. RCT has been used in feminist studies and social justice studies and now has also been adapted for use in research in education.

Ten years later in 1986, Miller added to the work of RCL and identified "five good things" (McCauley, 2013, p. 2) which are essential attributes for RCL, these are an "increased zest or energy; increased sense of worth; increased clarity (a clearer picture of one's self, the other, and the relationship); productivity (ability and motivation to take action both in the

relationship and outside of it) and a desire for more connection" (McCauley, 2013, p 2). These five-good things have become the necessary ingredients for a growth fostering relationship.

Roth-Raider (2017, p. 2) points out that RCL is distinguishable from other theories because of it is "explicit attention to the creation of, maintenance of, and reflection on the functioning of relationships, understanding that the quality of learning is only as strong as the relationship in which the learning is constructed in". This highlights the necessity and validity of collaborative relationships for learning.

Research conducted by Rector-Aranda (2018) *Critically Compassionate Intellectualism in Teacher Education: The Contributions of Relational–Cultural Theory* considers RCT as framework of care that created growth fostering relationships in social justice studies in education. Rector-Aranda's self-study showed that developing connections with students that was mutually empathetic and mutually empowering were important for both individual and shared learning (2018). Webb's (2018) research, *Relational-Cultural Theory and Teacher Retention: A Case Study of Relationships and Resilience in Secondary Mathematics and Science Teachers*, revealed how teachers remained in the teaching profession by showing resilience in and through relationships. RCT provided a unique framework that allowed the researcher to explore how relationships sustained by teachers developed into growth fostering relationships that were strong enough to help teachers stay in the teaching profession. Lewis and Olshansky's (2016) research entitled *Relational-cultural theory as a framework for mentoring in academia: Toward diversity and growth-fostering collaborative scholarly relationships* highlighted the importance of relationships in mentoring programs. Applying RCT to mentoring emphasised the importance of a relationship between a mentor and a novice. A finding in the research study shared that a successful mentoring relationship becomes a growth fostering relationship that allowed a novice to grow and develop while in relation to another, which was the mentor.

RCT focuses on the quality of relationships between people and the relationship as being a source of growth, promoting development and progression. Research done by Miller, Jordan, Stiver and Surrey (1976) reveals that "relationships and one's experiences in relationships was devalued in the world" (Eible, 2015, p. 30). Therefore, relational theory focuses on the impact and experiences relationships have in people's lived world. For this research, the principles of RCT are used to understand and analyse relational learning in a specific context. RCT principles place emphasis on growth fostering relationships. Miller in (1986) pointed out "five good things" as necessary attributes that empower people in growth-fostering relationships (as

cited in McCauley, 2013, p. 2). The relationships people engage in and are a part of, should promote empathy, trust, mutuality and empowerment hence the relationship becomes a growth fostering one. A growth fostering relationship is a relationship that promotes growth and development of person that is beneficial to them and their lives

Furthermore, RCT provides an insightful way to understand NTEs' experiences of their relationships with teacher educators and other constituents in an HEI. RCT also highlights that relationships are also defined by cultural context such as race, age, status and superiority to list a few. Similarly, NTEs are also in cultural contexts of senior, experienced and mature staff of which play an important role in their enculturation into HEI. RCT also considers mutuality and mutual empathy important for successful relationships. This relatedness and congruency develops into mutual empowerment. These concepts will be expanded further on in this chapter.

2.3.2.1 Mutuality

According to the Oxford Dictionary, mutuality is defined as "the sharing of a feeling, action, or relationship between two or more parties" (Oxford Dictionary, 2018). Mutuality is defined as being in relatedness with someone, it means to be connected to someone, and it means to identify with someone. RCT considers mutuality a process that involves both participants in the relationship to be active and involved in the process of an experience in relationship together. Mutuality also allows for differences to surface which are called disconnection. Disconnection in relationships create the pathway for stronger healthier reconnection (McCauley, 2013).

2.3.2.2 Mutual Empathy

Mutual empathy has described by McCauley is "an openness to being affected by and affecting another person" (2013, p. 3). Simply explained, both participants in the relationship need to be on a level plain and open to experiences both positive and negative, allowing for an exchange of feeling or thought from the other person. According to McCauley (2013) the four pillars of mutual empathy include, "the capacity for emotional response; the mental capacity to take the perspective of the other, the ability to regulate emotions and the level of awareness of self and others (2013, p. 3). For mutual empathy to develop, each person in the relationship needs to respond empathically to the other person by effecting change and feeling engaged and effective in connections with the other (Jordan, 2008). Showing mutual empathy would

allow people in a relationship to become more aware, more attentive and more responsive within the relationship.

Connections are important in relationship building but disconnections also an integral part to being relational. Disconnection in relationships often mean a negotiation or detachment from the relationship until the person in the relationship can move back to a place of showing empathy and understanding. Disconnecting in relationships inevitably lead to greater "reconnection if awareness, trust and authenticity are present" (McCauley, 2013, p. 3).

2.3.2.3 Mutual Empowerment

Mutual empowerment is the validation that both people in a relationship are valued, considered, heard and respected. This place of mutual empowerment can only be achieved if mutual empathy exists between two people in a relationship because they are intrinsically linked to each other (Edwards et. al., 2013). Mutual empowerment means that both people in the relationship can influence and effect each other, this influence can impact the development and growth of a relationship. Mutual empowerment is embodied in five essential elements, namely

"sense of zest that comes from connecting with another person, the ability and motivation to take action in the relationships, as well as in other situations, increased knowledge of oneself and the other person, an increased sense of worth and a desire for more connections beyond the particular one" (Eible, 2015, p. 31).

Relationships that embody these five elements move to a place of mutual development and then become 'growth fostering relationships'.

Growth fostering relationships are a mutual process where both people in the relationship are present and participating. Being present and participating in a relationship highlights the attention given to that relationship, as well as being fully functional in that relationship (McCauley, 2013). The term 'growth fostering relationships' is paramount to RCT because it is within relationships that growth must happen. For relationships to be functional and healthy, they must be able to negotiate experiences, connect and disconnect in the relationship by practicing mutuality, mutual empathy and mutual empowerment.

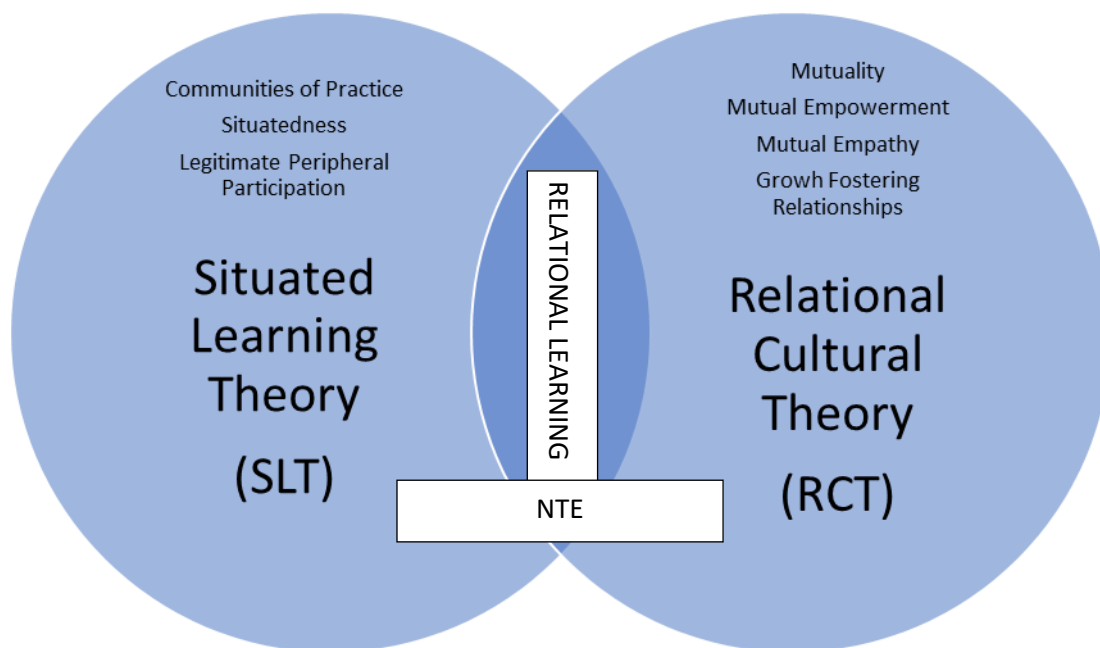


Figure 1: Situated Learning Theory and Relational Cultural Theory

Figure 1 above highlights the link of SLT and RCL. COP plays an important role in the sharing of practices, knowledge and experiences. It is often within these shared spaces that relationships develop. COP cultivates important interactions of collegial relationships. It is because of the engagement within a COP that relationships of mutuality, empowerment, empathy develop into growth fostering relationships. Hence SLT and RCL complement each other by creating a bridge to developing working relationships and then to understand how these relationships support their learning and development as NTEs.

2.4 Summary of Chapter

This chapter unpacked the literature on the development of competent NTEs in HEIs, as an important function to maintain the quality of education. The discussion on the limited structured mentoring and induction for NTEs highlighted the importance of collaborative activities as a way for NTEs to learn. The shifting identification of NTEs revealed the adaption an NTE has to make in order to fully shift from teacher to NTE. This review of literature also conceptualised Relational Learning and explained how growth fostering relationships can enhance learning of NTEs and how relationships can become key to learning. The importance of Relational Agency and trust was also explored as a way of taking responsibility for one's own learning. The literature went to discuss what the work of teacher education involved and roles of a teacher educator. This discussion was further developed into

the pedagogy of teacher education which explored what the teaching of teaching knowledge and skills are for teacher education. The discussion showed how elusive the pedagogy of teacher education is.

The literature review discussed both national and international contexts of higher education. Nationally, increase enrolments into private HEIs is placing enormous pressure on the institutions for both students and teacher educators. As the demands for access into higher education increases, private HEI, are also becoming a viable option for students as public institutions are over-burdened with students. The research also highlighted that NTEs in HEIs are still a poorly researched group and not enough is known about the teacher educator profession. International contexts reveal that although teacher education is being researched more there is still a paucity of research on NTEs.

Lastly this chapter focused on the theoretical framework that provided the lens for this study: Situated Learning Theory (1991) of Lave and Wenger, and the Relational Cultural Theory of Miller, Jordan, Stiver and Surrey (1976). SLT highlighted the importance of Legitimate Peripheral Participation of NTEs as they gradually enter a COP. COP provides a learning space for NTEs to learn from more experienced teacher educators through both formal and informal experiences in a situated context. RCL provided an interconnected approach to learning with others through the development of growth fostering relationships.

The next chapter provides a discussion on the methodological design of this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Overview

In the previous chapter, the literature review unpacked the need for the development of competent NTEs, limited structuring induction/mentoring for NTE as well as NTEs experiences of shifting identification. RCL was also conceptualized to bring understanding to the phenomena of Relational Learning. Both national and international contexts of higher education were discussed and lastly the theoretical frameworks for this study was explained and the key features were highlighted and linked to the prevalence of this study.

This chapter focuses on the research design which can be considered as a blueprint revealing intricate details of how this study was conducted. According to Bertram (2003, p. 35), "research design is the plan of how the researcher will systematically collect and analyse the data that is needed to answer the research question". This chapter includes a justification for the use of a qualitative interpretive case study to understand six NTEs' experiences of Relational Learning in a private HEI. An in-depth discussion is provided on selecting the participants and research context. The positionality of the researcher as insider-researcher is outlined. A detailed description is offered on the data analysis process from the various datasets, culminating in the construction of narrative accounts of each participant by the researcher used for data analysis. Attention is also paid to trustworthiness, ethical considerations and limitations of this study.

This study sought to answer the following research questions:

1. What are the Relational Learning experiences of NTEs in a private HEI?
2. How do Relational Learning experiences influence their learning as teacher educators in a private HEI?
3. To what extent does Relational Learning inform the work of NTEs?

3.2 Site of Research

This study was conducted at Goldstein (pseudonym), an accredited private HEI in South Africa that specialises in teacher education. The institution maintains three campuses nationally. The six participants were selected from one of the national campuses. The institution is a privately funded institution, meaning the government does not contribute financially to this institution in any way however this institution is accredited by the Department of Higher Education, Council of Higher Education (CHE) and is registered with the South African Qualification Authority (SAQA). This institution has been in operation since 1995 and offers both initial teacher education certificates, diplomas and degrees as well as in-service continuous professional development courses. One of the institution's strategic goals is to ensure 21st century teacher and learning hence the institution is moving towards digitalisation of teaching and learning. Goldstein's digitally enhanced teaching and learning system is an advanced system; Goldstein also uses the open-source online learning platform called Moodle. It can be noted that this institution is adequately resourced and functional.

This institution supports the transformation endeavours of White Paper 3 and has reformed its internal structures to represent a higher education system that functions in accordance with legislation and CHE. A salient feature in the transformation is creating an institution that will "overcome the fragmentation, inequality and inefficiency which are the legacy of the past, and create a learning society which releases the creative and intellectual energies of all our people towards meeting the goals of reconstruction and development" (DoE, 1997, p. 2). The staff at Goldstein consists of 189 academic and support staff nationally and 104 staff members at the site of research. The student enrolment at the site of research is 2046. Both the staff and student body represent the diversity of South Africa and the institution's approved Employment Equity Plan (Section 20). Staff employed at Goldstein come from a higher education background but are also employed from schools, further education and training colleges and, other private HEIs. Goldstein also focuses on cultivating pre-service teachers by "growing their own", by employing exceptional students on the completion of their degree as junior lecturers.

3.3 Participants

The participants of this study are six NTEs who are presently employed at a private HEI located in KwaZulu-Natal. All participants were located on one of the campuses for convenience and easy access, thus a convenience approach to selecting participants was used.

Participants who met the criteria at the site of research were selected for this study. The selection strategy for this research was through purposeful selection which is a feature of qualitative research. Since this research was based on a case study, purposive selection allowed the researcher to select participants who meet certain criteria or variables (as stated by Kumar, 2011). For this research, the NTEs participants are former school teachers who have had substantial years of teaching in schools, teachers who taught at a further education and training colleges, newly appointed teachers with practice teaching experience, newly qualified teachers from a private teaching background, all of whom were recently recruited into higher education institutions as lecturers in teacher education. As NTEs they have between one and three years of experience as a teacher educator in an HEI. Participants included both male and female representative of various race groups and various age categories. The age and race of the participants were not a focus for the selection but rather considered for diversity of their personal experiences.

The table that follows offers a summary of participants.

Name	Age	M/F	Race	Former Teaching experience before moving to HE	Novice teacher educator experience at time of data generation at Goldstein
Sejal	52	F	White	Worked as an unqualified Grade 1 teacher.	2 years and months
Sana	25	F	White	Recently graduated student from Goldstein (Top academic achiever). Has teaching experience through Practice Teacher and private tuition.	2 years and 4 months
Sadhika	45	F	Indian	15 years of teaching experience in a Special Needs School. Sadhika was also an Acting Head of Department for two years.	5 months
Anura	50	F	Indian	22 years of teaching experience in both the Intermediate phase, Grades 5-7 and high school.	1 year and 5 months
Rishaan	46	M	African	22 years of teaching experience. He taught Grades 5-12. He was also a Principal.	6 months
Rakshit	43	M	White	10 years of teaching as Geography teacher in a high school environment.	2 years and 6 months

Table 1: Participant Profiles

3.4 Research Design

According to Kerlinger (1986, cited in Kumar, 2011, p. 96) "a research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data". Research design becomes the map for the research journey. Likewise, the research design has been formulated as a plan for this research. McMillan and Schumacher (2006) explain that research design must be a clear plan that illuminates the involvement of participants, the methods of data generation and the way data will be analysed to answer the research questions. This research explained the research problem and then identified an appropriate research approach that needed to be taken, therefore there was a pairing between the research question and research design.

The details of the research approach will be discussed in greater details in this chapter.

3.5 Research Approach and Paradigm

3.5.1 Qualitative Approach

This study used a qualitative research approach in its explanation of Relational Learning of NTEs in a private HEI setting. According to Cohen, Manion and Morrison (2011), Kumar (2011) and Vosloo (2014), qualitative research is an experiential, organised process of answering questions about people's life experiences in their lived world. Furthermore, qualitative research is known for its "in-depth, intricate and detailed understanding of meanings..." (Cohen, et al., 2011, p. 219), hence the focus is to express in words rather than statistics and variables (Kumar, 2011). A salient feature in qualitative research is the extensive data received during the research process to help explain the phenomena in a particular context.

A qualitative approach is most appropriate for this research since this study is aimed at gathering in-depth, thick descriptions and details from NTEs in order to gain "meaning and understanding" (Cohen et al., 2011, p. 220) and is not concerned with statistical information as research evidence. Similarly, this study seeks to understand and make meaning of the experiences of NTEs and Relational Learning in a private HEI. In addition, this research aims to ascertain how Relational Learning occurs in an HEI setting and the implications thereof on

NTEs and how this supports or constrains learning. Furthermore, this study aims to deduce how their experiences of Relational Learning informs their work as NTEs in a private HEI. Hence this study adopted a qualitative mode of inquiry located in an interpretive paradigm for exploring NTEs' experiences of Relational Learning in HEIs.

3.5.2 Interpretivist Paradigm

The interpretivist paradigm (Baxter & Jakes, 2008, p. 544) "facilitates exploration of phenomena within its context". The interpretivist paradigm aims to develop a deep insight of how people makes sense of the world around them. This paradigm acknowledges that the truth is waiting to be discovered through the interpretation of data (Bertram, 2003). This research study design allowed for the interpretation of six NTE participant responses on their experiences of Relational Learning through the various data generation methods which revealed their view of reality in their present context – a private HEI in South Africa. Hence my epistemological perspective was to understand and interpret multiple facets, realities or truths created by individuals in a specific context (Baxter & Jack, 2008). This research design is not created "within a set of boundaries but rather focuses on a specific case, within a context" (Cohen, et al., 2011, p. 289).

In summation, this qualitative interpretive research design provided the researcher an opportunity through the many data generation methods to examine and explore experiences of NTEs of Relational Learning because "research is a combination of both experience and reasoning" (Cohen, et al, 2011, p. 4).

3.5.3 Case Study

This is a single descriptive case study of six NTEs' experiences of Relational Learning in a private HEI in South Africa. The qualitative case study is an approach to research that is useful for the exploration of individuals within a real-life context using a variety of data sources (Baxter & Jack, 2008; Rallis & Rossman, 2012). Bertram (2003) states that case studies are often used by researchers in the interpretivist paradigm since it aims to capture the reality of the lived experiences, feelings and thoughts of the participants, in this case NTEs. A qualitative case study approach allowed the researcher to explore the phenomenon of Relational Learning through a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008; Cohen et al. 2011; Rallis & Rossman, 2012). A case study research style was appropriate for this study as the research

aimed to explore NTEs experiences of Relational Learning as a complex phenomenon in the specific context of an HEI.

A descriptive case study is set in the natural environment of where the phenomena is being studied. It allows for the researcher to gain a rich, in-depth description of the phenomenon being studied. A descriptive case study was used to describe the existing relational experiences of NTEs in an HEI and to investigate how these experiences have informed their work as teacher educators. A single case study is best to use when researcher only wants to study one group (Yin, 2003), as was done in this research with NTEs.

3.6 Data Generation Methods

The data generated methods are multiple and were selected to validate each other. An important facet of case study research is the multiple methods of generating data (Baxter & Jack 2008). Thus, this case study research included a questionnaire (Appendix C, p.178), a semi-structured individual interview (Appendix D, p. 184) and a collage with a presentation (Appendix E, p. 188). The process of data generation was a four-month long process that was planned at the convenience of each participant.

The multiple methods of data collection were used in this study to triangulate data collected to attain consistency. The data collection instruments used in this study were different to each other and therefore provided variety, which strengthens the data generated.

3.6.1 Questionnaire

According to Bertram (2003, p. 57) "a questionnaire is a list of questions which participants have to answer" and can be used in both quantitative and qualitative studies depending on the design. Questionnaires can be arranged into semi-structured questionnaires that comprise of only closed-ended questions or they can be semi-structured questionnaires that comprise of both open and closed-ended questions that supports a qualitative research approach (Bertram, 2003). The questionnaire in this research consisted of open-ended and closed-ended questions. The closed -ended questions provided participants with options to choose from, while the open-ended questions allow participants to respond freely in his or her own voice and lastly there was a tick box section to indicate experiences in HEIs and school. The questionnaire was administered to all six participants.

The purpose of a questionnaire in this research study was to gather biographical details of each participant through closed ended questions. The open-ended question generated qualitative data on the experiences of NTEs entering HEIs, such as motives for moving from school to HEI, induction, mentoring, first impressions, available opportunities for learning and support given to them.

Construction of the Questionnaire

Bertram (2003, p. 62) highlights several key guidelines that should be followed when developing a questionnaire to ensure that its design is fit for purpose and is able to extract the necessary information; the questionnaire in this study was designed using Bertram's guidelines.

The questionnaire was carefully constructed to not include any leading questions to guide participants to a specific response. Neither were the questions developed to contain multiple ideas that would require multiple responses. Questions were kept short, simple and easy to read. The language used was formal but simplistic and did not include jargon, short hand or challenging vocabulary that could lead to misinterpretation of the question. The researcher did not use elaborate language to ensure that participants always had clarity about the questions. Questions that contain elaborate language could mislead the participants and therefore responses given in the questionnaire could be irrelevant to the study. Questions were created to avoid ambiguity and hypothetical situations. Questions that requires participants to place themselves in an imaginary situation could present data that is unreliable and yields data that may be unnecessary to the purpose of the study. Some of the questions and participant responses from the questionnaire were clarified in the semi-structured interview if necessary.

The questionnaire also required participants to create a metaphor that described their experience as an NTE. For this research a "metaphor refers to those analogic devices that lie beneath the surface of a person's awareness, and serve as a means for framing and defining experiences" (Shaw, Barry & Mahlios, 2008 p. 4).

The layout of the questionnaire was simple and contained clear instructions. Furthermore, the questionnaire was piloted with two participants who also met the purposeful selection criteria to ensure the questionnaire was a readable document that was easy to understand. No changes were made after the pilot study.

Administering the Questionnaire

While questionnaires provide rich data and detail from participants, not all questionnaires administered to participants may be returned as participants cannot be encouraged or forced to complete it (Cohen et al., 2011), thus presenting a disadvantage to using questionnaires. The questionnaire was designed to be completed quickly and with ease since this could prompt participants to complete the questionnaire. To ensure the return of all completed questionnaires, the researcher opted for electronic questionnaires.

The questionnaire as a data generation instrument was appropriate because it gathered data from NTEs in a non-intrusive way and the questionnaire was completed at the NTEs leisure within a ten-day window period. The questionnaires were emailed to each participant. The questionnaires were then completed by each participant and once the questionnaires were completed the participants emailed the questionnaire to the researcher. The questionnaire was emailed to the researcher in a PDF format. PDF documents are a non-editable document format thus ensuring the trustworthiness and accuracy of the responses of the questionnaire. Five out of six participants emailed the questionnaire to the researcher. One participant did not complete the questionnaire electronically and instead delivered his questionnaire to the researcher, who then electronically scanned the document and returned the document to the participant for member checking.

3.6.2 Semi-structured Interview

Interviews are a research method that allows the researcher to ask participants questions which the participant responds to. It is often a direct form of contact between participant and researcher and presents an opportunity for the researcher to interact with the participant. Data gathered from direct face-to-face interviews with participants can be considered as a mine of wealth because the researcher is able to observe body language and facial expressions which add value and depth to a participant's response.

Semi-structured interviews allowed the researcher to ask more probing questions in pursuit of more information from a participant that that could not be extracted from the questionnaire. The purpose of a semi-structured individual interviews in qualitative research is to discuss with participants their interpretation of the world they live in and to express their perspective on the research question (Vosloo, 2014). To meet this purpose, King (1994 cited in Vosloo, 2014, p. 331) identified general characteristics of qualitative semi-structured interviews, and

these include "a low degree of structure imposed by the interviewer; a preponderance of open questions; a focus on specific situations and action sequences in the world of the interviewee as opposed to mere abstractions and general opinions".

Semi-structured interviews were chosen as a data generation method because they provided the researcher with in depth information which added value and was supported by the questionnaire. Some questions from the questionnaire were repeated as part of the interview set of questions. This was done to begin to get participants to think about their experiences when they answered the questionnaire and then to talk about their experiences during the interview. This also allowed for the researcher to ask more probing questions and to gain more clarity on NTEs experiences drawing from the answers in the questionnaire. For example, the interview allowed the researcher to ask participants to explain the meaning of the metaphor participants had to create when they responded to that question (See Section C, p.184) in the questionnaire. Unlike the collage where participants simply shared their understanding of their learning in workplace relationships, the interview required participants to analyse their work place experiences through dialogue during the interview.

According to Cicourel (1964, cited in Cohen et al, 2011), interviews become a social encounter for participants therefore a relationship of mutual trust must be formed. In a context where the researcher knows the participants, participants may feel uneasy because of the pre-existing relationship or connections, and the participant may hesitate and not respond freely. The following considerations were taken during the pre-interview and the interview process.

Conducting the Semi-structured Interviews

Participants were given three convenient times slots that they could chose to participate in the individual interview. Once the interview time was confirmed the interview was conducted in a private confined space where there was minimal disturbance and distractions. Participants were informed in advanced about the audio recording, so they had time to prepare for the process of being recorded. A copy of the interview schedule and contact details of the researcher were made available to the participants, should there be a problem with the interview time. Before the interview was conducted, the researcher engaged in general conversation with the participant to create a safe and comfortable environment for the participant. The interviews were scheduled for a 45 minute per participants, however most of the participants engaged in an interview of 60 minutes.

The semi-structured interviews were recorded for accuracy and authenticity. For this research interviews were recorded using a mobile device and later the recordings were transcribed by the researcher. The transcriptions were electronically emailed back to participants to authenticate the interview by member checking. The interview transcription was emailed to the researcher in a PDF which is a non-editable document format, thus ensuring the trustworthiness and accuracy of the responses of the interview. No content changes were made to the transcription documents however a few participants attempted to correct the grammar in their written sentences.

3.6.3 Collage with Presentation

A collage as described by Butler-Kisber (2010 p. 2) is "using fragments of found images or materials and gluing them [together]...to portray a phenomenon". This ancient Japanese art presents "experiential ways of knowing and understanding" (Butler-Kisber, 2010, p. 2) concepts that are tacit in nature. This third method of data generation involved NTEs participants making a collage that resembled their present experiences of Relational Learning as an NTEs. The topic for the collage was 'My learning in work relationships'. The collage required NTEs to make sense of their learning within and through relationships with others in their present HEI contexts and to reflect on how these relationships supported or constrained their work as NTEs. Using collages as visual arts-based methods in qualitative research creates an opportunity for interpreting relationships, themes and connecting the dots to understand phenomena; in this research the collage allowed the opportunity to interpret how NTEs understand their working relationships as the selected words, designs, pictures and colour represent a symbol of meaning (Butler-Kisber, 2010). A collage as an instrument for data collection is engaging and created an opportunity for participants to reflect on their experiences as NTEs thereby adding genuineness and truth to the instrument, and allowed the researcher to understand the participant's personal epistemology through their collages. The general notion is that most people can cut and paste, making the collage an accessible instrument in this research.

Collage Making and Presentation

The collage was an independent activity which involved the participants making their own individual collages. Each participant was given a stationery pack and magazines to create their collage. They were given a time frame of two weeks to complete the collage and after such time, the researcher collected each collage from the participants. Furthermore, each collage was

supported by a brief oral presentation by the participant to the researcher. Again, the participants were emailed with a request to choose from three time slots a time that was most convenient to them to conduct the presentation. Participants presented their collage in a safe and private space, free from disruptions. The presentation was closed in nature meaning just the participant and the researcher were involved. The presentations were recorded via mobile device and later transcribed by the researcher.

The presentation focused on describing the construction, design and meaning of the collage. The purpose of this presentation was for each participant to share their meaning of the collage to enhance interpretation of the design process and the meaning of colours, words, pictures, symbols etc. The participant merely shared verbally his/her interpretation of the collage, after which, questions were asked by the researcher. The participants were emailed with a request to choose from three time slots a time that was most convenient to them to conduct the presentation. Participants presented their collage in a safe and private space, free from disruptions. The presentations were recorded via mobile device and later transcribed by the researcher. Once the collage presentations were transcribed the documents were emailed to the participants for member checking and then emailed to the researcher in a PDF format, thus ensuring the trustworthiness and accuracy of the presentations.

The collage presentation also revealed that one of the participants did not know how to create a collage. The researcher arranged a time with the participant and demonstrated what the activity required from the participant. The participant had a week extension to create his collage was offered more support should he need it.

3.7 Validity and Reliability and Rigor

In any research, the trustworthiness of research is of paramount importance. It is imperative for the research to reflect reliable, honest and trustworthy data. According to researchers (Elo et al. 2014, p. 2), the "main trustworthiness issues in the preparation phases were identified as trustworthiness of the data collection method, sampling strategy...". The following measures were taken to ensure trustworthiness of data was maintained. Firstly, the sample participants were selected through purposeful sampling because they are NTEs who are able to access internet, laptops and scanners which are required for the study. Secondly, as a researcher it is important to highlight the appropriateness and the accuracy of data collected. In this research, validity was maintained by ensuring that the instruments designed are aimed and aligned with the key questions, as the key questions will guide the type of instrument that needs to be

created, namely a questionnaire, an interview and a collage with presentation. The questionnaire and the interview allowed for the triangulation of data because questions from the questionnaire prompted some of the interview questions. Furthermore, the written narratives were checked by the participants who read their narratives and determined their accuracy and likeness, and lastly all three instruments provided richness of data. (Creswell, 2014).

Before the actual questionnaire were sent out, a small pilot study was conducted with participants with the similar criteria to NTEs selected for this study. Pilot testing is an essential part of validating a data collection instrument. In this research a pilot study was conducted to ensure that the instrument for data collection is effective. Questionnaires were given to two NTE who have similar characteristics to the participants of the main research. The purpose of this pilot study was to eliminate ambiguity and clear up any confusion, or misconceptions that the questionnaire may bring. The interviews and collage presentations were also piloted by a small group of participants who meet the same criteria as NTEs to ensure the data collected is valid and could be used in this research.

The questionnaire asked questions about NTE experiences in content knowledge, pedagogy and relationship building. NTE participants had their questionnaires emailed to their email accounts and upon completion sent these back to the researcher electronically. The initial questionnaire provided the foundation for some of the questions asked in the interviews. Lastly, a collage was created by the participants which was supported by a presentation. The collage presentation supported the drawing to ensure there was no misunderstanding in the interpretation of the collage.

"Validity in qualitative research depends on the purpose of the participants... and the appropriateness of the data collection methods used catch those purposes" (Winter, 2000, cited in Cohen, et al, 2011, p. 182). To this end my study met the requirements of validity because the instruments used in data collection are meaningful and are directed at answering the key questions of this research. Furthermore, this study has left an online audit trail that can be used to verify data and data analysis satisfying the criteria for rigour. The online data trail is created by the researcher and does not allow for manipulation of the data as transcribed interview documents were sent in a PDF format for member checking.

Reliability in qualitative research ensures that the research instrument "is consistent and stable, hence predictable and accurate" (Kumar, 2011 p. 168). This can be maintained by ensuring that there is no ambiguity in questionnaires, that variables such as physical setting do not affect the participant and that the instrument used does not deteriorate or become lower in value (Kumar, 2011; Cohen et al., 2011). The trustworthiness of the qualitative data was strengthened by the online trail left by the electronic questionnaires and transcribed PDF interview and collage files. Furthermore, all data, notes collages and questionnaires are kept safely in a locked, inaccessible cupboard thereby maintaining privacy of information shared by participants.

Vosloo (2014, p. 330) indicated that trustworthiness must be applied during each phase of the research by using the following criteria "credibility, dependability, authenticity". Trustworthiness of this study was maintained throughout all the phases of this research. During phase one of the data generation, all questionnaires were emailed to researcher in a non-editable format called a pdf file. In phase two of the data collection all interviews were recorded to ensure that no information was lost during the transcribing process. All bias that affected the data in anyway was acknowledged. The transcribed interviews were emailed back to participants to ensure the accuracy of the transcribed document. In addition, the collage presentations were also audio recorded and later transcribed again to ensure a true reflection of the presentation. All procedures during the data gathering process were clear and explicit and kept safely in locked cupboard.

3.8 Data Analysis Process

Qualitative data analysis can be defined as the process of understanding participants insight to their situation, by interpreting their experiences and correlating it into particular patterns, themes and categories (Cohen et al., 2011). According to Best and Khan (2006 cited in Vosloo, 2014), data analysis in qualitative research involves three steps, namely organisation, description and interpretation. Firstly, organisation of data relies on the research instruments that were used in the research and this could vary depending on the research style and strategy. The second step in the data analysis process is description, which allows for the phenomena pertinent to the study to be explored by the participants through the research instruments by describing their perceptions and reactions. Lastly the interpretation of data involves an explanation of the findings "answering why questions, attaching significance to particular results and putting patterns into an analytic framework" (Vosloo, 2014, p. 359).

Primarily qualitative research is conducted in a natural setting where the researcher designs and creates the instruments for data collection. It is the researcher who interprets the voices and words of the participants by identifying patterns, themes and analysing meaning in the participant's language (Creswell, 2014). Additionally, Creswell (2014) goes on to further state that the researcher relies on the perceptions of the participants, on the broad questions for details and most of this data that is collected is in text format. Therefore, the researcher is responsible for analysing and describing the data collected. Inductive reasoning was used in this research as it is best suited for qualitative research. It allows the researcher to extract themes and categorise the information which is often referred to as the "bottom up" strategy (Creswell, 2014, p. 234). The researcher, using the participant's information from the data generation, creates themes that can be generated into a theory linking the themes (Creswell, 2014).

An inductive process was used to allow for a thematic approach of analysis. The initial process involved reading, listening and observing the raw data before themes and patterns are identified. Raw data refers to data received from the participants during data generation that was not analysed or organised. Later, key themes were extracted and the datasets for each participant were presented in the form of a narrative account. Themes generated were used to create a tentative hypothesis that the researcher used to develop into general conclusions regarding this study.

The data analysis process of this research involved the following steps.

3.8.1 Data Analysis of Questionnaire

Data analysis began when all questionnaires were returned to the researcher electronically. The questionnaires were read repeatedly, paying attention to detail to the responses of the participants. Data that was considered important was highlighted by the researcher and then extracted into themes and later tabulated. The researcher used the process of open coding to identify possible questions for the interview.

3.8.2 Data Analysis of Semi-Structured Interviews

Data collected from the interviews were recoded to ensure that no information was included or excluded during the interview or during the process of being transcribed. All potential biases or aspects that may affect the data were acknowledged. Interview data were accurately

transcribed by listening to the recordings of each participant several times. The researcher became familiarised with the data, which is an important part of analysis. All interview transcriptions were continuously read and re-read so that the researcher became familiar with the content. The process of open coding that followed thereby allowed the data to be sorted into clusters of categories and topics for each NTE case, so that these could be compared – looking for similarities, difference and irregularities across cases.

3.8.3 Data Analysis of a Collage

Collages as visual art data generation methods in qualitative research provides rich data by the use of images that represent both the spoken and unspoken word (Butler-Kisber, 2010). The collages were used to make links and patterns to understand participants' perceptions of work relationships. Participants presented an informal oral presentation to the researcher about what their collage revealed. The participants were allowed to choose images and text words of their choice for their collage. During the presentation of their collage, each word or image of their choice had to be explained during the presentation. The participants' explanation of the collage revealed their interpretation of their experiences of workplace learning in a private HEI as NTEs. The three attributes of collages in qualitative research involve reflections of experiences, identifying key moments and creating meaning (Gerstenblatt, 2013). Through the presentation of the collage the researcher saw links and connections of experiences to other participants in the research by finding common learning moments. The presentations of the collage were recorded and then later transcribed. For analysis, the researcher listened to the audio recording while simultaneously looking at the collage to assist with understanding and interpreting the workplace experiences and relationships of NTEs. The transcribed collage presentations were electronically emailed to participants for member checking. There were no content changes to the transcribed collage documents.

3.8.4 Creating Narrative Accounts

The narrative account of participants was created using a case-by-case analysis drawing from all three data generation methods. The researcher began creating the narratives by using personal details of the participants from the questionnaire to create an introduction to each participant. The researcher was responsible for capturing the experiences of the NTEs from the data set to tell the story of NTE experiences in HEI. Narratives have become very meaningful stories as they represent the lived encounters of participants' lives and experiences while still preserving the essence of the participant (Smith & Sparkes 2007). The narrative

was written in third person by the researcher. By identify and extracting emerging themes, the researcher constructed connections between emerging themes and generated a narrative that was reflective of NTEs' experiences. The narratives begin with a background into the participant, progress into the discussion of their experiences as NTEs, and then end with images of the collages and an explanation of NTE Relational Learning encounters. The themes that created the narratives included participants sharing their challenges experienced, learning moments and moving forward. Each narrative account was organised into headings that were derived from the participants' metaphor which was a question in the questionnaire.

Metaphors have been described as a unique way to draw real and authentic interpretation of lived experiences (Pitcher, 2011). Hence the researcher used this reasoning to request participants in this research to create a metaphor that was reflective of their experiences as an NTE. The prompt was: *Think of a metaphor that describes your experiences of being a novice teacher educator during the first six months. Start with: Being a novice teacher educator is/was ...* Participants were given an example of a metaphor not to influence their response but rather to give clarity on what was required by them.

Example: Being a novice teacher educator is like being cook in a MasterChef kitchen. I knew all about teaching but I didn't know how to mix the ingredients together in a new kitchen with new tools and new rules with my 60 minutes ticking away as I wandered through a new pantry called higher education.

The metaphors presented by participants in the questionnaire provided a unique and individual expression of their experiences as NTEs and they revealed an honest evaluation of their experiences. Pitcher (2011, p. 4) points out "A person's actions and thoughts may be characterised by the metaphors he/she uses in describing them". It is for that reason that the researcher was able to unpack the metaphors of the participants and connect their metaphors to their lived experiences. The metaphors allowed NTEs to express their emotions and experiences about a very complex time of being an NTE. The metaphors allowed the researcher to interpret the perspective of the thought processes of the NTEs in a way that a normal statement would not allow. The metaphors in this research was crucial to the organising structure of Chapter 4 that presents the narrative accounts as the headings of each section in the narrative account is linked to the metaphor and therefore the participants' experiences. See table that follows. The narrative account was then completed with an illustration of a collage from each participant.

Participant	Metaphor and headings for Chapter 4
Rishaan	Bus driver without mirrors on a route 4.2.1 Jumping on for the ride 4.2.2 On route 4.2.3 Just a speed bump or two 4.2.4 Reaching safely
Sadhika	Green salad needing seasoning 4.3.1 The ingredients for a fine green salad 4.3.2 A different kind of mix 4.3.3 A seasoning of relationships to the rescue 4.3.4 Kindness to dress the young green salad 4.3.5 A young green salad, crisp and fresh
Sejal	Hamster wheel 4.4.1 The wheel begins to turn 4.4.2 Round and round it goes 4.4.3 Change in wheel, change in mind 4.4.4 Company on the wheel 4.4.5 Wheel or turmoil
Anura	Whirl Wind 4.5.1 A beginning breeze 4.5.2 Jet streaming ahead 4.5.3 Making headwinds 4.5.4 Whirl wind of a time
Rakshit	Navigating through dense forest 4.6.1 Uncharted forest territory 4.6.2 A flourish of growth 4.6.3 Bearing in the woods 4.6.4 Compass pointing north
Sana	Being in a dishwasher 4.7.1 Begin wash cycle 4.7.2 Filling in the dish washer 4.7.3 The nitty gritty of dirty dishes 4.7.4 Cycle complete

Table 2: Headings based on metaphors in narrative account

3.9 Ethical Considerations

During this research a conscious effort was made to uphold the ethical principles of research by the researcher attaining informed consent from participants, by showing respect for anonymity and confidentiality, and honouring the participants' respect for privacy. A salient feature in qualitative research is to explore participants in their natural environment, and to gain data from these participants based on their lived experiences. To make research a success, the relationship between the researcher and the participants needs to be fair and just. The researcher ensured that a relationship of trust was built and that participants felt protected and that the integrity of the research was maintained and not put in jeopardy by dishonest acts. Trust was built between the participants and the researcher by ensuring that participants were able to validate and comment on their transcribed data before it was used for in-depth analysis. When people are involved in research, ethical awareness is necessary. Hence key ethical principles include, autonomy, non-maleficence and beneficence should be considerations for research (Bertram, 2003).

Firstly, participant's informed consent is imperative. Each participant was required to sign a consent form indicating that their involvement in the research was voluntary and that no harm (non-maleficence) will come to the institution or themselves during the process of the research and after. All participants were assured of the confidentiality of the information given by them as well as their identities. Participants and the institution were each given a pseudonym.

The following ethical considerations were made:

- The research proposal, data generation instruments as well as signed letters of consent from the private HEI and each of the six participants were submitted to the Research Ethics Committee at the University of Kwa-Zulu Natal for approval and consent to proceed with the study
- All participants were informed of the aim of the study, their role in the research and how the data will be used. All participants were then requested to sign a letter of consent to be involved in the research study.
- It was made clear to participants that they could withdraw from the study at any stage with no harm or maleficence.
- This study was not intended to cause participants any harm emotionally, physically or social.

- All participants were assured of the confidentiality of all the information they provided for this study. Participants were informed that the information they presented during the research will be made public but their identities will be protected by a pseudonym. The selection of pseudonyms is outlined in the next section (Section 3.10) of this chapter.
- A copy of the key findings of the study will be made available to the institution where the research is being conducted.

3.10 Naming Conventions

Each participant has been assigned a pseudonym that has a meaning from the Indian language of Hindi. The pseudonym has been carefully chosen by the researcher by an attribute that has been revealed by the participant through this research process from the qualitative biographical questionnaire, semi-structured individual interview and collage inquiry. The names and their meaning are:

Sejal: One with Character

Rakshit: The Protected one

Sana: Radiance and energy

Sadhika: The Achiever

Anura: The Learned one

Rishaan: A Good being

In the Hindu culture it is believed that a name influences one's character, but in this case, the name was chosen from the characteristics that were revealed during the research. Likewise, when choosing pseudonym for each participant in this research the name influenced the narrative to bring out the truest quality of each participant hence adding authenticity to each case. The meaning of the pseudonyms ensured that the data revealed maintained the character of each participant hence we learn through the meaning of the participants name how they interpreted their experiences as a NTE.

The pseudonym for the institution was randomly selected unlike the other names in this research to ensure that the institution is protected and will hold no link to a name of any institution. In Table 2 below a summary of the pseudonyms are presented.

Pseudonyms of people from Goldstein referred to in this study:

Pseudonym	Meaning of pseudonym	Role in relation to Participant	Linked to participant
Ekshita	Showing Leadership	HOD	Rishaan
Daha	Very bright	Lecture chosen by participant to be mentor	Rishaan
Haya	One of heart	Lecture chosen by participant to be mentor	Rishaan
Sajitha	Dependable	Colleague in the same department	Rishaan
Kaina	Leader Women	Lecture chosen by participant to be mentor	Sadhika
Raisa	Leader	HOD	Sadhika
Sarnia	Companion	Novice peer	Sejal
Kara	Beloved or dear	Novice peer	Sejal
Raidah	Leadership or in charge	Lecture chosen by participant to be mentor	Sejal
Ansuya	An individual with immense knowledge	Administrative staff	Sejal
Adhav	Leader	HOD	Anura
Amani	Leader, insightful	HOD	Rakshit
Agrata	Guide or director	Colleague	Rakshit
Pranaya	One who is born to lead	Lecture chosen by participant to be mentor	Sana
Alleyah	Leader	HOD	Sana
Nishama	One who brings light	Colleague	Sana
Ahd	Knowledge	Colleague	Sana
Disha	One who can show the right direction	Counselling teacher Educator	Sana
Saada	A helpful person	colleague	Sana

Table 3: Pseudonyms and their meanings

3.11 Positionality of the Researcher

The qualitative researcher is fully engaged during the research process by gathering the data and then through the period of analysing the data. As explained by Barret the "researcher as instrument is prevalent in qualitative literature" (2007, p. 418). Qualitative research does not allow the researcher to be distanced from the study but allows the researcher to engage directly in the study. It is the researcher's knowledge and understanding of the research setting and of the phenomena that generates the data and then it is the researcher's organisation and deconstruction of raw data that presents the findings by adding insight to the phenomena (Barret, 2007).

My position as insider-researcher, means that in addition to being the researcher in this study, I am an NTE at the institution in which the study was conducted. Being an NTE at the site of research has provided me with a positive advantage as opposed to a negative one as this has allowed me to understand the environment better, to be fully aware and sensitive to the cultural norms and customs of this institution and to understand the background behind the challenges mentioned. Being an insider-researcher allowed me to gain greater trust and depth in detail during the data generation process from my participants (Dywer & Buckle, 2009, p. 2). I bring to the research my own knowledge and experience of being an NTE, therefore I also bring certain bias to this research. Throughout the study I made every endeavour to be objective and ensure that the findings of this research were a representative of the truth. As a researcher, I was conscious of my own personness during the process of data generation and during the analysing process as well, ensuring that the research findings was authentic and legitimate.

However, I do note that my position within the institution could have been a limitation to this research. It is possible that participants' responses may have been affected my presence as the researcher.

As eloquently stated Maykut and Morehouse (1994, cited in Dywer & Buckle, 2009, p. 2), "the qualitative researcher's perspective is perhaps a paradoxical one: it is to be acutely tuned-in to the experiences and meaning systems of others – to indwell – and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand". Qualitative research requires the researcher to engage fully in the research process and analyses to gain a deeper insightful understanding of the research question. The close relationship between the researcher and the study does not allow the researcher to

remain distanced and an outsider, neither does it allow the researcher to be accepted as an insider because the researcher must remain objective. Hence researchers hold that special place in research where they become the invisible link between the researcher and the study. This link connects the study providing human understanding from human actions (Dywer & Buckle, 2009).

3.12 Limitations and Challenges of the Study

Like most studies, this study has limitations and challenges. The limitations and challenges of this study were out of the control of the researcher. They included:

3.12.1. Limitations

As the researcher, I am also presently employed at Goldstein and also a part of the NTE community within the institution. I do share close work relationships with some of the participants and some researchers may say this relationship could prevent participants from being forthcoming in their responses. Contrary to this view, I believe that it is because of the work relationships that participants were at ease, comfortable and honest during their involvement in this study. I am also aware of the bias I may bring to the study being an NTE myself, however conscious efforts were made to remain objective and to focus on the data generated from the participants. All data generated was given to participants to confirm authenticity. In writing the narratives of each participant, I was conscious of whose story I was writing and focused on that participant's experiences. However, I do acknowledge that my position within the institution could have been a limitation.

Another limitation is that my research is limited to a private education higher environment and thus the data reflects information from a selective group of NTEs. The study is based specifically designed around Relational Learning experiences of six NTEs in a private higher education institution and therefore does not represent the Relational Learning experiences of all higher education institutions and their NTEs

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3.12.2 Challenges

Some participants were in their third year as NTE at Goldstein. Participants were prompted to reflect on their initial experiences as NTEs through the questions in the questionnaire and interview. However, some time has passed and some valuable information may have been lost due to participants' poor memory recollection and the time that has passed. During the collage it was also hoped that through this reflective activity NTEs would remember more. Both the questionnaire and the collage endeavoured to jog the memory of participants.

There has been insufficient research on Relational Learning in higher education. Most studies on Relational Learning in education focus on teacher student relationships in school environments. My search often led to reading about Relational Learning in the nursing field where Relational Learning features in their way of teaching about care. Far too little research is evident in the field of novice teacher education as the focus primarily is on novice teachers in school environments. While novice teacher inquiry might sound similar, the contextual and pedagogical differences are worlds apart.

The limitations and challenges, they did not hinder the research process.

3.13 Summary of Chapter

The chapter focused on the methodological design of this study. The chapter explained the interpretivist paradigm and the qualitative approach that was used in this study. The research design was explained as well as the qualitative data generation methods used. The data analysis of the data generation was also explained and highlighted how validity and trustworthiness was maintained throughout the data generation process. This chapter also discussed the site of research and included details of the purposefully selected participants in a table form, revealing personal details of each participant. The naming conventions of each of the participants and other characters that were relevant to this study were also explained. The chapter also revealed the researcher's positionality in this research and ethical considerations. Finally, the limitations of this study were expressed by the researcher.

The next chapter presents level one analyses of the datasets from the questionnaire, interviews and collage with presentation.

CHAPTER 4

DATA PRESENTATION THROUGH NARRATIVES

4.1 Overview

In this chapter, the researcher reconstructed stories or narrative accounts from the six NTEs at Goldstein. The stories within this chapter are a product of three data generation methods, namely a questionnaire, an individual interview and a collage with presentation. The data generated from the participants provides the researcher with rich, insightful information of the Relational Learning experiences of NTEs as they traverse the world of a private HEI.

In this first level of analysis the researcher focuses on telling the stories of the participants with as much detail as possible, using the participants' own words (indicated in quotation marks). The narratives began with a prelude of who the participant is and her/his path to becoming an NTE. The story then developed into foregrounding the experiences of the NTE's Relational Learning and this includes the positive learning moments as well as negative learning moments. The development of the story also highlights, through a metaphor provided by the participant during the data generation process, her/his initial experiences as an NTE at Goldstein. Finally, the story discloses the personal feelings and intimate moments of the NTE's understanding and interpretation their workplace relationships through a collage designed by the participant.

4.2 Rishaan (A good being)

4.2.1 Jumping on for the ride

Rishaan is a 46-year-old NTE who has twenty-two years of experience in the educational field. He began his career initially as a teacher, then he moved to a position of Head of Department, and then very swiftly to the position of deputy principal and finally to principal. He has taught from grade five to grade twelve, giving him an insightful perspective of learners' development and understanding of their primary to secondary schooling years. As a leader of an entire school community, he faced many administrative responsibilities and managed the day-to-day operations of school life. Rishaan considered being a principal of a school as a "ceiling" for him professionally. Rishaan understood that positions higher up in education was politically inclined and would be difficult to attain. Wanting to do more in

education for the country, he chose to venture forward into teacher training at a university. Moving into a higher education environment would also allow Rishaan the opportunity to practice his postgraduate knowledge and present new challenges to him. Rishaan has acquired his Honours degree in both art and education and he is presently pursuing his Master's degree in business administration. He was employed at Goldstein for five months at the time of the data generation process. Rishaan's experience at Goldstein has been positive because he has been "well received" by his colleagues, department members and more so by Ekshita, his Head of Department (HOD). Rishaan happily highlighted that staff made him feel welcome and that he found it "fascinating" that "everyone here seems to know my name" yet he knew "that he did not know half of those people that welcomed him so easily". Rishaan was delighted at being acknowledged so well. Rishaan was not officially allocated a mentor but his HOD was "monitoring if he was coping or not". In the beginning, Ekshita was the person who provided Rishaan with resources such as stationery and textbooks for the modules he was going to teach. As he became more familiar with the staff and operations in the department, he began to feel more comfortable and approached certain staff to assist him in fulfilling his role as an NTE. The office spaces for lecturers at Goldstein are arranged as open pod spaces that makes colleagues easily accessible because desks are arranged next to and behind each other. The open pod space arrangement encouraged and facilitated interactions between Rishaan and his self-selected mentors that supported his learning. The office pods became a valuable space where a variety of formal and informal learning and social interactions take place.

4.2.2 On route

Rishaan felt like he "was thrown in the deep end". He joined Goldstein midway through the first semester by which time lectures and programs offered were already in full swing. Since his arrival was midway through the first semester he did not receive a full day of induction as per the norm at Goldstein and was instead orientated to HEI life through small meetings with several subject departments. When Rishaan arrived at Goldstein he was not told explicitly what his duties were and what the expectations of him were by the institution or the department he would be working in, he was left on his own to figure things out. Rishaan often felt like he was just "coping" with what was expected of him despite his desire for more clear directives. As mentioned earlier, he was not allocated an assigned a mentor and he often sought the guidance and assistance from Ekshita, his HOD, who was to assume the role unofficially and accepted the role in her position as leader of the department. Rishaan noted that if he was to learn to cope, he had to approach staff within his department who he thought

could assist him in showing him the ins and outs of Goldstein hence his self-selected mentors Doha and Haya.

Rishaan saw himself as an expert school teacher and as an inspirational leader as he had spent twenty-two years in a school environment governed by school sirens, school administration, government policies and young learners. Rishaan has now been catapulted into working and teaching in an environment that is more liberal with time, an environment of higher education administration, while adapting to a private and more corporate environment to teach an older mature group of students. The dynamics also changed a little more for Rishaan as he is within the novice years of his higher education career, as opposed to the accomplished and seasoned professional he was during his school career as a principal.

Rishaan pointed out that a major challenge for him in the new work environment was deciphering the systems and procedures of this HEI. There were many processes, procedures and untold rules that Rishaan was unfamiliar with when he arrived at Goldstein. He shared what he related as a funny experience of arriving for work at Goldstein two hours before teacher educators were expected to be onsite for work. He did not know what the stipulated office hours for lecturers were at Goldstein. The planning and organising of material to teach in his modules was also an unversed road to him. He did not know where to find textbooks or even how to go about attaining them.

With the challenges that he already experienced, Rishaan knew that trying times lay ahead and he realised that he would require assistance and guidance from colleagues, so he decided to seek help from several staff that he approached, and who served as his unofficial mentors. Rishaan shared an interesting story about how he learned to develop content for his very first language lecture from another colleague, Doha, someone he least expected to be able to help him because she did not teach the same language he did. Rishaan was unsure about how to start preparations for his first lecture and was perplexed about what content to cover. Although he was given the published study letters and an ever-willing HOD, Ekshita for support, these two mechanisms did not materialise into content that needed to be taught. When Rishaan needed information, he turned around from his desk and spoke openly to colleagues asking for assistance. In this instance, his help came in the form of Doha who, despite not teaching the same language modules as him, was able to give him guidance about the structure and potential content to be taught. Doha shared with Rishaan in a safe and comfortable space what he needed to do to prepare for his lectures and how to teach his

students. Rishaan considered this as a positive strategy to utilise and used this open communication method to understand his role as an NTE.

To Rishaan, this seemed like a community of teacher educators working together and supporting each other. Rishaan fondly states that the support he received in this open community "even today, cannot be measured" because it was the very support that empowered him to do his job. In addition to this supportive fellowship, he highlighted the value of having an HOD like Ekshita who was more like a colleague than a figure of authority. Rishaan positively describes Ekshita as someone who sits with staff, who talks with staff as someone who is "like one of us". The status of Ekshita as management at Goldstein did not impede on Rishaan's learning, but rather presented a level playing field for him to learn and develop as an NTE. Rishaan quickly developed a respect towards Ekshita and his team at Goldstein. He considered his warm welcome and friendly colleagues as crucial to his development in this diverse working environment.

4.2.3 Just a speed bump or two

Rishaan sums up his experience as an NTE by using two opposing words "frustrating and transformational". He was frustrated initially at not being able to understand the technology of the institution, and experienced frustration at not knowing where the students were academically, as he came into Goldstein midway through the first semester, as well as experiencing frustration of being an NTE. Being an NTE is a turbulent time for any professional, and Rishaan also felt this way. Fortunately, maturity and personal philosophy helped Rishaan to overcome his initially feelings of frustration by adopting his traditional belief of "ubuntu". According to Rishaan, ubuntu is an African philosophy which believes in the "universal bond of sharing that connects all humanity". Likewise, Rishaan felt that the team within his department and the colleagues he chose to help him provided a comfortable and safe environment where knowledge and best practice was shared, thus strengthening their bond as a team. As a team, Rishaan and his colleagues embraced values of friendliness, care and compassion amongst themselves thus enabling Rishaan to overcome any bumps along the way.

Rishaan also acknowledged that people must "try to forge partnerships in the workplace", because people are interdependent. He considers partnerships as a "psychological contract amongst themselves, which is not written down but know that we support each other". The partnerships formed by Rishaan and his colleagues were transformational because it was

through his relationships with colleagues that he could adapt into a higher education context and develop a greater understanding of those around him.

Rishaan related an incident where he was spoken to harshly in front of students by another colleague, Sajitha. Rishaan was disappointed by this incident and felt that it was not professional because he was still new and still learning about the protocol for stationery. He stated that he did not expect the manner in which Sajitha had addressed him because of his 'rooky' question. Rishaan had mentioned that Sajitha was usually friendly and courteous and this behaviour was not his normal way to interact with him or other colleagues. As opposed to addressing the issue immediately and being confrontational, Rishaan waited for a few days to see if there was some uneasy feeling between them. Rishaan later revealed that the harsh manner in which he was spoken to was due to Sajitha's busy schedule and dealing with many students on that day. Rishaan said because he waited and attempted to understand the person and their situation they could overcome this issue without any problems or hard feelings. Rishaan highlighted that understanding his work colleague and showing maturity allowed him to overcome this issue with his colleague.

4.2.4. Reaching safely

"Being a novice teacher educator was like a bus driver without mirrors on the bus."

Rishaan's metaphor was one that was likened to driving a bus without mirrors. The side mirrors on a bus usually serve as a safety feature, so a driver can easily view the surroundings around them to potentially avoid accidents. Similarly, when Rishaan arrived at Goldstein he felt like he was driving a bus that did not have the side mirrors. Not having these mirrors on the bus to help him or guide him on his road to becoming an NTE was tough, but he stated that he just jumped into his role as an NTE and embraced the blind spots and rather looked towards the road ahead.

4.2.5. Rishaan's Collage "Umuntu Ngumuntu, Ngabantu"



Figure 2: Rishaan's Collage "Umuntu Ngumuntu, Ngabantu"

According to Rishaan's explanation "Umuntu Ngumuntu, Ngabantu" is an IsiZulu phrase that means "a person is person through other people". Rishaan applies this proverb to his workplace environment because as he stated, "we need each other, you cannot work alone". Rishaan considers himself and his colleagues as "interdependent". This illuminates the value of teamwork in the workplace for him.

Rishaan acknowledges that all staff that are found at the institution make up the workplace environment, including the teaching staff, the maintenance staff, security staff and library staff. His image in the collage of people sitting under a tree show the partnership and support that should come from a team. When people work together in a team "they need to show that kind of care and commitment about each other". People must come together to share in both their problems and their joys. Rishaan considers an environment where colleagues are in "partnerships with each other, where there is a brotherhood, where there is commitment and unity amongst ourselves as the start of something great" as these are the elements he considers are needed for good work place relationships. Rishaan excitedly noted that a "brave heart" is also an essential ingredient to "become a team or a solid unit". Rishaan believes that for people to come together, it requires heart. People come from different backgrounds, and they have different beliefs and different points of view, so relationships cannot be formed without

taking these into consideration. In order for a group of people to "take one step at a time so that [they] ...are moving forward" they require heart and bravery to venture into the unknown of forging a relationship to work together.

The image of a man covered with a brown bag exemplifies, for Rishaan, someone who works alone and in isolation. According to him, when someone does work alone "they are unable to share ideas, they cannot talk to anyone, they cannot get help from anyone and this kind of situation does not make a productive work life". As Rishaan reiterated in his collage presentation, "in the workplace we need each other. You cannot work on your own. You become a person through other people because they know you, you know them, so you are able to work together as a team". This view explains why he chose this theme of 'Umuntu, Ngumuntu, Ngabantu', because people are interdependent.

4.3 Sadhika (To achieve)

4.3.1 The ingredients for a fine green salad

Sadhika is a 45-year-old NTE. She has been a teacher for more than 15 years and her experience in education include teaching in the foundation phase in a school, in an inclusive education classroom for five years and as an HOD for the foundation phase in a primary school. Sadhika also has experience in home schooling. She home schooled her son for two years because he was receiving treatment for a serious illness. Like her name Sadhika, she achieves all she sets out to do, especially in the face of adversity. So, when she witnessed a decline in the quality of pre-service teachers who she considered were "not being properly equipped or had a lack of passion and patience" for the profession, Sadhika decided to join an institution that would allow her to share her passion for teaching and to make a difference in the lives of pre-service teachers. This intrinsic feeling had motivated her to leave teaching in schools to become a teacher educator. With that in mind, she made the transition into higher education. Sadhika is an NTE at Goldstein and is a part of a small department in the institution. Sadhika, within her first six months, established good work relationships with her work colleagues and notes "we have become like family". Sharing coffee times and meals have created a good foundation for interactions between Sadhika and her colleagues. Initially, she had felt overwhelmed and challenged but the brief induction and an appointed mentor Kiana, assisted Sadhika to find her place in this high-paced environment.

4.3.2 A different kind of mix

Becoming an NTE has been what Sadhika called "a different adventure". Leaving the familiar environment of school for an unfamiliar environment of an HEI was a time of learning and unlearning for her. Sadhika was proud of the change she made professionally, and being a teacher educator instilled a sense of pride in her. Sadhika experienced many challenges in her initial months at Goldstein. Coming from a school background, there were many new things that she had to become accustomed to. Sadhika experienced drawbacks integrating into academia and adapting to educational scholarship. She also felt pressure for research and programme development which increasingly has become a focus in higher education. Many of her colleagues were involved in developmental work in modules and even more colleagues were pursuing a Master's or Doctorate degree. The demand for research also inspired her to persevere in her own studies and work towards completing her Master's degree. Furthermore, the leap from teaching foundation phase in a primary school, straight into a more mature adult audience at higher education also presented a few stumbling blocks. Sadhika stated that she initially "lacked the confidence to stand in front of a class full of learners all by myself". There was also the adjustment she needed to make of going from an expert as an HOD to a very new teacher educator. A lack of understanding of higher education systems, policy and procedures also became stumbling blocks for Sadhika. Sadhika was not alone in her feelings or challenges because she related that during her induction day she also met colleague "who ...[were] just as overwhelmed as [she]... was". Finding colleagues who faced the same setbacks as she did made her feel better. She considered this as collegial support.

The induction process at Goldstein consisted of an entire day of training that involved information about the institution, policies and many physical activities. The focus of this induction was getting new staff acquainted with the institution and with other new colleagues. The induction allowed Sadhika to engage with new staff members and to connect with colleagues who felt exactly the same as she did, which was "new and unsure". The human connection and interaction that developed among her new colleagues made being at Goldstein "fun" for Sadhika and this provided her with a safe place to assume her role as an NTE.

Sadhika's experience at Goldstein over the first few months have been described as positive, because she chose to focus on the positive experiences as she does not want the few negative experiences to remain dark clouds over her role as an NTE. Sadhika mentioned that her ability to adapt and to be versatile has allowed her to firmly keep her focussed on being an NTE.

Sadhika previously worked in a school governed by the prescribed national Curriculum and Assessment Policy Statements (CAPS) that document the content, outcomes, assessments that need to be covered each year for progression. The CAPS document presented all teaching guidelines, outcomes and content to be taught per term, per grade and per subject. The parameters of what to teach and when to teach it was clearly defined. So, when Sadhika learned that she had to create her own content and material for modules she was teaching she was quite surprised and was taken aback. This was an unknown task that posed an assortment of challenges to her. In addition to this, Sadhika had to use Microsoft PowerPoint to create her teaching material. Using a PowerPoint presentation and conducting research was a new skill for her as this was something she "rarely" ever used before in her preparation for school teaching. Her mentor and other staff within the department often guided her during her planning process and gave her as much advice as they could, but she felt that sitting down and planning to create the material was unnerving process. This situation for Sadhika became a real learning opportunity. She had to unpack in her mind what was expected from her at a tertiary level and began to prepare learning material for an adult audience, something she had never done before. Facing the demands of new technology and the Goldstein internal operating computer system was stressful. Sadhika recalled often having to shift over into her mentor Kaina's space to get as close as possible to her mentor to look at her screen and found herself saying "I don't know what to do next". Sadhika had the confidence to ask her mentor Kaina a question anytime she wanted because they developed a close relationship. Both Sadhika and Kaina's relationship blossomed because both mentor and mentee were open with each other. Sadhika was enthusiastic about her role as an NTE. This energy had allowed her mentor to share what experiences and knowledge she had with her. Sadhika expressed that being a "team player, [and having a] willingness to accept correction and guidance" was a relationship must. These characteristics allowed her to become open to new learning, to show her vulnerability, as well as work in partnership with her mentor.

4.3.3 A seasoning of relationships to the rescue

Sadhika's other colleagues also often came to her aid whenever she needed assistance. The relationships forged allowed her to feel supported and connected to her colleagues, preventing her from feeling isolated as an NTE. Sadhika highlighted that there were occasions when she felt she was "falling down" and her work colleagues were there to lift her up and guide her. The willingness and genuine concern by her work colleagues to share what they knew about teaching pre-service students and other skills allowed her to become comfortable within her role very quickly. When Sadhika reflected on her experiences, she realised that contact with

the people in her team taught her something. Learning through relationships means that you are learning through facilitation in those relationships. Her learning experiences happened regularly, informally and tacitly. Sadhika explained that the "relationship developed with colleagues in [her]...workplace has definitely changed [her]... mindset" and that she has found a sense of confidence that she lacked six months ago. This signals the influence relationships have on NTEs learning and development. The positive relationships experience by Sadhika shaped her professional practices as an NTE.

4.3.4 Kindness to dress the young green salad

A negative experience very early on in Sadhika's role as an NTE made her truly believe the support of her team was genuine and that she was truly a member of staff. After having encountered professional challenges of settling into the HEI. Sadhika related a disappointing situation she experienced within her first few months at Goldstein. She expressed with great sadness the incident that briefly had her doubting whether she had made the right decision to be a teacher educator when a small part of the student body Sadhika taught for a module made her question her role as the teacher educator. A few students were apprehensive about her teaching delivery and having to adapt themselves to a new campus and new lecturers. A few students banded together to try and oust Sadhika out of teaching them a particular module. Sadhika expressed with emotion that she was "going all out and doing her best in her module to teach her students" and she could not understand where this tension was coming from. This experience left her feeling "devastated" and "demotivated". She even began to wonder if she made the right move into higher education. Later it was revealed that there was a handful of students responding poorly to the change in teacher educators at the institution and the new infrastructural changes as well. This learning experience allowed Sadhika time to reflect on her teaching style and to grow from this. Having a supportive staff and institutional protocol to eliminate this kind of uneasiness made it easier for her to move on and learn from this situation. Sadhika recognised that it was an "ugly moment" but an opportunity for her "to reflect and grow", an experience she is appreciative of having, because despite it being a negative experience she had learned something and become more "mindful". The validation and collegial support Sadhika received during this challenging time contributed to her growth as an NTE. She felt empowered and more so, a valued member of the team. Sadhika's team members rallied around her and gave her support and comforting words like "we are all new at this at some point, don't worry these things happen, even experienced lecturers have gone through this" and this made Sadhika feel like she wasn't alone and that she wasn't a bad teacher educator. Sadhika also received the support from her HOD who has assisted her with

arranging a meeting to speak to the students and the Student Representative Council (SRC). Sadhika expressed with joy that her colleagues in her team "work together, hand in hand encouraging one another". This sense of togetherness has created strong relationship between Sadhika and her work colleagues. This strong relationship has in turn created a strong foundation of relational empathy among them. The ability of work colleagues to be open and honest allowed Sadhika to accept the support given to her without fear or anxiety that she would be judged.

4.3.5 A young green salad-crisp and fresh

"Being an NTE is like being a young green salad. I looked young green and hesitant and even acted that way initially. I soon learnt that in order for that crispness to be felt, I need to season myself in order for my recipients to benefit from the goodness that I could impart."

Sadhika's metaphor shows that her initial inexperience made her feel like an unseasoned, unpractised and unacquainted professional who has not completely grown into her role as an NTE. She has since then become more knowledgeable, become more learned in her role as an NTE by being seasoned by relationships and collegial support to help her gain the experience that she could share with others, and her students who are pre-service teachers. Sadhika's collage below with a written summary highlights her experience of workplace relations and portrays visually her reflections of being an NTE.

4.3.6 Sadhika's Collage "A Different Adventure"



Figure 3: Sadhika's Collage "A Different Adventure"

She entitled her collage "*A different adventure*" because she has embarked on a new adventure and on a new path of higher education and leaving school teaching behind her, but not forgotten. This move into higher education is one that she is proud of too. She began by explaining that she felt her collage is extremely busy because she is an extremely busy NTE. She has many interactions with staff and students all day and each interaction varies in the type of communication exchange required. Her students need information from her regarding her modules and her work colleagues engage around administrative and teaching delivery. Sadhika has mentioned she feels empowered in her workplace with the help of staff and the relationships she has built because she has become more "knowledgeable about regulation, rules, policy, the standards even law and policies at this institution". Her picture of a team playing beach volley ball highlights how Sadhika feels about the way she and her team work together. She considers "the little things that each individual puts into a match in order to make one team that actually wins" as a good metaphor for her experiences at an HEI.

Sadhika's image of two ladies walking side by side is a representation of her team, she had wished she had a "picture of all [her]...colleagues" in the collage to truly reflect their closeness and to visually illustrate the bond they all shared. She uses a logo that reads "so good to know" in her collage because Sadhika revealed that it feels comforting to know "that

[she]... actually has staff and colleagues that's ready to assist and impart knowledge with [her]... as well."

Sadhika also noted that the image of the man running is her running. Her colleagues have encouraged her to "keep on running and to not lose focus and to enjoy the race". Meaning that Sadhika must move forward in this profession and to keep her eye on the prize of sending professional pre-service teachers out into the teaching world. Sadhika is all about the learning and growing within her role because she wants to become a knowledgeable teacher educator. The engagement Sadhika has had with her colleagues have built a repertoire of positive experiences to keep and learn from as she continues as an NTE.

4.4 Sejal (One with character)

4.4.1 The wheel begins to turn

Sejal is a 52-year-old woman who has always had a passion for teaching. Sejal's passion was ignited during her creative work as a teacher for her hobby 'scrap booking' art which Sejal taught both locally and internationally. Sejal, much later into her adult career, decided to make the transition into school teaching in the foundation phase. She was motivated to become a qualified teacher after an unpleasant incident at a school where she worked as an unqualified teacher. Sejal was dismissed because she did not have the proper accreditation for teaching despite her years of experience of school teaching. With much determination and energy, Sejal pushed herself to study for a Bachelor in Education (B. Ed) degree. Sejal passed her degree with academic excellence in 2016. She was then offered a position as a teacher educator at the institution where she studied. Sejal has been an NTE for two years and five months, at the time of research, in the position of Junior Lecturer. Sejal's journey to becoming an NTE was not an easy one but one filled with her love and passion for teaching. Sejal was joined by two other NTEs, Kara and Ashna in her first year at Goldstein. Sejal describes Kara and Ashna as her support structure and for her reason for survival during her first year as an NTE. Sejal was grateful and relieved for the support she received from Kara and Sarnia. Sejal relied heavily on the support of Kara and Sarnia when she began working at Goldstein and she fondly remembers their close relationship of "beginners supporting and helping one another". The feelings of uncertainty and doubt were emotions that were not easily subsided at the beginning of her career. Like Kara and Sarnia, Sejal was also inexperienced and had no one to turn to. Sejal was not given any form of induction period, and neither was she appointed a mentor. Sejal describes her experience as the typical "sink or swim situation".

4.4.2 Round and round, it goes

Sejal describes her first few months at Goldstein as very busy. She remembers staff running around, organising and arranging things that she knew nothing about. She recalls sitting and having nothing to do. She says, "we sat there like sitting ducks not knowing what do and then we knew things were coming for us but we didn't know what was gonna be coming for us". Sejal experienced feelings of inadequacy and uneasiness at being a junior lecturer. Sejal was unfortunately subjected to the hierarchal ranking of higher education and was made to feel inadequate because of her low-ranking status as a junior lecturer. Sejal said that she "felt this vibe that she was looked at like a junior lecturer" and this was an unpleasant and uneasy feeling. She knew many staff around her considered her to be 'junior' but she was not given the support and guidance that came with that title. Sejal explains that she was a novice and did not know all the things that she needed to know yet. She recalls that there was no "leeway for errors and was looked at sideways when [she]... made an error". Sejal, with hurt in her voice, mentions how she overheard a staff member say to another staff member that "this is what happens when we employ people with so little experience". Sejal says that this comment was hurtful. She said that she had no one to help her yet she was expected to know it all. These moments made her "feel so useless" and she began to question if she was in the right place. Sejal had even considered "bailing" because she did not have the support system in place to guide and facilitate her learning as an NTE. The first six months was tough for Sejal which was filled with anxiety, uncertainty, self-doubt and stress.

Some of the other challenges she experienced in the higher education environment included pressure for research and programme development. Sejal recently completed her Bachelors in Education degree and was encouraged by the institution to pursue her B. Ed Honours degree. Sejal then became a part-time student at a local university that offered B. Ed Honours programs. Sejal began to divide her time between, studying and being an NTE. Another snag for Sejal was the lack of communication with colleagues and little staff interaction. Being an NTE, she stated that she needed to have conversations around the know-how of the institution. Sejal mentions with enthusiasm that there was a time that Kara, Sarnia and herself would often hear about work that needed to be done in passing by other work colleagues but no one had formally told them. She says that they would find each other say "ooh! I heard this and then ... would go and do it". Nobody had actually told them what needed to be done and this made "it really hard in the beginning". Sejal also emphasised that a lack of a mentoring program was also a problem. She was saddened by the fact that there was no "designated person" to spend time to enculturate her into the institution and higher education environment.

Along with this absence of mentioning, understanding the HEI language and planning and organising material was a massive challenge. Sejal was inexperienced about planning and organising material for pre-service teachers. This was not an area of expertise for her yet she was expected to plan and organise material for her students. Sejal mentioned that after a few months at Goldstein, a weekly training session for "new people" was being conducted. Optimistically she thought she was going to attend a productive training session and NTEs were going to learn and have all their questions answered. However, this weekly training session became counterproductive and Sejal did not find it valuable as information was repetitive. Attending the training session became a tick box exercise as opposed to an opportunity to learn something, and it became something she attended each week because she had to sign a register. She adds that she used to "huff and puff and not enjoy it at all and walk out of there and say I have learnt nothing and what was the point of all that". Sejal early on realised that she needed to learn about the institution and her role as an NTE soon in order to fulfil her duties as an NTE. Sejal decided to become proactive in her learning and began to look for learning opportunities. Sejal believes herself to be a leader and a self-motivated individual so she decided that she needed to swim fast if she was going to cope in this environment.

As the months passed Sejal began to familiarise herself with academic staff and administration staff who helped her to find her feet. She found a mentor in an administrative staff member, Ansuya, who shared with her the many institutional intricacies. From Ansuya, Sejal learnt the do's and don'ts of life at Goldstein and she also found someone to lean on and gain support from. For Sejal it was not only important to have someone to share the culture, traditions, values and ethos of an institution with but also someone to explain why things happened the way they do. Sejal gave an example to highlight her understanding of the Goldstein way, things she might not have known if it wasn't for Ansuya sharing this information. Sejal had often wondered why academic staff were always running around and were operating on a "quick tell and run" method of explaining anything to her. Sejal had thought her colleagues were impatient and impolite for just rushing off and keeping conversations short and curt. This hastiness of sharing information to Sejal was done too haphazardly for her to appreciate. Ansuya later told Sejal that staff are willing to help but they do not have the time to be of more assistance because they are coping with their own workload and schedules. This little bit of information shared by Ansuya created an awareness and understanding for Sejal that staff wanted to help but there was simply not enough time to do so.

4.4.3 Change in wheel, change in mind

Sejal had gone six months into her career as an NTE before she decided to select an academic colleague as a mentor, and her name was Raidah. Sejal had shared a module with Raidah who was a more experienced lecturer and it took weeks of anguish before Sejal could confront her colleague to ask for assistance. Sejal and Raidah did not work well together because they both had different ways to do things; at the time, Sejal's lack of knowledge and know-how had led her to become disorganised and someone who was difficult to work with. These are characteristics that Sejal would not normally use to describe herself but because of her circumstances, she knew she was not always doing the right thing. After one afternoon of Sejal getting it wrong in lectures and in terms of her own administration, she finally asked Raidah to show her what needs to be done and how to do it. Raidah revealed that she didn't like the way Sejal did things, or the "pile" that she created where Sejal kept all her paperwork. Sejal reticently revealed that she was so disorganised with her administration that she just kept everything in one pile in one place, so that she knew where it was or would be if she ever needed it; she indicated that the pile was high with her hands, revealing a pile of around thirty centimetres in height. This unsystematic and muddled pile used to infuriate Raidah because she was experienced and knew exactly what to do with each paper she received and she did not understand how Sejal didn't know what to do with her administration documents. Once Sejal was given proper instruction and guidance she finally knew what she was doing wrong and understood why she had "irritated her for six months" already. Sejal noted that she learnt so much from that experience and goes on to mention that Raidah "had no idea how much she helped". She also highlighted that it took six months for her to ask someone to show her how to do something that she could have gotten right ages ago thereby not irritating anyone or creating a poor professional image of herself as a junior lecturer. Sejal recalls with dread in her voice that when Raidah used to call out her name "Sejal", her "whole stomach dropped" because she thought "oh gosh! I am in trouble again". This experience with Raidah was exactly what Sejal needed in order to learn about her work as an NTE. Sejal was turning the wheel but in the wrong direction initially, and she was very anxious when working with colleagues because she was unsure if she was doing the right thing. Learning about the ways of Goldstein became urgent if she was going to continue as an NTE.

4.4.4 Company on the wheel

Once Sejal began tacitly learning about the institution through her work colleagues she found that some relationships within the institution were positive and some were negative. Sejal said

that she had the uncomfortable experience of her trust being betrayed by another colleague but this quickly taught her who to trust and has sharpened her skills of detecting untrustworthy colleagues. Sejal found relationships in the workplace that have added value to her experience as an NTE, like the workplace relationship she developed with Sarnia. Another relationship that developed with Kara was one that kept Sejal grounded within her role as an NTE. Kara and Sejal became each other's support structure during the two years they worked together. Sejal and Kara were each other's go to person. Sejal has highlighted that because they shared a similar experience as NTEs they were able to bond better and build a relationship to sustain their working careers at Goldstein. Sejal says "in a workplace, you always got to find somebody that you can go to". Sejal related that often when work would become too stressful, Kara and she would go for a cup of coffee and this kind of informal meeting would provide the support necessary for them as NTEs who are grappling with the work.

4.4.5 Wheel of turmoil

"Being a novice teacher, I felt like a hamster on a wheel, gaining momentum, faster, getting extremely out of breath, and wondering how do I get off, when is the break happening? And when am I going to get support as my hamster wheels starts losing its bearings. Sometimes I would go flying off my hamster wheel, tumbling and getting bruised, to only get up, shake off and carry on regardless."

Sejal's metaphor reveals that she felt like she was a hamster on a wheel who was literally running in circles and not making any progress. This also implies that Sejal was doing things the same way, irrespective of them being wrong, and that she was making the same mistake and just kept on persevering as long as she was doing something. This ongoing sense of monotony also made her lose sight, at times, of what had inspired her to take on the job as an NTE: making an impact on children by training them to be great teachers.

The continuous turning of the wheel also shows Sejal's feeling of exhaustion, feelings of being overwhelmed. Sejal continued to persevere by keeping on moving and doing the things that still needed to be done.

4.4.6 Sejal's Collage: Part 1 – "Upliftment and Passion"



Figure 4: "Upliftment and Passion"

Sejal has openly revealed that she is a very deep person and interprets things on many different levels, therefore her collage is created in two parts. Part one outlines her experience of workplace relationships and part two represents the depth and colour of her experiences.

She begins by pointing out that she is an open book and that if anyone wants to know about her, all they need to do is ask (she says "#justask"). This is in line with her ideal of being completely honest and trustworthy. The image of the three ladies represents the friendships created in the workplace that become a support structure that includes empathy and trust. This part of her collage shows the stress that comes from working in higher education and that in order for success to be achieved, there needs to be clear solutions to problems.

4.4.7 Sejal's Collage: Part 2 – "Sink or Swim"



Figure 5: "Sink or Swim"

The foundation for the second part of Sejal's collage or background symbolises the amount of reading and research teacher educators as academics must engage in. NTEs must stay on top of an ever-evolving academic world. Reading and academic development is an important part of an NTE career because learning and engaging about new trends in the education world and gathering knowledge about subject matter, teaching delivery and assessments in higher education are crucial for professional development.

The mermaid in the collage represents an NTE swimming through adversity to survive. Sejal said that although clichéd, she entitled the collage 'Sink or Swim' because like the saying and many NTEs, they are overworked and overused and have to find their own way. She has found that most academic staff want to reach out and help, but the pace is fast and staff themselves can barely keep up with their own personal feelings and coping with their own work, let alone helping someone else. Time to connect with other colleagues is also a rarity in this environment. 'Time' for Sejal is also symbolises of how one can be left behind in the academic world. As an NTE, it is integral to keep up to date with information about higher education both locally and internationally.

Although there is a rush in the workplace, the one thing according to Sejal that connects all staffs and helps to build relationships with one and another is that they "love what we do and

we do what we love". The many crosses are used to signal the idea that all staff cross paths in the workplace and as staff cross paths they connect to each other very briefly because of their passion for their work. Passion is considered fundamental in workplace relationships for Sejal, so much so that it is written five times and it is even hidden. Sejal's reasoning is that "sometimes passion is hidden and every now and again and then you see it shines out in our working colleagues and when we see this it ignites our connection between one and another". Sejal believes that passion is key because if you share the same values and beliefs as someone in your work environment this creates a better relationship.

Sejal acknowledges that not all relationships and experiences are positive and she shows this in her collage with the grey splatters of colour. These grey moments signify the disappointments she has experienced during her journey as an NTE at Goldstein – disappointments that she had previously experienced because of a lack of a trust, a lack of empathy and backstabbing. She says that these moments brought tears to her eyes behind closed doors and hurt her very much. Sejal's shared a beautiful analogy of how she learned to accept these experiences and this is symbolised in the pineapple image. Sejal shared her explanation of the pineapple by saying:

"that all staff start off with a personal wall around them like the hard-prickly shell of a pineapple. When you touch it, you can hurt but as soon as you begin to peel of those hard-prickly leaves, you find that the contents inside is bitter sweet. Even though the inside is hard and rough you can either have it bitter or sweet, it all depends on the kind of person you are and what you want to see in another person. Generally, people tend to meet up with people of their own likeness and their own beliefs and that's how friendships and relationships build. After all we are all on the same journey all having started off as a pineapple to someone."

To conclude Sejal's collage she explained the value of the pink and white Petunias which represent mixed emotions of anger and resentment but also represents a sense of longing. Similarly, Sejal experienced many challenges in the beginning of her tenure at Goldstein and her heart ached at some of the unfortunate experiences she had, like being called a 'junior lecturer', or not having support from senior staff. Sejal did not feel like she belonged at Goldstein and was often upset by things she heard or by misunderstanding the general day-to-day functions of the institution. However, she did have a sense longing to belong and be a part of the team and Sejal wanted to be accepted by her colleagues and the institution. Hence petunias are an apt representation of the mixed emotions she experienced as an NTE. Petunias

are also very colourful and vibrant and this too is a characteristic of Sejal that she said she wanted to highlight.

4.5 Anura (The learned one)

4.5.1 A beginning breeze

Anura is a 50-year-old woman who considers herself to be strong and independent with a passion for Early Childhood and Development education. Anura has twenty-two years of teaching experience in the foundation phase, intermediate phase and in the further education and training band. She is presently in her third year of being an NTE. Anura has taught in three provinces in South Africa, namely KwaZulu-Natal, Gauteng and the Western Cape which has given her quite a rich background in understanding local education and its needs. During her teaching she left teaching for a short period to become involved in a teacher training project. Anura was involved in teacher training of information technology in rural schools to teachers in KwaZulu-Natal. Upon completion of the project she returned to school education. Anura's extensive portfolio of experience provided the ideal background for this go-getting individual to pursue a career as a teacher educator. Her many years of experience provided a strong foundation of knowledge that Anura was ready to share with aspiring pre-service teachers. She considers her primary role as a teacher educator as one that "lays a firm foundation for young minds who will have the skills to face the challenges of today's fast paced work as well as to provide a sound educational ethos in young people". She takes on her role as an NTE with enthusiasm because she believes in what she is doing and wants to make a difference in the journey of pre-service teachers. Anura was placed in a week-long induction when she arrived at Goldstein and thought this induction was very "informative and engaging". She learnt about tertiary policies, procedures, expectations and had lots of information sharing experiences, however she did not have a one-on-one with a team member or meet her mentor at the time of induction. After the induction process she was introduced to the team that she would be working with and was assigned a mentor: Adhav who was also her (HOD). In the beginning Anura played a passive role and let the environment and institution dictate the way forward because she was there to learn and grow. She describes this saying that she "thought observing would help myself and just get it all in, it is quite overwhelming at first and I would say I took six months for me to get to grips with what was expected of me". Anura relied on her colleagues and the institution to provide the learning space that was necessary for to function as an NTE. However, her needs were not met because colleagues within her department who were willing and wanting to help her had little time to do so. The

absence of a proper mentoring program for NTEs and the time constraints of higher education did not allow for Anura to learn through the facilitation of her colleagues, and she had to push on and persevere on her own.

4.5.2 Jet streaming ahead

Anura was received into her department by her mentor Adhav on "a wonderful warm note", and she described their relationship as professional from the onset. Adhav was well organised and Anura "drew lots of wonderful ideas from her" in both the way she handled her work and as her role as teacher educator. Anura was pleased that her mentor had a bit of a background in psychology as this added to her mentor's credibility for her. Anura recalls Adhav always making time to see her even at odd times when she needed her opinion on things. Anura notes with a smile that she "was quite fortunate in that ...[Adhav] was available, professional and organized" and those are three qualities that she likes to think that she has "actually pulled into my space as a lecturer now". In the beginning Adhav was able to help Anura with things she found difficult at Goldstein like finding ways to connect with the large groups of students and teaching large groups. Previously Anura had come for a background where she was teaching less than thirty students in a class and then she somersaulted into teaching a hundred and twenty-nine students in one class. She found the number of students quite daunting and required a change in her teaching. The fast pace environment in a higher education institution didn't allow Anura the time she needed to observe and learn as she originally wanted to. Furthermore, mentorship was not factored into staff workloads and this made it difficult for a mentor to sustain a meaningful mentorship with a mentee. To Anura's surprise she realised that there was actually no time for mentorship because work colleagues, department heads, and quality assurance within the institution had their own deadlines to adhere to according to an institutional management plan, so it was of "paramount importance that I learn quickly", she said. Anura said that she moved quickly through the ins and outs of being a teacher educator and the administration that came with it, and found herself adopting a more learn as you go learning style and began to self-teach. She said that while she would have "loved someone taking me by the hand and show[ing] me by the ropes" the practical nature of the institute did not make it conducive for the kind of experience that nurtures the growth and development of an NTE. Anura was eventually left to figure it out for herself. Her learning became *ad hoc* and was done through trial and error. There were some staff she noted that wanted to assist her but time did not permit them to help her. Anura considered this lack of mentorship and staff support as a positive experience although she likened it to being pushed

in the deep end. Being pushed in the deep end allowed her to push herself and rise above the challenges that lay ahead for her.

4.5.3 Making headwinds

While Anura was making progress in her role as an NTE a few other experiences found her struggling against challenges that were coming head on. Anura experienced pressure for research and programme development in higher education. Many of her colleagues were involved in developmental work for upcoming modules and Anura was quickly going to follow suit. Another problem Anura faced was the lack of an adequate mentoring program. As mentioned by Anura, there simply was not enough time for mentoring. In addition to this, Anura really found the absenteeism of students and the large groups to teach a difficulty. She understood that teacher educators were grooming pre-service teachers towards independence and that she would have to let go of that school ideal of monitoring and connecting with the students you teach. She recognised that this was tertiary education and so some mind-set adjustments were necessary.

Finding assistance to help with technology at Goldstein was also a hurdle to overcome, and operating programs detecting plagiarism like Turnitin was difficult because Anura had come from a school background where such programs were unheard of. Anura shared an experience where she wanted to learn how to download videos from a popular video site to embed these videos in her power point presentations for the modules she was going to teach. Her love for technology and thirst for knowledge motivated her to find out how to do this. She began by seeking the help of the technology department and that was unsuccessful because she and the technology team could not synchronise a meeting time. She felt frustrated and then began to ask other colleagues on a random basis by chatting to them in the corridor. She had asked a few colleagues to assist, some knew but couldn't find the time to show her, others did not know, so finding the solution became difficult. By asking a few people and getting it wrong many times she eventually figured out how to download videos. She triumphantly says "I figured it out and I then started to empower people around me". Anura is a fervent supporter of education and firmly believes that "knowledge is powerful but needs to be shared". Her own personal experience as an NTE has encouraged her to share her learning experiences with colleagues informally. She understood what not knowing was like and chose to share what she knew with those around here. Her colleagues were delighted to learn this skill of downloading videos and embedding them into PowerPoints. This learning experience taught Anura that she could do anything and that she didn't need the help of others. She realised "that

anything you want to know, [she]... can learn by myself". Anura began her learning in a very isolated manner despite her need to be taken by the hand and taught a few things.

Another challenge for Anura was the time constraints during her first year at Goldstein. Her busy work load and orienteering herself to higher education gave her little free time to form workplace relationships. Most staff had already formed friendships or collegial workplace relationships and she found herself "outside looking in". During her first year, Anura was still "getting to grips" with a heavy workload and lots of administration responsibilities and this left little time for socialising with staff. Workplace relationships are valued by Anura but she felt that there was just not enough time to focus on this. Anura relied on some of her past work experience and relationships to help her in her role as an NTE. Anura shared a special memory – one that showed a look of pride on her face – when she spoke about a school she had worked in called Seekhana High School. When Anura was a teacher at Seekhana High school she was a part of the school annual dance committee. She was responsible for training students to perform a set of dances on the night of the event. She regularly went to school on a Saturday to teach dance to students and on one occasion a senior member of staff had observed her, her involvement with the students and her dedication to her students. The following Monday at school during a staff meeting, this senior member of staff commended her for her hard work, commitment and diligence to the task that was assigned to her. More so she was praised for "quietly getting on with the job" and this is a philosophy Anura has also taken on, working quietly and dedicatedly as an NTE.

4.5.4 Whirlwind of a time

"Being a novice teacher was a like whirl wind had struck."

Anura expressed her experience of being an NTE as a whirlwind experience. This means that this experience occurred at a furiously fast pace. Whirlwinds are either considered to be positive experiences of a romantic notion or a negative experience of chaos. While these are opposing ideas, they fit Anura's experience as an NTE perfectly. For Anura, the process of adjusting to higher education happened very quickly and in a short space of time. The turbulent process made it a challenge for her. She had to quickly find her feet and gain momentum to function in her role as an NTE. She describes this saying "nothing that I learned in books or heard from colleagues in the profession prepares you adequately. I realized that I had to create my own teaching guide and manual to help and guide me along". On a positive

note, Anura stated that she was adapting to her role as an NTE and embracing everything that came her way.

4.5.5 Anura's Collage – 'Jigsaw Workplace Relationships'



Figure 6: "Jigsaw Workplace Relationships"

Anura explained that her collage is a representation of qualities and characteristics that she sees as important in making workplace relationships functional. In the middle of her collage are four puzzle pieces each held by a person. The puzzle pieces are labelled: the work of the employee, the organisation and the work environment and overall satisfaction. These many facets come together to impact on the experience had by an employee. Anura believes that in the work context, the aspects that are needed to make workplace relationships successful are mentoring, values of respect, integrity, ethics and honesty, professionalism, communication, and support. Anura believes that the core values of respect and integrity determine the policies that are created in an organisation and impact on the type of teacher educators found at an institution. She has also used black arrows to link these concepts in her collage to highlight the influence each quality has in the workplace. So, for effective mentoring, good communication skills are needed that would inspire and motivate a teacher educator to be responsible for records, procedures and policies. These attributes create a professional environment that is driven by communication. On the left side of her collage is a representation of four images that emphasise the value of helping one another. It is also meant to show the different levels of hierarchy in the workplace and how managers and mentors

need to support the NTEs to develop. Becoming acquainted with the institution is not a task to be done by oneself but rather with the support of colleagues. A puzzle can only be complete when all pieces fit to create one image. Likewise, for Anura, before the institution can be one unit, the many pieces need to come together.

4.6 Rakshit (Guarded and secure)

4.6.1 Uncharted forest territory

Rakshit is a 43-year-old NTE. After working in a school for more than ten years, Rakshit decided to leave the high school environment for a post at a higher education institution. He began his career at tertiary level as a lecturer at a public HEI in Durban, lecturing Social Sciences. In the last two years he has made the change to becoming a teacher educator at Goldstein. The decision to leave the school environment was easy for Rakshit as he has been studying towards a Master's degree and felt that he would be better suited for the tertiary environment and be able to put his degree to use. Rakshit felt that moving to higher education would develop his vocation whereas school stifled him. He later learned at Goldstein that teaching in a higher education environment was more rewarding and he enjoyed teaching adults. He found that most students were mature and this provided him with a more suitable teaching environment. Rakshit's journey into private higher education has been a challenging one. He did not have a mentor assigned to him when he arrived at Goldstein and was expected to consult his line manager whenever he required assistance. Due to the fast-paced higher education environment, this arrangement was difficult for Rakshit. Rakshit self-appointed a mentor by looking for someone who was knowledgeable about the institution and the modules he was going to teach.

4.6.2 A flourish of growth

Upon arriving at Goldstein Rakshit was exposed to the annual general meeting that was held at the beginning of every year. He was also invited to participate in an orientation day when he joined Goldstein. He described this orientation day as new staff getting to know each other informally by participating in many group activities and discussing academics processes and systems. Rakshit was guided by his line manager Amani who was also his HOD who gave him training on some facets of the job. Unfortunately, due to an excessive workload, Amani was unavailable to assist whenever Rakshit required help. He recalls needing somebody other than his line manager to go to with his questions. Rakshit happily notes that although the

initial days were challenging, he was able to find an unofficial mentor who was "incredibly resourceful and experienced" and her name was Agrata. Agrata, worked in the same department as Rakshit and she seemed to appear at the right time when Rakshit needed help. Agrata was a teacher educator at the institution for a long time and had a vast amount of knowledge to share with Rakshit both tacit and explicit. This unofficial mentor made it easy for Rakshit to find his feet within his role as an NTE. Rakshit said that Agrata "knew all the short cuts, she knew who the right people were to do things, she knew how to solve all the issues that I was faced with very quickly and she saved me some time and stress". Overall, Rakshit mentioned that while they may have been some bumps along the way, the overall staff involvement made transitioning into teacher education a positive experience.

4.6.3 Bearings in the woods

A colossal challenge for Rakshit was the complexity of understanding higher education systems and procedures. A part of knowing a job as an NTE is in the understanding of how to actually go about doing the job. For Rakshit, there was no manual or blueprint to help him to know what needed to be done and how it needed to be done. There was no procedure or protocol document that could assist him therefore he needed someone to assist him as he went along. She was able to tell him about the policies and procedures and help him to make sense the daily life at Goldstein. Rakshit subtly implied that this uncertainty brought a sense of disempowerment to an NTE as they began their role. Fortunately for him, Agrata with her "approachable personality" and "nice demeanour" assisted Rakshit to overcome this challenge.

Planning and organising material without the experience was also a mammoth task for Rakshit. One of his first challenges, he relates with shock, was discovering that there was no course work material or notes that existed for the module he was meant to teach. Rakshit was under the impression that he would be inheriting some course material to use as a foundation for his module content. At the eleventh hour, a day before having to teach the module, he says he had to "get on to the computer get on to Google and get out my old resources book and start trying to learn and put together a presentation which was difficult". Not being told explicitly what he needed to do and prepare left him unaware and in a state of panic. Rakshit exclaims that it was "a learning curve of note" and that he relied on his teaching background and teaching material from school to guide him through this experience. Rakshit also considers misinformation as a stumbling stone. If information about organising material and procedures was transparent, there would be no confusion. Rakshit said that being an NTE is

daunting and overwhelming but being misinformed about developing material and daily administration duties makes an NTE look unprofessional and ill-equipped.

4.6.4 Compass pointing north

"Being a novice teacher educator was like facing the new challenge of navigating unfamiliar terrain, especially that posed by the natural environment, such as a dense forest."

Rakshit's likens his experience of being an NTE as that of navigating through a dense forest. He was the explorer making his way through the unfamiliar grounds of higher education. As he proceeded on this path, making his way through, he faced many challenges and obstacles. Each problem and situation was new and unknown just as an explorer charts his way through challenges in new terrain. A forest can be a dangerous place with wild animals, and the unknown of the natural environment, with plants waiting in readiness to trip you. For Rakshit, while unafraid of obstacles and unknowns, he still had to overcome the weeds of fear, anxiety and miscommunication in order to not fall. Like the trees in the forest, Rakshit is strong and resilient and was determined to navigate his way through this path of being an NTE. Rakshit says that reaching a destination is not always an easy path, hence a new bag of tricks and know how needs to be acquired so he could see the light of the path to take him to his success and his journey's end.

4.6.5 Rakshit's Collage "Light Shines Through"

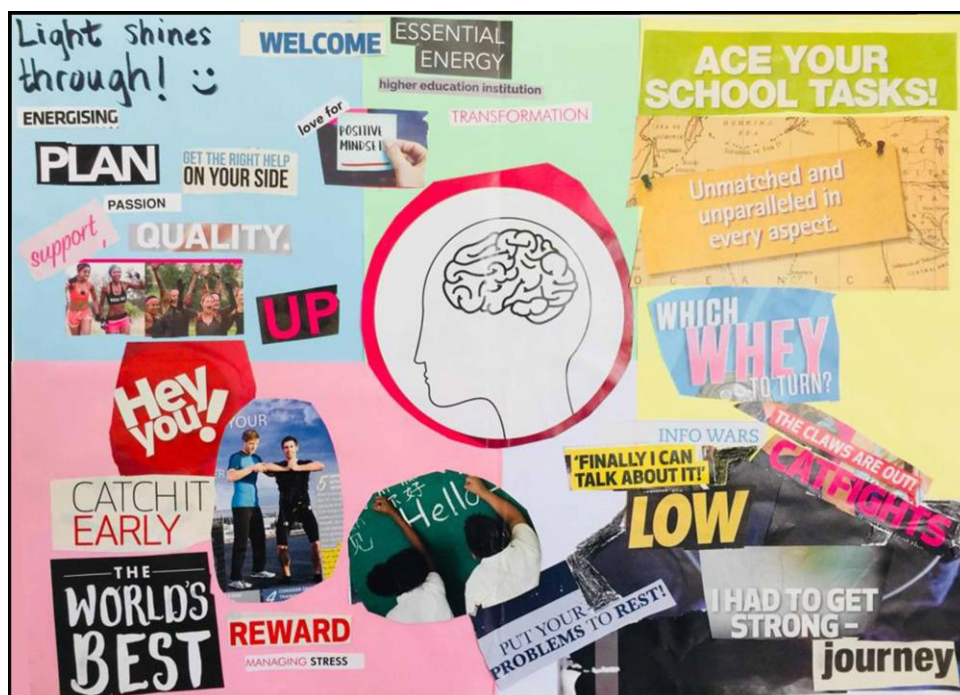


Figure 7: "Light Shines Through"

The words 'essential energy', 'higher education institution' and 'transformation' in Rakshit's collage show that he required a new lease of energy in order to adapt to the fast paced and stressful environment of higher education. Rakshit maintained a positive mind-set and remained open to new learnings. He believes this is what attracted people towards him and to understanding his plight of being a novice. The "I had to get strong" phrase represents Rakshit's journey and emphasises how he had to get strong in terms of getting his head around the fact that he had to change, saying that "[I] had to change a lot of the ways I had to do things, people wouldn't be able to help me all the time somethings I had to find out myself". Rakshit didn't think it was going to be this way at all, he thought all the information he would need would be there for him, and he thought finding information would be easier and he had thought that his "line manager would have a lot of time to assist [him] ...and this wasn't the case" because of heavy workloads which is a "serious thing in both higher education even in secondary education". A lack of time and heavy workloads was something that Rakshit had to take cognisance of, "not take it personally and get along and do the job". Rakshit began to find work colleagues that would be able to help him in his daily activities at Goldstein. Rakshit found the support from some of the staff as overwhelming, as those who he began to engage with really tried to assist him. Once he had aligned himself with the right people and

developed the "right relationship[s]" with work colleagues, he began to better manage his stress and his learning and "the job became easier and easier".

Rakshit maintains that his relationships at work are always kept professional, but in a friendly manner. He has learned from past experiences not to get too involved on a personal level or get into any office politics with anyone. He does not go in detail about his experience but rather adds that the "biggest thing he has learnt in workplace relationships is to not to bring too much personal baggage and to not hear personal baggage". He has adopted this working relationship style so he can maintain pleasant relationships with work colleagues and embrace them in a professional way. He considers this a successful recipe because since adopting this professional relationship manner he has found the relationships he has with people have become positive and lovely. Rakshit prefers to avoid in-depth relationships and likes to "keep it superficial" so he maintains amenable relationships with all work colleagues.

At the beginning Rakshit felt his experience to be very dark and cloudy because of the uncertainty of not knowing anything. Rakshit has since seen this role of being an NTE "as a voyage as a journey", at "first very confusing, dark and 'fuddling' but then as you get more information and more knowledge eventually the light does start to shine through".

4.7. Sana (Radiance and energy)

4.7.1 Begin wash cycle

Sana is a young 25-year-old NTE at Goldstein. During her student years at Goldstein, Sana was the top academic student in all four years of her study and upon completion of her cum laude Bachelor's in Education degree she was encouraged to interview for a junior lecturer educator post at Goldstein. Sana's long-term goal was to teach at a higher education institute. She knew this opportunity would come her way some day but did not expect it so soon and when the opportunity presented itself, she "was more than willing to grab it with both hands". Although Sana describes herself as introverted, she is an ambitious young lady who aspires for greatness like her name – she is an emanating light. Her bubbly personality and warm nature endears her colleagues towards her. Sana had always envisioned herself as a teacher educator that would make a difference in the lives of pre-service teachers. When Sana began her tenure with Goldstein she was filled with excitement and enthusiasm to begin her work but she was equally "frightened and very scared" during her first few months, and this was a part of the cycle she was unprepared for. Sana has acquired her teaching experience

through private tuition of students outside of the institution and then during her practice teaching during her four years of study. The profession of teacher education was entirely new to her and her repertoire of knowledge and skills. While she had experience in a school environment as a student teacher, she was new to the higher education environment. Goldstein had provided Sana with a one-day induction programme to enculturate her into higher education life and introduced her to her line manager and then left her to start her career as an NTE.

4.7.2 Filling the dish washer

The first few months for Sana at an HEI was very challenging and she felt "very overwhelmed". She recalls the experience as quite terrifying exclaiming that "she never wants to re-do that again". Her induction consisted of a day of sitting around a boardroom table where the institution went over important things such as moderation, and setting of exams papers, to name a few. While the institution did provide an opportunity for Sana to acquaint herself with the institution, she still considers this experience as "unhelpful". Sana says that she needed "someone to show me how to do things, I didn't need to sit there and have information poured into my head or forced into by head, but basically I think I needed a mentor someone I knew who could help me, assist me through this whole process". Sana's HOD was assigned to her as Sana's go-to person to guide her through her first days. This was not very helpful for Sana as she realised very early that her HOD was exceptionally busy and often unavailable. Sana reached a point of frustration the day she was handed over a "whole blue file full of papers" and was told to "read through the policies as it will help you". Sana felt this was unnecessary and the information given to her was not what she needed, she needed assistance to "develop material and to do things in the lecture room". Feeling overwhelmed, uncertain and uneasy, and that the knowledge that Sana needed could not be taught to her from papers and a preoccupied HOD, Sana made the decision to self-select a mentor and her name was Pranaya. Pranaya had previously taught similar modules as Sana and she was the "perfect person to self-select".

The relationship began when Pranaya had offered to share her office with Sana, therefore making herself more accessible to Sana. Sana was delighted when this had happened and she elatedly said that it was "fantastic", and it felt like Pranaya was saying "I will take you under my wing" and help you. This brought a sense of ease to Sana as she would start to have her questions answered and to learn about her job as an NTE. Sana describes Pranaya as someone who is "friendly" and someone who could answer her questions at any time. Pranaya

represented a support structure that was initially absent at the onset of Sana's position as an NTE. Sana also revealed that having someone to help her find her feet was what she needed as this was her first professional field and having someone guide her made her feel "loved" and made her feel "comfortable". The support from this relationship gave Sana the confidence to continue her role as an NTE, learning from her mentor and other colleagues along the way.

Sana began to learn from her colleagues through observation of different people within the institution and she began to ask questions and to communicate more with her colleagues. Sana said that ordinarily she "absolutely hates it to ask for help" but soon realised that she needed to break away from being an introvert and to work with her colleagues. Sana remembers a time when she began at Goldstein and was working on many modules alone and had shared one with another teacher educator, Nishma. Through working with that teacher educator, she realised "how horrible it actually is to work on your own". When Sana began working with Nishma, she began to appreciate working with another person and having someone to share ideas with and discuss work with. Working with Nishma, taught Sana how to plan and organise her modules and gave her some guidance on her layout and structure of the module design. If Nishma did not take the time out to show Sana how to organise her modules and use the relevant resources, Sana would have continued to work but with a lot of doubt and uncertainty. As an NTE Sana, knew she needed this help, Sana explains with gratitude that she was very thankful for that experience because she learnt a lot from sharing that module with another teacher educator.

4.7.3 The nitty gritty of dirty dishes

Sana's experience at Goldstein was one of learning and acquiring skills to develop into a teacher educator. She was learning continuously through her interactions with her work colleagues and making connections within her role as an NTE. While Sana was making headway by learning the ins and outs of the profession, she still had a dark cloud looming in the form of material development for her modules. A work colleague, Ahd who had taught a similar module to Sana had most of the resources and material that Sana needed to design her modules, however Ahd was not willing to share this information with Sana. Ahd was "unapproachable" and withheld vital information from Sana. Sana was able to realise that a lack of a relationship with Ahd had enabled her to work harder and put in more effort to find her own way. The lack of an open relationship with Ahd taught Sana the value of the present relationships she had with Pranaya and Nishma. She quickly learned that honesty and communication are vital to relationships in the work place.

4.7.4 Cycle complete

"Being a novice teacher educator was almost like being in a dishwasher. I was extremely confused when the cycle started, but I had to be sprinkled with hot/warm water to become sparkling and that something that could be of assistance to others. It is very difficult in the beginning its very hot and steamy and you get stretched and pulled, sprayed and all of this in the beginning but by the end of this you come out as this beautiful wine glass, so all of those things in a whole process and the people are involved in this process stretches and washes you for a good reason they are trying to help you become a good professional in the end."

Sana's metaphor shows that the start of anything it is always messy and uneasy. Dishes need to be scraped and scrubbed before being placed in a dish washer. Similarly, Sana had to accept that she was going to be challenged and placed in situations of difficulty and awkwardness. From those experiences, she rinsed away her expectations and obstacles and became open to new ideas, and new learning about being an NTE. Once her learning began to evolve she began to gleam like a mirror and became sparkly and shiny. Sana recognises that without the support of her colleagues, she would not be the finished product she is today. Sana's workplace relationships had begun to develop her into an NTE. Sana acknowledges that had it not been for the support she received from her colleagues she would have to run away before she even began her role as an NTE.

4.7.5 Sana's Collage "Team Work to Make the Dream Work"



Figure 8: "Team Work to Make the Dream Work"

The title of Sana's collage comes from her realisation of the impact team work has in the workplace. Sana explained that a team is made up of a diverse group of people who have an assortment of ideals, values, cultures and each person comes with their imperfections. These difference in people are symbolised by the title being written in different colours, different letter sizes and different positioning of the coloured paper. Sana also added that these different people or colours in the collage all work together to make a lovely picture, for Sana this lovely picture is the workplace. The different coloured squares of pink, blue, green and yellow also represent the different relationships she has with staff, for example the administrative person, Saada, the counselling lady, Disha, and other lecturing staff, to name a few. These people are all part of the picture and contribute to making a lovely picture or workplace.

The image of the ice-cream was chosen by Sana because she said that all the various different flavours represented in the image contribute to making the ice-cream fantastic. Similarly, for Sana in the workplace, all the different people contribute to making the workplace environment "lovely". In Goldstein, Sana says there are many different people who contribute to working toward the common goal of educating pre-service teachers and it is that common

goal that unites them all. The phrase that accompanies the image of the ice-cream cone is "I scream, you scream, we all scream for ice-cream" and this implies that all staff in the institution are working together to reach this common goal, almost as a community in the pursuit of educating pre-service teachers together. Another image that emphasises the sense of togetherness in workplace relationships is the image of the cars with the heading that reads "We've got it covered" and the caption that reads "brakes for you". These phrases represent for Sana what a good team and good relationships should do. She explains that this image shows that these two cars are going to crash into each other. In the workplace if you have good workplace relationships then those people in your environment won't allow you to crash, your work colleagues will stop you or brake for you so you won't be allowed to crash. In other words, if people prevent you from crashing, they have got you covered. She explains that if your workplace environment is built on care, concern and trust, you don't have to worry about doing it all on your own, as people are willing to assist you and support each other.

The most important image on the collage for Sana is the dog in the suit because the dog in the suit represents her. The dog is dressed in a suit in a very professional attire. Sana explains that dogs don't belong in suits but this dog is misplaced and does not know what to do in a professional environment in his professional clothes – the dog does not belong. Sana felt that if you don't allow people to guide you and shape you then you will be like the dog in a suit. She believes that she wouldn't have been as effective and efficient if she didn't accept help when offered and to take responsibility for her own learning. Sana says that "when I realised that I can learn from people and that people can help me to learn, only then did I become a human in a suit so only then did I become a young professional where as in the beginning I really didn't know exactly what to do". The image of the falling lady also supports Sana's beliefs about learning from others. She describes the image of a falling lady as "brilliant" because when you start your career you have to fall, and only when you fall do you get career advice that will actually help you in your job. Sana explained that when she was studying for her degree she always had her specific career in mind and assumed that she would learn all that she needed to know during that time, so she would be able to do her job professionally. Now that she has begun working in this environment, she acknowledges that if she had only relied on that information from studies she would have failed. She says:

"I felt you will fall if you try just to take those things into consideration and not learn from other people it is almost as if your real learning only starts when you go into the professional working environment only then do you actually learn to do

these things. It is not like learning from a text book like I initially thought it would be."

Despite the heavy and burdensome workload, Sana has managed to develop and maintain some valuable workplace relationships. She excitedly mentions that she is travelling abroad for the first time and this is highlighted in her collage by the yellow airplane. She goes on to say happily that her relationships with her colleagues have developed so much that they share her joys, her achievements and her sorrows with her. This was made evident by the pre-travelling gifts she was given and even the kind gestures of other colleagues shown to her during her preparation for her trip. She recalls one colleague even lending her a universal adapter for her travels. Sana, acknowledges that it was not just a staff member lending another colleague an adapter or of gifts given to a colleague but rather the interest and care shown for her and her life that was priceless. These responses by colleagues proved to Sana that cultivating good workplace relationships can be a positive experience.

4.8 Summary of Chapter

Chapter 4 presented the narrative accounts of each participant. The narrative accounts began with Rishaan who shared the positive experiences as an NTE at Goldstein. Rakshit initially felt like he was a bus driver who had no mirrors on his bus and felt very misdirected, but was soon assisted by friendly colleagues Haya and Diya who he self-selected as mentors. Rishaan's colleagues really embraced his presence, and everyone united to provide a supportive structure for his work. His collage entitled "Umntu Ngumuntu, Ngabantu" reflected his workplace relationships. Sadhika, like Rishaan, also shared good relationships with her colleagues, which gave her a positive start to her career as an NTE. Initially Sadhika's metaphor highlighted her feelings of newness as being a young green crisp and fresh salad. Sadhika knew she had a lot to learn and her learning was supported by her colleagues and her assigned mentor Kaina. Sadhika's collage "A different adventure" expressed her enthusiasm for her work.

Sejal experienced a difficult time during her initial days at Goldstein and her metaphor revealed how useless she felt and how she felt like she was just going around in circles. Her metaphor was likened to a hamster on a wheel. To help Sejal through this challenging time she befriended other NTEs and they began learning and teaching each other. Sejal's collage had a two-prong focus, firstly her present "Upliftment and Passion" to her job and secondly to her past experience of being an NTE during her first few months, which she entitled "Sink or

Swim". The narrative account of Anura showed an NTE who approached being an NTE fairly passively. Anura was very focused on her work and often opted to discover things for herself. Anura would seek the help of her assigned mentor Adhav whenever she needed. Anura called her collage "Jigsaw workplace relations". Her collage focused on the many facets that were needed for an effective workplace environment and for effective workplace relations. She considered communication, mentoring, respect and trust as some of the important pieces that were needed for an effective workplace environment and for effective relations. Rakshit's narrative account showed how his move into higher education was the right move for him and he felt that he was suited for this environment, despite feeling overwhelmed. Rakshit's self-selected mentor Agrata helped and eased Rakshit into his role as an NTE. Rakshit, like Sejal, also found the divisions in departments quite isolating and considered Goldstein as a macrocosm of South Africa. Rakshit entitled his collage 'Light Shine Through' because it was reflective of his experiences of being in the dark and uncertain and then moving to a place of light and knowing. Sana, the final participant in this narrative account, likened her experience as an NTE to being in a dishwasher where one must go through various experiences (various cycles) to eventually come out clean in the end. Sana also self-selected her mentor, Pranya, and this relationship was one that taught Sana the basic ins and outs of the institution. Sana expressed happiness at having someone to show her around. The narrative accounts revealed the NTEs' experiences of self-selecting mentors, the close office spaces, the challenging experiences they had at the start of their careers as NTEs and lastly, through the collage, revealed their experiences of workplace relationships.

Chapter five presents a case-by-case analysis of the six NTEs and their experiences of learning as NTEs in the context of a private HEI in South Africa. The chapter is organised to respond to research questions 1 and 2 (and chapter 6 will respond to research question 3).

CHAPTER 5

DATA ANALYSIS – PART 1

5.1 Overview

In the previous chapter, I offered a representation of narrative accounts of each of the six NTEs participant's experiences of Relational Learning in a private HEI focusing on teacher education. Chapter five offers the second level of analysis of the data received by the participants in response to answering two of the three research questions:

1. What are the relational learning experiences of NTEs in a private HEI?
2. How do relational learning experiences influence their learning as teacher educators in a private HEI?

This chapter responds to critical questions 1 and 2 by engaging in a deeper analysis of data on the relational experiences of each of the six NTEs and how these experiences have influenced their learning as teacher educators in the context of a private HEI in South Africa. The organisation of this chapter is presented in themes to align itself with critical research questions. The key themes embedded in the case-by-case analysis of the participants are acceptance into the institution, shifting identification, relationships with colleagues and mentors, isolation among departments and the effectiveness of close office spaces. These themes were extracted from the data through a process of open coding (refer to Chapter 3, Section 3.8 Data Analysis).

5.2 Rishaan (A good being)

5.2.1 A Warm Welcome in a New Place

Rishaan, a seasoned school teacher of twenty-two years and an experienced "principal for almost eleven years", found himself feeling new and unsure in a higher education environment. As a principal, he was immersed in school life for many years of his professional career and understood his role and responsibilities as a principal very well. He shared that as a principal, he "knew what to do every day" and as an NTE "things were new". Rishaan admits that while moving into higher education was exciting and the next step in his professional career, the shift from school to higher education isn't always an easy one.

Becoming a part of a private higher education environment at Goldstein for Rishaan was both "frustrating and transformational". His frustrations at Goldstein pertained to his lack of knowing what to do as teacher educator and this left him feeling disillusioned. Rishaan's frustrations were further compounded by his time of arrival at the institution because he arrived mid-way through the first semester and he had to pick up the pieces of a staff member who had left the institution. Rishaan felt like he "was thrown in the deep end". This was exacerbated by the need for him to 'hit the ground running' with a very short acclimatisation process before being thrown in front of a large group of pre-service teachers ready to present lectures. Rishaan's metaphor about a teacher educator being "a bus driver without mirrors on the bus" resonated for him because at times Rishaan did not know in which direction he was heading.

His experience was transformational because of the changes that were taking place; his professional identity as a principal defined who he was in the school environment, and now as a novice he did not have the credibility of being a seasoned principal, but was an inexperienced new teacher educator. Rishaan also highlighted during his interview that in all his twenty-two years of work "it was [his]... first time to work in an environment with mixed races".

This cultural difference was a glaring factor for Rishaan during his arrival at Goldstein. Although he had an open mind, he had a few inhibitions about his acceptance into the work environment. Rishaan was instantly placed at ease by the way he was received into his department and the institution. Rishaan's entrance into his department was met with the friendliness of his team and this has made a lasting impression on him. While his beginning experiences at Goldstein can be described as chaotic, the collegial support he received from his colleagues helped him to embrace his role as an NTE. Any inhibitions that Rishaan may have had were eliminated by the friendly staff. Rishaan happily explained that staff knew his name when he arrived and that he was delighted at being acknowledged so well. He found it "fascinating that everyone knew his name", yet he "did not know half of those people". Rishaan's warm welcome made him feel noticed and visible as if he was already a part of the institution. Rishaan felt a sense of belonging between him and his colleagues in the department he was situated in. This wide acceptance and sense of community became a part of his transformation as an NTE in higher education. Rishaan felt socially connected, respected and supported by his colleagues in his department. It was connections of respect and support that Rishaan moved from a place of surviving to a place of thriving in a community that was completely unfamiliar to him.

5.2.2 Turn and Talk – Spaces for learning

Unlike many NTEs who struggled with challenges and institutional expectations, Rishaan was fortunate to find himself in a supportive department at Goldstein and this has made all the difference in understanding his role as an NTE. Rishaan's department's work area has closely arranged office furniture that saw him and his colleagues sitting in very close proximity to each other. This desk arrangement was linear and was described as a "pod". This modular office space is ideally suited for co-working and creates an environment for Rishaan that presents many informal collaborative learning experiences. The office space provides a physical space for open communication and conversation as needed.

"I just turn the chair automatically – we all turn then we talk, that's how spontaneous it is. Sometimes we don't plan that we need to talk about things. Because if a person has a problem now, then we turn the chairs and talk."

A key element in SLT is joint participation of a group in a social setting that engages in an exchange of ideas and problem solving (Lave & Wenger, 1991). Rishaan's department and their community exhibits this by growing and working together by their participation in unplanned, impromptu and unforced interaction. This department's natural way of conversing when there is a need highlights how important open communication is to Relational Learning experiences. Rishaan and his colleague's relationship shows that they are there for each other whenever the need arises and are willing to support each other. The unplanned meetings and conversations that take place just by Rishaan and his colleagues turning their chairs and talking to each other shows that each person in his department is committed to each other and the work that they are involved in.

Rishaan considers "the environment itself as conducive to working" because it allows his colleagues to be accessible. He says, "whenever I needed any information I was assisted by the lecturers especially language lectures". Having staff accessible and easy to communicate with has made settling in for Rakshit easier. Not only has it allowed him to converse and learn about higher education, but it has also guided his practice as an NTE. He and his colleagues often share ideas about improving practice and their personal experiences of being a teacher educator. Rishaan and his team collectively question their teaching practice and share their teaching experiences with each other. This on-going dialogue about being a teacher educator and their roles provided Rakshit with many tacit gems of the profession. By listening to them

he could reflect and connect to his own teaching practice in higher education. For Rishaan, his physical work space has created a team culture among his colleagues and himself.

5.2.3 Rishaan, Daha and Hiya

Rishaan was also not appointed a mentor and instead was encouraged to seek advice from his HOD Ekshita who was assigned to induct him into the institution. Ekshita, due to her heavy workload, was unable to help him regularly as he needed. Ekshita introduced him to colleagues in his department and left this team to enculturate Rishaan into higher education. Rishaan stated, that "there were people prepared to assist" and help him as he went about his work.

Rishaan self-selected mentors within his department. He did not just choose one person as a mentor but he selected two colleagues: Daha and Hiya. He says that he chose Daha because she was bright and knew a lot about teaching a specific subject and he chose Hiya because she displayed a lot of heart and warmth towards him. Rishaan explained that Daha was the person that helped him with his lecture preparation and the support that received from her "even today, cannot be measured". Rishaan's self-selected mentors provided him with a safe place to learn through the relationships they developed. Daha and Hiya empowered Rakshit by showing him in detail how to develop his pedagogical content knowledge.

5.2.4 Brotherhood, Commitment and Unity

Rishaan considers team work as "...partnerships with each other where there is a brotherhood, where there is commitment and unity amongst ourselves" that "is the start of something great". Rishaan's choice of words "brotherhood", "commitment" and "unity" express his kinship, his loyalty and devotedness to this community that he is a part of. Rishaan's unique perspective on building relationships has created a deep connection between him and his team. Rishaan's use of the word "brotherhood" infers that they each share a bond with each other, irrespective of their backgrounds but are instead connected by their common experiences and work place. Work place office spaces can foster a brotherhood that can develop and strengthen personal relationships among staff. Nurturing such relationships between NTEs and teacher educators can strengthen a relationship and foster a sense of belonging and acceptance, thus directly impacting on NTE experiences. This powerful bond helped Rishaan to grow professionally and to find a place where he belonged within

Goldstein. Rishaan learnt the invaluableness of staff coming together to work collaboratively to improve the quality of teaching in an HEI.

The data also validates Rishaan's belief that colleagues must "forge partnerships in the workplace" in order to strengthen their bond and commitment to their work. These partnerships are not written down or signed contracts instead they are mutual non-verbal contracts between each other. Each person must invest in participating and in developing a sustainable relationship that would benefit the team. For Rishaan and his department, this was already in practice. Being able to form an alliance through trust and openness meant that he was a part of this community but also was a respected member. An important part of forging partnerships is reciprocating trust and respect.

Rishaan explained that his colleagues and he shared mutual respect and this was evident by open discussions at work, by listening and adhering to advice and suggestions given around content and other work-related topics. Although Rishaan was a language specialist in IsiZulu, he was open to taking content advice on his modules from other language specialists in his department who didn't teach the same language module as he did. Rishaan valued his colleagues input and they could see that he trusted and respected their advice.

Rishaan found that his colleagues and he shared a "psychological contract amongst themselves which is not written down but [we] know that we support each other". The relationship developed between Rishaan and his colleague goes beyond the ordinary relationship but has reached a place of mutuality that fosters engagement with each other and promotes the development of their relationships. Rishaan and his colleagues were able to develop meaningful interpersonal relationships that fostered his learning but also strengthened the relational bonds between them.

This ideal directly links to his philosophy of 'Umuntu Ngumuntu Ngabantu' which means a "person is another person through other people". The aphorism presented by Rishaan is a concept that is deeply rooted in his culture which he connects to his workplace relationships. His emphasises that through other people ('Umuntu Ngumuntu Ngabantu'), his being as an NTE has been developed. The togetherness of Rishaan and his colleagues has created what Schoenmakers (2015) describes as human beings relating like a thread on a spider's web. Each person is connected to another person through a thread and is supported by a thread – everyone is needed and everyone is connected. It is in this process of being in relation to and with each other that we come into our own being. Similarly, Rishaan's experiences with his

department and colleagues has allowed him to grow professionally through engagement and human connection. Rishaan did not experience many challenges at Goldstein with institutional expectations or the culture despite this being his first multi-cultural work environment. He described his experiences as a collegial community that formed with his department that gave him comfort and acceptance and allowed him to settle into the institution.

5.3 Sadhika (The Achiever)

5.3.1 Focused Mind

Sadhika was an NTE of seven months at Goldstein at the time of the data generation process. Although she was new to the profession and the institution, she was very focused and very mindful of her position as an NTE. Sadhika at the onset was very positive and excited about her role as an NTE. She was really motivated to work with pre-service teachers and she says "...[I] needed to share my passion. I needed to be part of an institution where I could impart that passion to the future teachers that are going out to societies".

Sadhika was proud of the new work in education that she was going to be involved in, she was excited to be engaged in training of pre-service teachers. She also acknowledges feeling "overwhelmed" and noted the "challenge" that lay ahead of her. Her apprehension was grounded by the many sudden changes at various levels that she had to deal with – the change in context school to higher education, the sudden change in the teaching audience, from learners to adults, and the change in title from teacher to teacher educator that began to engulf Sadhika as an NTE.

Sadhika felt a shift from being a teacher to teacher educator and she needed to identify and connect to her title of teacher educator. For Sadhika, the title reflected the job itself. Sadhika felt more responsibility in her role as an NTE. She was now "teaching future teachers" and felt the pressure of this title. Sadhika felt more accountability in training pre-service teachers because these pre-service teachers would learn their teaching craftsmanship and pedagogy from her, hence effecting children and the education field for an immeasurable amount of time. As a teacher educator, she understood the impact her unpacking and reasoning of pedagogical content knowledge would have on pre-service teachers. Sadhika was aware, as her metaphor, revealed that she was young and crisp in the profession but she still had a lot to

offer her student. She said "I am just glad that I got this opportunity to impart the knowledge that I have grounded in my many years...". Sadhika felt honoured to share her knowledge about the teaching profession with pre-service teachers. Making her professional knowledge explicit for pre-service teachers was vital and a quintessential component of the work of teacher education.

5.3.2 Supportive Sages

The transition for most novices is usually not easy, but for Sadhika, her friendly work colleagues and supportive department provided her with a good foundation that allowed her to pass easily into her role as an NTE. In Sadhika's case, support and mentorship was shown to be a positive tool for encouraging positive development in a novice teacher's education. Sadhika was placed in a department that functioned as a community of practice, sustaining a strong supportive culture. She was assigned a mentor on arrival and was guided by her colleagues both individually and as a department whenever she required assistance.

She recalls "they found the time to make a few minutes available to answer my question or to show me how to do something, so I must say that they were extremely helpful". Sadhika considered this interest and willingness from her colleagues as care and concern for her personal growth and development, and she felt supported. Sadhika's colleagues recognised her as a professional and supported her during her challenges and also celebrated her successes with her. Sadhika felt empowered when her colleagues supported her during a misunderstanding with students. Sadhika's colleagues recognised her as professional, allowed her to exercise professional autonomy hence strengthening the relationship among them and their support. Sadhika was welcomed into her department and through collaboration, interaction and engagement, she began to weave herself into this web called a community.

This support motivated Sadhika to work harder and absorb as much as she could from her colleagues. Sadhika also took the initiative and empowered herself by deciding to become "knowledgeable about a lot of things about regulations, rules, policy, the standards even law and policies at this institution". It was this knowledge and support from her colleagues that gave her confidence to grow in her role as an NTE. Sadhika's transition from teacher to teacher education was formed in relationships through her everyday interactions and practice with her colleagues in her department.

Unlike Rishaan, Sana, Sejal and Anura, Sadhika was assigned a mentor, Kaina, by the HOD, to guide and assist Sadhika in her first year at Goldstein. Sadhika and Kaina belonged to the same department thus making communication and interaction easy. Sadhika acknowledged that having a mentor was of "great assistance" because it helped her to find her way in an environment she knew little about. Sadhika noted that she "could draw on that expertise and turn to this person who was ever willing to assist". Sadhika actively engaged with her mentor daily to draw information and guidance about things she thought were necessary to learn. Sadhika extended this relationship building by developing strong connections with other colleagues in her department. Sadhika's interactions helped her to realise that her work colleagues were "genuinely concerned about [her]". Her colleagues' reassuring words when she was challenged by the students of "we are all new at this at some point, don't worry these things happen, even experienced lecturers have gone through this" brought her much reassurance. With this realisation she felt comfortable and had a sense of belonging. A sense of belonging in a department or in an institution improves motivation and brings a kind of happiness to a person. Likewise, for Sadhika, being able to connect with her work colleagues in good times and difficult times showed her that she is not alone and a part of something greater – there is comfort and respect in that knowledge that has made Sadhika feel validated in her work relationships. Sadhika started to feel connected to her department in her COP, feeling as if she belonged.

Sadhika stated the relationship with her colleagues in her workplace has been so influential that it has "definitely changed the mindset of mine and I have found this confidence that I lacked six months ago". The statement shows how a positive working relationship can contribute to learning experiences of an NTE. Sadhika became an active and accepted participant in her COP with her colleagues. She received support from her colleagues during a challenging time and through this engagement and collaboration with her colleagues she was able to learn from her practices and also began to feel a sense of belonging within her department.

5.4 Sejal (One with Character)

5.4.1 A Transitional Space

Sejal, a mature and recent graduate into the teacher education profession, knew that changing from teacher to teacher educator would not be a seamless process but she had not imagined the process would be such a herculean challenge. When she arrived at Goldstein she was

faced with feelings of apprehension, uncertainty and distress, feelings not unknown to other participants in this study. She says"

"I didn't know where I was going I didn't know what I was getting and I was like a sitting duck so I found it very uncomfortable. So, I used to get to work in the morning and sit and do nothing and see everybody running around me and I was like oh gosh! I feel so useless and I also felt this vibe that I was looked at as this Junior lecturer and it really, really wasn't nice."

Sejal's words, "I was like a sitting duck"; "I found it very uncomfortable" and "I feel so useless" unveils how traumatised she was during the beginning days of her career as an NTE. Sejal's feelings of hopeless and inefficiency caused her to doubt herself and wonder if she was doing the right thing by becoming a teacher educator. The transformative process from school teacher to teacher educator shifted Sejal into a reality of uncertainty. Sejal often felt like she wanted to "bail" because she didn't have the support she needed in the first months of being an NTE. The disinterest and distance experienced by Sejal from her colleagues in her department because of the busyness of their workloads and their personal preparation for the new academic year ahead created a very dark and disappointing cloud over what Sejal thought would be an exciting new journey in higher education.

Sejal felt very nervous, because she had no idea what her roles were as she was "not introduced to what we were going to be doing" as NTEs. Furthermore, Sejal was not involved in this process of getting ready for the new academic year, along with her new work colleagues. Sejal could see her colleagues organising their modules and lecture material for the year ahead while she sat there on the outside, on the side lines, not even knowing what she was going to teach. She explained that she had no idea about her role or duties as a NTE as she only observed her colleagues as they frantically ran around at the onset of the year trying to arrange themselves for the academic year ahead. Sejal soon realised that she was not going to get the assistance she needed from the experienced teacher educators so Sejal made the decision to align herself with two other NTEs, Sarnia and Kara, that joined Goldstein the same time as she did. Sejal decided to become active about her learning experiences and took the initiative to seek assistance.

The three NTEs formed a relationship and created their own learning opportunities. Although they were not a part of the larger community yet, their joint efforts and interests in learning about becoming an NTE had created an opportunity for them to form their own novice

community. Through their collaboration and communication, an unwritten contract was formed and they were able to forge ahead and make sense of teacher education together. Sejal, Sarnia and Kara were all inexperienced as teacher educators but by actively participating in sharing ideas and information they began to co-construct their learning experiences and higher education identities as NTEs in Goldstein. By participating in this novice peer COP, Sejal, Sarnia and Kara began to develop their own identities while participating and engaging with each other.

Furthermore, Sejal had to deal with academic hierarchy and was "labelled as a Junior Lecturer", which made Sejal feel ashamed and "hurt". Sejal was even subjected to comments like "this is what happens when we employ people with no experience". Sejal's transcendence from experienced school teacher to inexperienced junior lecturer in an HEI was made evident by colleagues who wanted to expose her academic credentials to make her feel more inadequate. Whitelaw and de Beer (2008) called this "institutionalised bullying" a term that aptly applies to Sejal's experience. Sejal was professionally belittled and humiliated by these hurtful words from colleagues. Sejal felt discomfort, disappointed and disconnected from her colleagues. Sejal recognised the disjointedness and separation between her and her colleagues and decided to resolve this problem. Sejal decided to compartmentalise this negative experience and focus on developing her role as an NTE.

Sejal sees herself as a "natural leader" who is very determined, and despite being "thrown in the deep end" and feeling like she was "going to drown", she decided to place herself firmly in the waters of teacher education because she was going to swim and survive this uncomfortable experience. Sejal was determined to come out on top of this adversity and adapt to her role as an NTE. Sejal's fighting spirit did not allow her to retreat and remain in a situation that was harmful to her career. Instead, Sejal consciously decided to help herself and she did this by befriending Ansuya, an administrative member of staff working for management. Sejal's relationship with Ansuya empowered Sejal and fostered growth in Sejal's career as an NTE. (This relationship will be elaborated on further in the section 5.3.2.2 under the sub heading Sejal and Ansuya.)

Sejal developed two important relationships at different levels at the onset of her teacher education career that promoted her personal growth in the profession of teacher education: the relationship with Kara and Sarnia, and the relationship with Ansuya. These are discussed below.

5.4.2 Mutuality Through Peer Connections

Sejal, Sarnia, and Kara

The relationship between Sejal, Sarnia and Kara provided a supportive learning environment for each other to try and understand the skills that were required of them as they adapted to the new pedagogy of higher education. Unfortunately, in the initial days there was little guidance from more experienced teacher educators and these three NTEs had to begin the journey of teacher education with each other and their inexperience's of higher education. Sejal explained that she felt frustrated because there was "just an expectation that I know it all".

Sejal was not offered any assistance at the beginning and instead had to rely on Sarina and Kara who, like Sejal, were new at Goldstein. Sejal, Sarnia and Kara often learnt by overhearing of administrative work that was required to be completed by staff from other seasoned lecturers, and they would then begin to share the information with each other and learn from each other on how to complete administrative tasks. Sejal, said that Kara and Sarnia and she would, "often get together and we would bounce things of each other and guide each other and help each other and then this one would say ooh! I heard this and then we would go and do it and then that one would say this, and I would go and do it".

The very relationship between these three NTEs enabled the construction of practical knowledge for Sejal, Sarnia and Kara. According to Clandinin (1985, p. 362), practical knowledge refers to knowledge that is created from "intimate, social and traditional" experiences "expressed in a person's actions". Likewise, Sejal, Sarnia and Kara learned from their intimate and social connection with each other in a traditional group setting. They shared knowledge about daily nuances and about processes at Goldstein that they each learnt individually through experience and then shared their learning with one and other.

The relationship Sarnia, Sejal and Kara created with each other was the very relationship that taught them to trust and depend on each other. Sejal highlighted that she would, "go to their office and sit there to cry and say to them I am going crazy I am really not coping in this place and they expect me to know this and nobody is bothered to sit and tell me". Sejal could reveal her vulnerability to Sarnia and Kara because she trusted them and this was a relationship based on mutual empowerment and not judgement. This statement of Sejal's also exhibits how distressing a lack of guidance and administrative know-how can leave an NTE upset and hurt.

Sejal experienced feelings of inadequacy and failure. These emotions regularly brought her to tears because she could not understand why no one was taking the time to communicate and disseminate information that was necessary to perform her function as an NTE. Sejal's tears were not an indictment of her professional abilities but an expression of her disappointment and frustrations. Sejal was emotionally hurt by the lack of interest shown to her, and she felt like she was going "crazy." In Sejal's case, the absence of a mentor or HOD as a guide really impacted her professional growth. She had no one to turn to and no one to teach her the day-to-day duties and processes of teacher education. Having a mentor would have ensured that Sejal had someone who cared for her and someone to guide her as she dealt with daily challenges. Research in mentoring confirms the significance mentoring relationships can have on a mentee and the positive impact it can make on their enculturation into a new workplace, as well as their professional development. (Balu, 2014). In Sejal's situation, a mentor would have enhanced her learning opportunities and provided her with the support and guidance she needed.

Sejal indicated that as NTEs, Sarnia and Kara not only shared and re-taught each other certain aspects and features that they were learning within the institution but they also supported one another emotionally and with work-related issues. Sejal explained that she and Kara often sent messages to each other to express their feelings at a particular situation. She said: "she [Kara] will send me a message and go grrrr!!! and sends me a face and I will go grrrr!!!" These text messages sent via cell phone became a platform for these NTEs to express their feelings and show empathy towards each other. Through these text messages, Kara and Sejal revealed more of themselves in their relationship and openly showed their vulnerability and uncertainties about their experiences. The text messages became a form of personal expression for Kara and Sejal. These text messages became an organic and opportune method of communication for Sejal and Kara and this open conversation enabled Sejal and Kara to share their feelings and to express frustrations. The text messages become a therapeutic release for Sejal and Kara.

The closeness of Sejal, Kara and Sarnia was illustrated through their open-door policy that they shared amongst each other's offices. She says: "you know we used to go to each other's offices or also [say], come let's go for coffee". These NTEs developed a safe and trusting environment for them to share and express their feelings and more so to show support and friendliness. Sejal expressed that sometimes things became so stressful at Goldstein that she

would invite Sarina and Kara for coffee just to escape the environment they were in. She said:

".... we got to get out of here. Coz you just got to get out because you start hearing things that make you so upset and you don't want to say anything to rock the boat so you rather get out and talk to each other and talk it off and when you get back you feel better."

NTEs connecting with teacher educators have an important role to play in developing NTEs that are engaged and motivated to work. Sejal found connecting with the department at Goldstein an intangible task and so she settled for connecting and building relationships with Sarina and Kara. This relationship provided Sejal with the support that she needed during a very rough period in her career. The strong bonds of camaraderie formed between these three novices created their own community of practice. They trusted and respected each other and this contributed to a mutually empowering relationship. This highlights the value of having support system or person as an NTE. The arrangement of these three novices sticking together was not a long-term solution for Sejal because she realised that she had to change her negative experience as an NTE into a positive experience. Consequently, Sejal befriended an administrator, Ansuya.

Sejal and Ansuya

The relationship between Sejal and Ansuya, an administrative staff member, developed mutually and each participated in the relationship equally. Ansuya was Sejal's "crutch" and her "go to person". Ansuya was very knowledgeable about life at Goldstein and was able to share insightful information to Sejal that would assist her to function alongside her colleagues. This relationship with Ansuya allowed Sejal to better understand the way the institution functioned, in other words the organisational culture of the institution. Ansuya was also a critical friend to Sejal, she often provided Sejal with helpful information and gave her an honest perspective on things. Sejal said:

"she [Ansuya] was very black and white and when she saw I was doing something wrong she would say 'you can't do that' and I appreciated that. She didn't take my side and go, "shame I am so sorry". She gave me positive feedback as in not taking my side but making me look at the other side and by her being honest with me actually made me realize hey, I got to do something about this."

Ansuya's honest responses and openness allowed Sejal the opportunity to gain clarity about situations she may have misunderstood. Sejal often wondered why the staff were in such a hurry and as Ansuya pointed out that lecturers don't have time because of their own personal deadlines and heavy workload. This relationship between Ansuya and Sejal was a mutual one and Ansuya did not encourage Sejal to be dependent on her but rather encouraged her to understand other people and to try and understand their actions. The relationship between Sejal and Ansuya can be considered a growth fostering relationship because each participant contributed equally and it was a reciprocal relationship. The relationship between Sejal and Ansuya demonstrated, empathy, mutuality and empowerment (See Chapter 2, Section 2.3.2 for on discussion on mutuality, mutual empathy and mutual empowerment).

Sejal and Raidah

Another important relationship that Sejal developed a few months into her career as an NTE was with Raidah. Raidah and Sejal collaboratively worked on the same module together. Sejal chose Raidah as her self-selected mentor in the absence of having been appointed a mentor at Goldstein. Sejal did not choose a mentor that she had a good relationship with, but rather self-selected a mentor with whom she had a very rocky start. Sejal did not have someone that was friendly and inviting, instead Sejal found someone who she said found her "irritating". Raidah took Sejal "under her wing" and helped Sejal to find her feet. Sejal considered Raidah as her self-selected mentor because it was Raidah that taught Sejal how to organise her work and to complete her administration in accordance with the institution (see Chapter 6, Section 6.5.4. entitled Developing Organisation Knowledge). It was also Raidah who helped Sejal to stop feeling like a hamster on a wheel going around and around and not achieving anything, as her metaphor suggested. Raidah helped Sejal to understand how the process of work is done at Goldstein. Sejal knew that Raidah was highly experienced in her work and she would also be able to share a lot of information about aspects of teacher education that she did not know about. Sejal and Raidah shared a mutually empathetic relationship because both Sejal and Raidah were able to control their emotions and take into consideration each other's thoughts and feelings.

A confrontation or disconnection between Raidah and Sejal paved the way for mutually empowered relationship. Sejal eventually said to Raidah "please will you tell me what is the problem between you and I, we need to sort this out, and Raidah replied "... I don't like the way you work". Sejal's and Raidah's ability to be open with each other created a space for mutual respect and trust. Both Raidah and Sejal were able to engage in honest dialogue in

order for them to move forward in their relationship. This relationship was vital to Sejal's growth and development because she had someone to observe and learn from.

5.4.3 Isolation from Department

A significant observation brought to light by Sejal was the exclusivity that each staff member had by belonging to a specific department, almost like an elitist club. Like an elitist club it seemed as if these departments were protecting something sacred that should be kept away from novice ears. Sejal noticed that her colleagues just stuck to the departments they belonged to and did not venture out to socialise with other colleagues. She said: "I have also noticed that the people generally teaching the same modules are the people that 'stick' together and talk to one another, they do not often work and have relationships with others out of their modules and interests".

Sejal observed that the institution was arranged per department and that arrangement did not encourage staff from different departments to meet. The office arrangement at Goldstein allowed for each department member to be seated near each other. From an outsider's perspective, Sejal considered this as staff members closing themselves off from other staff members from different departments. Sejal noted that the experienced teacher educators did not engage or were not encouraged to converse with NTEs outside of their discipline. The valuable insights and conversions from experienced teacher educators in other departments were not made available for Sejal.

The lack of a welcome and professional engagement made Sejal retreat into her novice group (with Sarnia and Kara). Their isolation and distance from other colleagues at work influenced the way in which they learnt. They learnt to depend on each other for information, they learned to communicate openly with each other and to engage in educational discourse from a novice's perspective only. While some opportunities for learning were made available, other opportunities for learning were being crippled by busy staff and time. Learning opportunities for Sejal, Sarnia and Kara sustained a growth fostering relationship because they were growing professionally together. It was through these relationships and *ad hoc* learning experiences that Sejal, Sarnia and Kara came to understand their roles as teacher educators. Sejal acknowledged openly that had it not been for the assistance, guidance and support of Sarnia and Kara she would "not have coped because everybody else was too busy in their own little worlds to be able to help".

The safe space and context created by Sejal, Sarnia and Kara were vital to Sejal's survival within the institution. Together they "discovered, shaped and made explicit their own knowledge through situated learning in a community of practice" as COPs were described by Christensen and Hansbol (2016, p. 126). It was through this social interaction in this closed personal space that helped Sejal acquire the knowledge she needed as an NTE. Together, Sejal, Sarnia and Kara unpacked their experiences to identify gaps in their knowledge so they could work towards finding relevant knowledge about their work together. The relationship between these NTEs was collaborative and learning-orientated and therefore provided Sejal with the knowledge to begin to understand her role as an NTE.

5.5 Anura (The Learned One)

5.5.1 Entering as a Passenger

Anura, a passionate NTE, has a fervent fondness for anything relating to teaching and education. She considers herself to be a confident and independent thinker. When she arrived at Goldstein, it was her decision to take "a passenger seat" where she thought "observing would help me groom myself and just get it all in". Anura was quickly able to come to "grips with what was expected" of her and found herself understanding her role as an NTE within a few weeks. Anura took on a peripheral position and found herself on the outer fringes of a COP. She says that any free time "was not spent on social it was spent more on getting to grips with the system and what I need[ed] to learn". Unlike Sadhika who learned through socialisation with colleagues in her department, Anura has amore individualistic approach to learning to be a teacher educator. Anura progressed into her role as an NTE keeping with her many values and ideals of teaching, and she maintained a part of her work philosophy from school life, which is to "quietly get on with the job". This 'can do' attitude made her "tougher and stronger".

Anura was confident and always willing to deal with work that was tasked to her. Anura explained that from her previous work experience she realised that "there are some talkers and there are some doers" in schools so she decided to take on the role of "doer" and to actually get things done. Her work philosophy to "quietly get on with the job" was something that she "liked because it embraced what [she] I believe about [herself] myself." Anura's conservative nature allowed her to work as an individual and to adapt to a new environment and new identity in her own comfort zone. Anura did not rely on relationship building to enculturate her into higher education, instead she viewed relationships as important but not necessary for

her growth. This will be discussed further in the section below entitled, 'The Outside looking in' (See Chapter 5, Section 5.5.2). Anura was self-motivated and wanted to enhance her professional knowledge because she was eager to learn. She said, "I am the kind of person that wants to learn quickly, so you know a lot of it was self-taught".

Anura prided herself on seeking meaning for herself and this was also a motivating factor for working hard to reach a point of understanding. Anura's conceptualisation about herself as an NTE meant understanding what work skills and administration duties she had to fulfil because her focus was less on herself as an NTE and more on doing the job of an NTE. In fact, one can say she amalgamated her roles as a teacher and NTE and did not see them as separate roles.

5.5.2 The Outsider Looking In

Anura sought to construct her teaching pedagogy in limited interaction and communication with her colleagues and her mentor. Her focus was not on her development as an NTE but rather focused on the act of teaching itself. Although Anura was assigned a mentor, Adhav, who was "professional", she chose to control the interaction seeking advice only when she needed it and less when learning opportunities arose. She said: "I had to find myself and because of work load pressure, I tended to stay and keep to myself any free time that I had was not spent on social".

Anura highlighted during the interviews the value of communication, yet she limited her means of communication. The data reveals that Anura did want to engage with her colleagues but didn't make herself available to communicate with her colleagues. Anura remained engaged with her own work and only when she needed help with work matters did she interact with her colleagues.

Although Anura remained in the background in the institution she did mention in her interviews that she would like to have been "taken by the hand" to be guided in her learning but she presumed that her colleague's busy schedules would not permit them to assist and so she made little endeavours to engage with them. She said: "people are just far too busy doing their own little thing and if there's no programs put in place then unfortunately you have got to figure it out for yourself". Anura understood the fast pace environment of higher education means that people are too busy to help her. Her quick analysis of the busyness of Goldstein created a very individualised approach to learning. Anura also experienced difficulties

integrating into micro communities. She said, "I found that the institute had already formed friendships and cliques etc. and to an extent, I was like outside looking in". This expression reveals Anura's feelings of being excluded from groups and possibly social circles – the micro communities that had already been formed. This statement of Anura's gives the impression that she felt she was missing out on something and felt like an outsider. Anura did not allow this feeling to weigh her down, and she continued to diligently work on her own.

Anura displayed relational awareness by acknowledging her disconnections with colleagues and her educational context. Anura did not engage actively within the institution and hence did not always develop strong relationships with colleagues. Her heavy work load was burdensome and did give her an opportunity to integrate socially with her colleagues. Anura engaged in a process of self-discovery to understand her role as an NTEs and which provided space for her personal professional development and growth as an NTE.

5.5.3 Anura and Adhav

Anura also considered herself as "fortunate" in having a mentor like Adhav assigned to her. Anura "drew wonderful ideas" from how her mentor handled her work so much so that Anura "pulled" those values of being well organised and professional into her "space as a lecturer now". When Anura took the initiative to communicate and ask Adhav for advice, she would find solutions to Anura's problems. For example, it was Adhav's insight that encouraged Anura to try and create more group work activities to try and bridge the gap and build closer relationships with students. It was these kinds of interactions with her mentor that Anura slowly began to unpack her role as a teacher educator and to develop her teacher educator pedagogy. Anura slowly began to remove herself from the periphery and began to engage with Adhav and move into the larger institutional COP. Anura highlighted that it was the "little things" that Adhav had "kind of orientated me towards and then also with lecturing itself" that helped her to become a part of the institution. The little things that Anura refers to are the essentials of day-to-day functions that once learnt, made her work easier.

5.6 Rakshit (The Protected One)

5.6.1 A Refreshing Beginning

Rakshit is in his third year as an NTE and considers his experience at Goldstein as being a "positive" experience. His positive experience has been reiterated many times during his

interview and the data generation processes for this study. For Rakshit, moving into an HEI was a natural progression into his teaching professional career. He says: "...it just felt like I was progressing and developing my vocation where as in secondary education, I don't know, I just felt stifled".

Although Rakshit had mixed experiences at Goldstein, he considered the higher education environment "challenging, and rewarding". He adapted easily into the higher education environment because he realised that he was surrounded with likeminded individuals. Rakshit found that the academic staff at Goldstein were passionate about academics and this was refreshing as it renewed his own interests in education and Social Science. He considered the passion for academics a big difference between secondary school and the tertiary environment. Rakshit found his new colleagues had a passion for academics and this was refreshing as it renewed his own interests in education and Social Science.

The thriving academic environment of higher education provided a safe space for Rakshit to nurture his own interest in education and Social Sciences. Rakshit felt safe with his decision to move into higher education as the experiences he had were positive and invigorating. Rakshit could identify with his new colleagues in his department at Goldstein because of their shared passion and interests in Social Sciences. The staff and the environment at Goldstein were agreeable to Rakshit's needs and professional career and He considered being in higher education as "refreshing".

His positive experience, however, did not come without challenges or feelings of angst. Rakshit said that at times, he did feel as if he was navigating through a dense challenging forest. A word that Rakshit frequently used to describe his experience as an NTE was "overwhelming" – sentiments that were also felt by other participants in this study like Sadhika, Sana and Rishaan. Rakshit explained that "it takes a lot of preparation trying to remain calm especially in stressful times and there were many" but he could transition from school teacher to NTE quickly because of the support he received from Amani, his HOD and assigned mentor, and a colleague, Agrata. Amani's HOD responsibilities did not allow her to give full attention to Rakshit thus the development of a relationship with Agrata. The close working relationship between Agrata and Rakshit has been highlighted in the narrative account of Rakshit in Chapter 4 and will be further discussed in the section below.

5.6.2 Rakshit and Agrata

Rakshit, like Sana and Sejal, was forced to self-select a mentor because his assigned HOD Amani was too busy and bore a heavy workload. Rakshit chose Agrata, a colleague in his department to be his unofficial mentor, and from her, he learnt many things like finding his way through the campus and also meeting new colleagues. Rakshit explained that Agrata had been in the institution for long time and she had a firm understanding of daily operations and procedures. Rakshit stated

"she [Agrata] knew all the short cuts, she knew who was the right people were to do things, her way that she described some problem solving was long winded but she knew how to solve all the issues that I was faced with very quickly and she saved me a lot of time, stress and effort."

Rakshit found Agrata's attributes of being "approachable, being incredibly resourceful and having a nice demeanour" as important qualities for mentor. It was also these qualities that provided a platform for a functional mentor and mentee relationship between Rakshit and a more experienced teacher educator (Agrata). Rakshit and Agrata's relationship can be considered a gratifying relationship for Rakshit because he gained invaluable insight from Agrata. Through this relationship he had a better understanding of his role as NTE and a learnt how to engage in workplace relationships. The relationship between Agrata and Rakshit demonstrates the importance of being accepted into the space of higher education.

Rakshit thought the jump from secondary education to tertiary education was a monumental jump but a jump in the right direction for him. The data reveals that Rakshit's mindset was already geared for success at higher education and he was very open to learn about teaching pre-service teachers, as he states "it was enjoyable but challenging". He was happy at the onset being placed amongst staff who showed enthusiasm and interest in education and Social Science as he did. This shared zest was a motivational factor in Rakshit's performance and acceptance as an NTE.

5.6.3 Talkative Connections

Rakshit highlighted that the engagement with students differed and he pointed out that at schools you get lost in administration and seldom have time to converse with students about subject matter but, "here you could engage with the students on the content and on bigger

academic issues it just brought about everything that I had been learning about into action. It was nice, it was a completely different context".

Rakshit highlights his integral engagement with students about subject matter and about "bigger academic issues" in education, displaying a genuine interest in his students. Rakshit's expressed his joy at being able to critically discuss content with students that encourage critically thinking and dialogue. Rakshit's dialogue with his students created stimulating conversations and created a connection with him. Rakshit's pedagogical change (refer to Chapter 6, Section 6.5.1 entitled 'How does size matter – reaching out') involved developing relationships through dialogue with his students. He began to connect and bring meaning and purpose to the content he was teaching for his students. Rakshit had to switch from the traditional school, teacher-centred teaching to a more learner-centred teaching to meet the needs of his students. Students at Goldstein required more opportunities to think and be active about what they were learning. In order to cater for the needs of his students, Rakshit had to inform his practices by learning how to teach in a higher education environment. This kind of information exchange and student involvement in education can be referred to as 'engaged pedagogy'. Rakshit's approach was teaching through engaged pedagogy where there was a communicative relationship between him and his students, and they came "together collaboratively over issues of mutual concern" (Cherrington, 2017, p. 10). The learning space was energised by mutual interest in topics in Social Science and education. This collaborative exercise is integral to students' understanding and opens up a dialectical environment. By creating a safe space in the classroom that breaks down the social hierarchy of teacher and student creates "transformative conversations" (Cherrington, 2017). When teacher and student respect each other and are open to each other's views then as a community they are striving for mutual trust in a mutual relationship (Freire as cited in Cherrington, 2017). Rakshit began to develop a community between himself and his students. His teacher-centred approach dissolved into a more meaningful, engaged and communicative experience that created positive relationships between him and his students.

Initially Rakshit considered pedagogical and teaching approaches as "overwhelming" but he adapted quite easily. His working relationship with Agrata helped him to grow professionally and was a contributing factor to his quick success.

5.6.4 A Working Duo

Rakshit was fortunate that when he arrived at Goldstein he was assigned to share an office with Agrata, a colleague who was more than willing to support Rakshit in his learning and understanding of his role as an NTE. From her, Rakshit could pick up the daily nuances of teacher education like "procedures from start to finish of the day", understanding the physical layout of the campus and meeting new staff members through Agrata. Rakshit and Agrata shared an agreement of open communication and they conversed regularly and he was free to ask her questions whenever he wanted. Rakshit shared that the assistance he received from Agrata was natural and came very genuinely. The assistance provided by Agrata was not official but it "progressed when she saw that I needed assistance". Rakshit's relationship with Agrata demonstrates and supports the value of cooperative interaction amongst colleagues. The shared interest between Rakshit and Agrata granted Rakshit job satisfaction and confidence in organisational and professional work. Their relationship presented all the elements of a growth fostering relationship which include a:

"sense of zest that comes from connecting with another person, the ability and motivation to take action in the relationships, as well as in other situations, increased knowledge of oneself and the other person, an increased sense of worth and a desire for more connections beyond the particular one" (Eible, 2015, p 3)

Rakshit and Agrata created a team of two by informal arrangement. They shared an office space and were engaged in similar work. The high level of compatibility between them ensured a productive environment. This productive environment was one that allowed Agrata to share her knowledge and skills and to make Rakshit the receiver of that knowledge and skills being transferred. The close office space and the unexpressed relationship of openness and communication made it easy for both Rakshit and Agrata to connect and share with each other, this very exchange of conversation become the knowledge and learning that Rakshit needed to understand his role and NTE.

Rakshit had a very pleasant welcome into teacher education, unlike Sejal and Anura who struggled to find people to guide them. Rakshit's positive experience has led him to believe that "workplace relationships are the backbone of efficacy". Rakshit has learnt through Agrata's example the value of friendliness in workplace relationships, especially to someone who is new within and institution.

5.6.5 Islands of Disconnection

Like Sejal, Rakshit also noticed the divide among staff because of their location in their respective departments. He considered the organisational structure "as a whole ... so segregated and divided and we work of these divisions rather than going across the divisions, you know extending a hand trying to be supportive. We kind of do things in an insular fashion".

Rakshit's view of the departmental organisation within the institution was that this divides and separated staff from each other. Rakshit stated that Goldstein is "... almost like a microcosm of South Africa – that what I have noticed, each department functions on its own like South African almost that segregation everybody learns that all the cultures learn to stay within their cultures". He also highlighted that the conservative impression he had of the confined and somewhat restricting space was that "people kind of stick to themselves within their department" and therefore makes it difficult to assist others or to get to know others. He believes that office spaces in higher education should be spaced to create connections as opposed to compartmentalising communities.

5.7 Sana (Radiance and Energy)

5.7.1 Finding My Way

Sana was the top performing academic student when she completed her Bachelor of Education Degree at Goldstein. On completion of her degree, she was afforded the opportunity to become an NTE at Goldstein. As stated, for Sana, being a teacher educator was a professional goal and when the opportunity presented itself to her she "grabbed it with both hands". The change over from student teacher to teacher educator in the same institution was a mammoth challenge for Sana. Sana reveals that she knew the teacher educators in a very different capacity as a student and now as an NTE she had to get to know them as her work colleagues. During the research interview, she explained that developing relationships with her colleagues initially was difficult showing how complex and difficult entering this community of higher education can be. Although she has now formed positive relationships with staff, she admits developing relationships with her colleagues is an experience she would not like to re-live, as the relationships were difficult to develop because of the hierarchal status between her and teacher educators at Goldstein. Developing relationships in

a space free from hierarchal infringement is an important feature of RCT. Growth fostering relationships develop when there is equal self-development in relation to others.

Like Sejal, Sana experienced hierarchal boundaries that were created by her new colleagues. Sana was perplexed about the role she would play in initiating these relationships. Would she be the enthusiastic novice, the friendly colleague, the friendly inexperienced colleague and how would she maintain respect and her professional image? Hence amalgamating into this community of experienced teacher educators was painstaking work.

She says: "I felt as if I was not really equipped or ready for this at all since this is the first job that I basically had, professional job that I had after studying". This statement illustrates Sana's unsureness and uncertainty about her role as an NTE. Sana experienced both learning anxiety and a lack of self-confidence. While her contextual environment remained the same, who Sana was within the institution changed drastically. Sana explained during her interview that at the beginning of her tenure with Goldstein, she did not consider herself to have a professional identity as a teacher educator, but she says that her work experience and her interaction with colleagues have "shaped who I am today" as a professional. Sana's acceptance into her COP was through learning by becoming, along with her interaction with her colleagues has shaped her identity as a teacher educator. This important component of teacher identity in a teacher's profile is reflective of their values, beliefs and teaching philosophy in education. Therefore, Sana had to surround herself with colleagues who lived their best practices and maintained their passion for education in her COP.

5.7.2 Synergism

Unlike Sejal and Rakshit, Sana found a department sharing an office space separate from other staff members as completely understandable – perhaps because this was her first experience in a professional space unlike Sejal and Rakshit who both had come for a school environment where all staff shared a communal staffroom and there was no departmentalisation because teachers did not have offices. The contextual space for Sana was new and therefore she accepted this office arrangement as the most functional. Sana was offered assistance from other colleagues within her department whenever she needed it because she was accessible to them and they were able to identify when they could assist her. Sana found those interactions with her colleagues as supportive and they were invaluable to her professional growth. Sana's colleagues openly welcomed Sana into their community, they were open to sharing professionally knowledge with her and also assisted her to develop and construct her

knowledge. Sana view this support as a lifeline during the induction months into HE through the following statements: "I really feel that as if I did not have those people to assist me it would have been no way that I would have remained at the institution". She added that "Without the staff members that assisted me through especially these first few months ... it would have been impossible to cope with this" and "I think ... you need the emotional support so, I think without those people I think I would have had to run away".

The welcoming manner and staff support really gave Sana a sense of comfort and belonging. The environment created a positive learning space for Sana but also allowed her to be an active participant in her surroundings. Sana was able to socialise with colleagues, engage in conversation about academic work, teaching delivery and learn about the cultural climate of the institution. Instead of Sana's learning being an individual experience, it became an experience that involved her department and this experience ensured that Sana stayed within the profession. Collegial support played an important role in the professional growth and development of Sana as it connects experienced teacher educators to Sana as an NTE, and developed her confidence and self-efficacy.

5.7.3 Sana and Pranaya

An important learning relationship for Sana was with her self-selected mentor Pranaya. In the absence of an official mentor, Sana decided that she needed to self-select a mentor to help her along the way. Sana, chose Pranaya and considered her as "the perfect person to self-select". Pranaya was welcoming and friendly and Sana stated that it was almost like she said, "I will take you under my wing". This notion comforted Sana as she finally had somebody who she could ask questions to whenever she wanted both about teacher education and general operational systems in Goldstein. With the support of Pranaya and her guidance, many learning opportunities presented themselves to Sana. Sana related that she has learnt simple things from Pranaya, like learning to open locks and devices, and who certain people were in the institution because Pranaya gradually introduced Sana to her other work colleagues. While these may be simple learnings to Sana, they made a world of difference in understanding how the institution functions. These simple functions are everyday operational functions that Sana needed to know in order to do her job properly. Constructing new knowledge through a relationship with Pranaya helped Sana understand her role as an NTE. Sana reflected on her experience and shared that initially she felt very "isolated and very lonely" without a good work relationship. The relationship between Pranaya and Sana supported Sana's growth, thus

it was both a growth fostering relationship but also a relationship that empowered Sana to become more confident in her work.

5.8 Summary of Chapter

The way in which an NTE conceptualises and models their practice requires "thoughtful, focused and meaningful development in the work and practice of teacher educators" (Loughran, 2015, p. 7). Hence the experiences NTEs become a form of understanding their work. Relationships and interaction with colleagues have a fundamental role to play in the experiences that shape an NTE. The relationships shared between NTEs and teacher educators gives NTEs the opportunity to deepen their learning experiences by sharing ideas and through open and honest dialogue.

This chapter presented the analysis of the study by bringing to light the Relational Learning experiences of NTEs and how these experiences influenced their learning as teacher educators (questions 1 and 2). The data generated from the participants revealed that factors like acceptance into the institution, shifting identification, relationships with colleagues and mentors and the effectiveness of close working spaces and department isolation have an integral role to play in the conceptualisation of their roles as NTEs.

The data revealed that NTEs who received a warm welcome into the institution found it easier to enculturate themselves with the institution – as in the case of Rishaan, Rakshit and Sadhika. The data revealed that when the focus was on making the NTE welcomed and appreciated, they became a part of the organisation more swiftly and smoothly. Acceptance into the institution made it easier for NTEs to transition into the roles of an NTE, in other words there was a faster and smoother shift in their identification. NTEs like Sejal, Sana and Anura had very difficult beginnings because they had to learn about day-to-day functions in a very *ad hoc* manner and they did not have the in-depth support from mentors at the onset.

Mentorship, either in an official or unofficial capacity, proved to be a worthwhile exercise for NTEs. Rishaan, Rakshit, Sana and Sejal self-selected mentors that they considered to be friendly, accessible and willing. It was these attributes that allowed not only mentorship relationships to be formed but friendships too. These relationships became the very source of the learning for NTEs both about the work of teacher education and who they are in the work of teacher education. Sadhika's assigned mentor also proved to be a valuable and insightful resource in understanding her role as an NTE. Anura's assigned mentor was a helpful resource

but Anura maintained a distance between her and mentor, because Pranaya had a heavy workload. Such experiences show that mentorship should be a planned, institutionalised initiative and not a designated responsibility of the Heads of Departments.

In this research, contemporary learning spaces are linked to the learning experience of NTEs. The institution arranged its departments in closed office spaces and this was likened to be a 'pod.' This pod arrangement allowed for staff in each department to be seated close to each other. This office arrangement made it easy for NTEs to interact with their colleagues and to observe how other teacher educators engage in their role as teacher educators. Sejal, Sadhika, Rakshit benefited from this type of office arrangement and enjoyed having their colleagues accessible to them with just a turn of a chair. This encouraged spontaneous discussion among colleagues, created a reflective space for NTEs and became a place to develop relationships with colleagues. Anura, Rakshit and Sejal found these department arrangements as isolating from the colleagues in other departments. These departments represented divides and compartmentalization as opposed to collaborative spaces for them.

Chapter 6 is an extension of the data analysis section and focuses on four main categories namely, (1) engaging and disengaging induction, (2) clarifying role performance in collegial conversations, (3) departmental micro commutes of practice and (4) knowledge construction in relational spaces. which consist of four sub topics; How does size matter – reaching out, Developing lecture material – a helping hand, Technological skills-supportive colleagues and Developing organisational knowledge – show me. These categories will reveal how Relational Learning has informed the work of NTEs in response to the third research question for this study.

CHAPTER 6

DATA ANALYSIS – PART 2

6.1 Overview

Chapter 5 presented the findings of the study by bringing to light the experiences of NTEs of Relational Learning in becoming a teacher educator. The data from the participants revealed that acceptance into the institution by colleagues and self-selecting mentors was crucial to the development of NTEs. In addition, shifting identification from teacher to NTE was a necessary experience for NTEs as they become a part of a HEI. The close office spaces also provided the necessary foundation for relationship building and information sharing. Chapter 5 also highlighted how the relational experiences contributed to the development of NTEs during their first few months in HEI.

Chapter 6 focuses on the third research question of how NTEs experiences of Relational Learning has informed their work as NTEs. The work of teacher education involves realigning NTEs' content knowledge, pedagogical content knowledge and skills while taking into consideration the educational contexts of higher education – this is no easy task for an NTE hence more experienced staff, mentors and friends often provide valuable teachings, advice and support through relationships to inform the work of NTE. Relationships in the work place can also empower and support the work of NTEs. Relationships provide a space where NTEs can learn about the work of teacher education by constructing new knowledge in a supportive and empowering space. Roth-Raider (2017, p. 13) call this type of relationships "an evolutionary bridge", a place where an NTE can construct knowledge while sharing in collegial support. Data from this study revealed that Relational Learning experiences have foregrounded the way in which NTEs are informed about their work of teacher education.

For the purpose of this analysis chapter I have selected four categories, namely: (1) disengaging to engaging induction, (2) clarifying role performance in collegial conversations, (3) micro communities of practice and (4) knowledge construction in relational spaces, which consist of four sub topics. The first sub-topic under category four looks at the size of classes and reaching out for help. The second sub-topic, developing lecture material, shares insights on how NTEs learnt to develop lecture material. The third sub-topic, looks at technological skills and explains the challenges NTEs experienced in understanding this aspect of their

work and how supportive colleagues came to the rescue. Lastly the sub-topic examines how to develop organisational knowledge.

In Chapters 4 and 5 the data is presented on a case-by-case basis. In this final analysis chapter, a cross case analysis approach was taken "to facilitate the comparison of commonalities and difference in the events, activities, and processes that are the units of analyses in case studies" (Khan & Van Wynsberghe; 2008, p. 1). This chapter focuses on the similarities of experiences of NTEs and how these experiences have informed their work. Meaningful connections between the cases can be made to show a plausible link between the work of teacher education and the relational experiences of NTEs.

6.2. Disengaging to Engaging Induction

Inductions form a critical part of the enculturation of an NTE into a higher education environment (Van Velzen, 2010). The purpose of short or long-term inductions should be to welcome, to introduce, to provide information about the institution, to generate an overview of the procedures and systems in place that helps the institution function and to ensure that new staff understand their work responsibilities (Mabaso, 2016). Five participants in this research found the induction process to be limited in the information that was shared, and stated that it did not meet their learning needs. Anura noted that it "Did not provide an opportunity to learn about day to day functions", Rakshit considered the induction as an "induction of sorts" and Sana thought the induction was an "overload of so much of information" that she felt "it was not very helpful". However, NTEs did find the informal departmental induction as useful as it supported moving into a COP. Thus, the most helpful induction came in the form of micro communities where NTEs interacted with more experienced teacher educators through formal or informal activities (Mabaso, 2016).

Sejal recalled that her brief induction at institutional level focused primarily on discussing the growth and business aspect of the institution and it did not focus on the academic aspect as expected. Additionally, the induction did not reveal to Sejal what her work as an NTE would be at Goldstein. She said:

"I didn't have an induction of how I was going to work or how I did things or what was expected of me. I thought I was so going to learn something about what is expected of me but instead it was about the company how the company is growing."

This critical process of induction did not do enough to integrate Sejal into the institution and for her to understand what it means to be a teacher educator. An induction program should assist NTEs to integrate into the institution with little difficulty, by giving out detailed requirements of their roles as NTEs. As a new NTE, Sejal was still unsure of the institutional expectation of her, neither did she have an understanding of the organisational structure of her academic role at Goldstein. The induction did not meet her learning needs, neither did it support her learning. The induction lacked the academic focus because it focused on the business model as private HEI. Poor integration by means of induction meant Sana required more assistance from other teacher educators and her peer NTEs. Sejal experienced stress and anxiety because of not knowing what to do, and this encouraged her to develop peer relations with other NTEs, Sarnia and Kara.

Similarly, Sana was also a part of an induction day which she considered as an overload of information. The experience for Sana did not assist her to learn or to get a better understanding of the institution because she recalls information about policy being explained to her as if it was "being poured into my head or forced into my head". Sana remembered walking out of her induction in disbelief after the overwhelming amount of information she received, thinking "...oh my goodness! So, many papers I don't even know where to start". Sana needed someone to help her thus creating her need to develop a relationship with someone (her self-selected mentor Pranaya) who knew more about the institution than she did (See Chapter 5, Section 5.7.3). The information overload required Sana to find someone who would help her unpack her role and what the information presented to her meant and how it all fitted in her role as NTE. This information over-load created a relational need for Sana, meaning she had a need or desire to learn from other people to make meaning of her work as an NTE.

Rakshit's describes his experience of induction as an "induction of sorts", and considers it "brief", which are indicative of an unsatisfying introduction into the institution. The induction consisted of getting to know staff and discussing academics but the "how to" of academics were not discussed at all. Van Velzen et al., (2010) stress the importance of a professional induction for NTEs because haphazard induction can be damaging to the beginning NTE. Inductions need to be carefully planned to consist of information relevant to NTEs as they begin their professional career in higher education. In the absence of adequate dissemination of information at the induction Rakshit initially sought the assistance of his assigned mentor Armani but she was unable "to sit with him... and coach him on everything he needed" and he then sought assistance from Agrata, his self-selected mentor. In "the beginning it was dark

and cloudy not knowing anything not knowing how any systems work or any procedures" but through his connection with Agrata, Rakshit was able to learn what systems and procedures he needed to perform his role as an NTE because the induction fell short on its purpose of providing enough information to assist him during his early days as a NTE.

Induction for Anura consisted of a week-long program that covered information about "policy, procedures, expectations, motto etc." and this provided her with a background of the institution, but she did not have an opportunity to learn about her day-to-day functions. The program did orientate Anura towards the institution but lacked the details she required about what her job would require her to do. Like other NTEs, Anura would have liked more time with her department and the people she was going to work with but the focus was not of a practical nature. She says: "I would have liked more of a one on one with my team and my mentor guiding me through the daily expectations. While the policy and procedures are important I felt that, that was laboured quite a lot". The induction program presented to Anura did not create an environment that supported Anura's learning and presence within the institution during her initial year at Goldstein. An induction program that engaged other members of Anura's team would have allowed her to become a part of the department (community) that she would have worked in. Fostering a sense of belonging in the institution through induction would have allowed Anura to feel more at ease after her very lonely start at the institution.

Unlike the other participants, Sadhika's induction consisted of two parts: firstly, the policy and procedure component and secondly, team building. Sadhika considered the team building as "fun" and created a pleasant atmosphere for her and allowed her to be more receptive to the induction. This induction gave Sadhika and other new staff a warm welcome into the institution and this helped her to feel comfortable, respected and valued. Hence, motivating her and creating a positive image of the institution. Sadhika mentioned this induction assisted her in some understanding of the organisation and the work culture of Goldstein, thus helping her to adapt quickly into her work environment. The social induction between Sadhika and other new colleagues created a community of novices who found comfort in each other's newness. She says: "It was nice meeting newer faces as well who was just as overwhelmed as I was". Relationships that formed through identifying feelings and perspectives of others is rooted in empathy and trust thus forming a genuine learning community (Raider-Roth, 2017). Thus, this highlights what a crucial element socialisation is in inductions of NTEs.

Rishaan's induction experiences due to his late arrival at Goldstein saw him becoming involved in a few sporadic meetings and that being considered as his induction. Rishaan was whisked to a meeting with the Information Technology Department, he then had a meeting with the staff in the Teaching Practice Department and lastly, he was invited to a meeting with his department and "those were the things that [he] I came across as things that [he] I may regard as induction. Consequently, Rishaan had to rely on the close office arrangement to assist him in finding out what to do as an NTE. The lack of detailed information created an opportunity for relational engagements with colleagues.

Historically, induction programs have not provided enough depth and focus for NTEs (Murray, 2008; Van Velzen, 2010; Mabaso, 2016). The induction programs did not provide the right information or pedagogical skills needed for NTEs to even get a beginning idea of what their role or work would involve. The unsatisfactory experience had by many of the participants did not deter NTEs but rather encouraged them to take a more active and relational role in their learning opportunities by finding self-selected mentors to assist them in understanding their role as teacher educators. This highlights the idea that induction programmes that provide connections with other teacher educators within learning communities allow NTEs to develop into their roles. A more planned and centred induction program that supported NTEs' professional growth and generated a collaborative learning community would have placed NTEs in greater stead in their beginning days in a higher education environment.

The focus of the induction was on the business model, information sharing, policies, procedures, socialising and getting to know staff, some team building activities and general notions about academics. While these topics are important to discuss, the program of inductions should have both an organisational structure and a professional structure (Van Velzen, 2010). The right type of induction program should have encouraged and fostered growth of NTEs by providing NTEs with opportunities to uncover the expectations of the institution, to become familiar with day-to-day functions, to interact with colleagues to provide a foundation for the work of a teacher educator, thus bringing a relational understanding to inductions as the potential to learn is heightened when we connect with others (Raider-Roth, 2017). In these relational spaces, NTEs like Sana, Sejal, Rakshit and Rishaan found comfort and support from their colleagues. Their self-selected mentors lightened their burdens and stress of not knowing by providing clarification on their roles and responsibilities as NTEs. NTEs who interacted with more experienced teacher educators become more knowledgeable about their role as NTEs. The relationship between self-selected

mentors and NTEs facilitated learning and developed a growth enhancing relationship. A fundamental pillar of RCL is relationships that promote self-development while in relations with others (Raider-Roth, 2017).

6.3 Clarity on Role Performance – Collegial Conversations

Learning of NTEs takes places through informal settings and through a variety of informal interactions like corridor talk, coffee chats, and general conversation about work, to name a few. Collegial conversations becomes a process of learning with others by being in relation to them. Collegial conversation in this analysis section reveals how participants used conversation to help them clarify their roles as teacher educators, to give confidence and acceptance to NTEs, opportunities for NTEs to reflect on their teaching practices and lastly to guide NTEs in understanding what the day-to-day activities of the job entail.

Collegial relationships of equal power can create powerful and meaningful conversations that NTEs can learn from in an informal environment. For example, Sadhika and her department "shared coffee and meal times", which created a special bond between them, which she describes saying "we have become like family". This informal time together promoted a culture of teamwork and friendship among Sadhika and her colleagues. Nurturing social bonds in the workplace can have a very positive impact on NTEs. It fosters a sense of belonging and creates a relationship that can become supportive and promotes development. Sadhika says that her interactions with her colleagues have reduced the "feeling of being overwhelmed" and thus gave her confidence to engage in her work as teacher educator. Developing confidence as a teacher educator has assisted Sadhika to grow more into her role as an NTE and it gave her the confidence she needed to develop lecture material and to find her place in the lecture rooms.

The aphorism 'the dinner table can act as a unifier, a place of community' reigns true in this instance. The engagement shared between Sadhika and her colleagues provided the platform for many informal conversations and opportunities to share and express feeling of care for each other which bonded them as a functional working community. Sadhika's colleagues have been able to provide a space that encouraged her learning in order for her to develop more into her role an NTE. She was even supported in moments of doubt and weakness, which she describes saying "my teammates are here and they have lifted me up at times when I have felt like that I was falling down".

Rishaan shared a similar experience of open conversation assisting him in understanding his work as an NTE. The closely arranged office space in his department allowed Rakshit to learn informally in such close space. Rishaan would often sit with his colleagues and talk and share reflections of their teaching for the day, and they would bounce of ideas with each other, making their conversation friendly and an opportunity to learn. The enclosed office environment provided a space for colleagues and Rishaan to informally converse and even remarked it was

"very good because most of the time we share ideas on how we can improve... so sometimes we meet, see and talk about what we have seen and reflect on what we have seen in classes and try to improve on what we had seen so most of the time we sit together and talk."

This close environment was conducive to learning from others and learning from reflective practices. These informal conversations provided opportunities for collaboration by sharing ideas and reflecting on academic practices. Rakshit's department shared information, conversed regularly, showed respect and care for each other which in turn created a pleasant work space environment that made him and other colleagues happy. The quality of Rakshit's learning was based on the quality of these open, honest and equal relationships. Rakshit did not at any point feel awkward or uneasy hence he was open to engagement with colleagues professionally or socially. The concepts of conversation in learning spaces "are the core to successful growth-enhancing relationships" (Raider-Roth, 2017, p. 13).

Anura, on the hand, gained her knowledge about her role as teacher educator and know-how to do certain things from "corridor talk". Anura often focused on short casual conversation with colleagues. Her conversations were always quick with colleagues, because she was always in a hurry to, meet the "time frames of a QA plan" (QA plan for scheduled tests, assignment and study letters) and plan lecture material. Anura's conversations were always about work deadline dates for tests and assignments and she also often sought advice from the Information Technology and Communication Department to assist her in setting up her "notice boards and news forums" electronically for her students in the modules she taught.

Sejal initially had a difficult time orientating herself towards her new colleagues because of their busyness. Sejal soon found out that sharing in group conversations becomes both a

social activity and a learning activity. She says:

"I love it when we have coffee together, as a group, and we go into discussions of our beliefs and the way we lecture and teach, we 'argue' our points and understand and learn from one another. There are many members of staff I enjoy walking around and talking to, as I learn so much more from my colleagues."

Sejal and her work colleague's conversations created discussions about their teaching styles and personal pedagogy of teaching in higher education. It is through this open conversation and expressing oneself that Sejal and her colleagues shared their beliefs and ideas about their teaching practice. By engaging in reflection with each about their own teaching styles and sharing their experiences with others, they learned from each other. Sejal and her colleagues revealed through their conversation, details about their practice of teaching and discussed ways on how to improve their teaching practice. In making these connections, Sejal and her colleagues relationally engaged and connected with one each other. "It is when these different memberships with their varied perspectives, can be interwoven into a fabric of shared meanings and aspirations that communities are born" (Cuffaro 1995, cited in Raider-Roth 2017, p. 16). Sejal's reflective practice with other colleagues can also be called what Ping et al, (2018. p. 101) describes as "Collaborative Reflection" which happens when a group of people, a community, reflect together on theory and practice for new shared insights.

Having collegial conversations and building relationships with other teacher educators has also made it possible for Sejal to breakdown the stereotype that as a "junior lecture" she is "useless". Conversations also provided Sejal with a way to improve her credibility among her colleagues and to become one of them in this community. These conversations and moments of collegiality helped to create a more positive outlook for Sejal on her work as teacher educator, thus making her move from the periphery into the community and feel as though she belonged.

Agrata's willingness to share her knowledge through discussions and informal impromptu opportunities made Rakshit's learning experience "easy". Both Rakshit and Agrata demonstrated openness and trust. Rakshit acknowledges that without Agrata's assistance, adapting to higher education "would have be a lot worse". The importance of developing sound working relationships cannot be measured and the human element of trust, openness and empathy is invaluable to the development of a novice teacher's education. The

relationship between Agrata and Rakshit contains all the elements of a growth fostering relationship as foregrounded in RCT (Miller, Jordan, Stiver & Surrey, 1976).

Collegial conversation is essential for the transmission of information from teacher educators to NTEs about the profession of teacher education. Collegial conversation between NTEs and teacher educators give NTEs and teacher educators an opportunity to reflect on their teaching practices, to learn from each other through conversation and to develop relationships of support and mutuality. Collegial conversation developed into micro communities of learning.

6.4 Micro-communities of Practice

Teacher education is an important yet complex job, and nearly impossible to unpack without the right relations and knowledge. COP within higher education breaks down the solo and individualised ideal that teacher educators must work alone (Patton & Parker, 2017). COP in private higher education becomes a collegial and interactive space that promotes professional learning among NTEs and experienced teacher educators.

Sadhika, Sana, Rishaan and Rakshit easily became a part of communities of practice because of their self-appointed mentor's association with other colleagues. They were fortunate to inherit a space within this community because their relationships with their mentors gave them access to communities of practice. Sadhika, Sana, Rishaan and Rakshit's acceptance into a COP presented them with opportunities to get to know work colleagues better, to engage in meaningful conversation about work, pedagogy or anything related to teacher education with other colleagues. They were fortunate to inherit a space within this community because their relationships with their mentors which gave them access to COP. The interaction between Sadhika, Sana, Rishaan and Rakshit with their departments allowed them to become a part of a community through communal action of preparing pre-service teachers for a school environment. This was evidenced through some of the following participant responses:

"Our positive relationship in our department make working together much easier."
(Rishaan);

"We work together hand in hand." (Sadhika)

"We all have one common goal in mind which is to train excellent teachers."

(Sana).

Anura shared a very different relationship with her departmental colleagues because she found that her work colleagues had already formed cliques and social circles. Anura often felt "like the outsider looking in" and she did not engage with her colleagues regularly and remained on the periphery until she shifted from the periphery through engagement and interaction. While she made endeavours to become a part of this social circle by informal corridors conversations, she did not engage fully with staff. Anura retreated to her office space and did not endeavour to socialise with other staff. This lack of engagement prevented Anura from actually becoming involved in a community of practice. In the absence of a proper induction program, on the job training and peer relationships are essential to learn the work of NTEs. The lack of interaction gave Anura limited opportunities to discuss and reflect about her practice and her role as an NTE, as other NTEs like Rakshit, Rishaan and Sejal did with their colleagues. Not being involved in community of practice also isolated Anura in her initial days of a NTE.

Sejal's interactions with staff gradually increased as she slowly became more accepted by colleagues within the institution. Eraut's (2007) workplace learning theory places invaluable emphasis on acquiring knowledge through socialisation in formal settings such as corridor talk and impromptu conversations or through observation. As in the case of Sejal, who tacitly acquired knowledge through opportunities of connections with colleagues, Sejal's novice peer community of practice with Sarnia and Kara was a source of information. Being a part of this community with Sarnia and Kara created an opportunity for Sejal to conceptualise her role as an NTE. Sejal shared that she and her novice peers "would often get together and we would bounce things off each other and guide each other and help each other".

NTEs who become members of a community of practice are informally connected to their community because of what they learnt through mutual engagements with each other. Sejal learned administration duties from her peer novice community, Sana, Rakshit and Rishaan learned how to develop lecture material, and Sadhika and Anura learned how to engage in technological systems through the engagement of people in the community. In these communities that each participant belonged to, knowledge was shared and passed on from experience teacher educators to NTEs. These communities of practice hold the knowledge that NTEs require to engage in their work. Therefore, NTEs need to be engaged in strong open relationships in communities of practice "in order for them to interiorise knowledge

(including skills and attitudes) for the profession" (Whitelaw et al., 2008, p. 36). Through social relationships in COPs, teacher educators share their knowledge with NTEs, and how NTEs create and interpret this knowledge is learning through a community. NTEs learn in the same context in which their learning must be applied.

6.5 Knowledge Construction in Relational Spaces

Knowledge construction for NTEs involves observing, listening, modelling and discussing practices. The following sub categories will explore how Relational Learning contributed to understanding and knowing of the work of NTEs. A conscious effort was made to select the title of each sub-topic to include both the learning about the work of teacher educators and the relational practices of an NTE, which include, conversation, modelling, and observation to list a few.

6.5.1 How Size Does Matter – Reaching Out?

Large classes are unavoidable in higher education, especially due to the massification of higher education. Ideas vary when it comes to understanding what large classes are, how to manage large classes and engage in effective teaching and learning, and more so specifically for the participants in this study who were former school teachers. For Anura her "first experiences were a hundred and twenty-nine" students in one lecture room and for Rakshit "eighty five people as opposed to twenty-five" was his measurement of a large class. For NTEs, classes that surpass the usual school maximum of forty in a class was as both Rakshit and Anura stated was "daunting". NTEs have not previously been exposed to large classroom sizes yet they were expected to function effectively without any guiding strategies on how to work with large class sizes. Anura felt disconnected from her students and considered it to be a "distant kind of relationship". Anura, was able to communicate her discomfort and inability to engage with large classes with Adhav with whom she had an open relationship. Adhav provided valuable advice that Anura should try to include some group work in her lectures that would encourage more communication and engagement with her students.

Rakshit on the other hand, with the help of his self-selected mentor Agrata, began to learn how to engage with his students in large class. Amani, Rakshit's official mentor was engaged with her responsibilities and therefore he sought the advice from Agrata. Through discussions and questions Agrata could advise Rakshit on his approach to teaching large classes. He set up learning opportunities that would encourage discussion and dialogue between him and

with the students, creating more "one on one interaction". Rakshit found that through his discussions with students, he was able to "engage with his students on content and bigger academic issues". Using engaged pedagogy, Rakshit and Anura learned how to teach and build relationships with large classes within the new HE context. Both Rakshit and Anura sought ways to connect with their students to create a collective community of learning (Cherrington, 2017). For both Anura and Rakshit, this was possible through the communication and interaction with their mentors where they were able to discuss honestly their shortcomings, and find solutions. Both Anura and Rakshit feel secure in their relationships to be able to discuss a challenge with their mentors without losing credibility. Being able to teach and deliver an effective and meaningful lesson to a large class is but one aspect of the work of teacher education another fundamental aspect is managing the content and material development of modules NTEs become responsible for.

6.5.2 Developing Lecture Material – A Helping Hand

NTEs are designated to develop, manage and coordinate lecture materials for their classes, and this is a formidable task for NTEs at the onset. Sejal, Sana, Sadhika, Rishaan and Rakshit experienced challenges in developing lecture material for their modules. Developing lecture material involves designing and developing curriculum material, researching the content, putting together power point presentations, generating a programme of work, designing supportive notes such as handouts, and drawing from readings to name a few. The knowledge or know-how of developing lecture material requires times to understand and to practice what has been learned. Knowing and understanding subject matter (content knowledge) and how to deliver the content to pre-service teachers requires pedagogical content knowledge deepening in higher education. This kind of deepening requires a knowledge gaining process of observing, listening, discussion, modelling and understanding in relational spaces. NTEs below shared how through discussion, enquiry, observation and modelling they were able to develop an understanding of teacher education pedagogy. Responses include:

"I had to basically continuously ask my mentor and other staff members to guide me to assist me." (Sadhika)

"I was not sure which format to use what questions were applicable." (Sadhika)

"Our teamwork for that module made me see, okay this is what I can do with my other modules." (Sana)

"They would tell me no, do this assignment this was because it was designed like this and how the student was supposed to respond to this assignment so, they helped me a lot." (Rishaan)

Sadhika's contextual background saw her move from an inclusive education school environment that dealt with special needs learners. Sadhika's previous school relied on (CAPS) that prescribed the content to be taught at schools and that guided teacher delivery. At Goldstein, Sadhika was placed in an environment that required her to have knowledge and skills associated with developing lecture material for a particular year and subject. This was a completely new competence that she had to develop quickly. As module co-ordinator, she was also responsible for ensuring that the lecture material was coherent and that teaching delivery of the lecture material across all national campuses of Goldstein was consistent. Creating lecture material was an unnerving process for Sadhika and she recalls wanting to "just to get the units ready for the students" because they were difficult to prepare. During Sadhika's research and developing phase of lecture material, she often asked her mentor for assistance as well as "other staff members to guide and to assist". Sadhika recalled "draw[ing] on the expertise of the staff" during the planning phase of her work. This supportive relationship between Sadhika and her colleagues allowed her to draw on the information her colleagues had acquired over their years as teacher educators and be able to take that new information and apply it to her work when creating lecture material.

Similarly, Sana was also expected to develop lecture material for a module that she was assigned to teach. Sana explained this experience saying:

"[The] biggest challenges for me I would say having well, being a new person and having to develop most of the material on my own and not knowing if I am doing the right thing or not doing the right thing so when I started I had to lecture all the modules on my own."

Sana felt unsure how to elicit the subject knowledge she had into module content and an efficient teaching delivery. Sana began working on her own as the only teacher educator in this discipline and she had to develop all the "material from scratch without any prior knowledge of how to do this". Sana learnt two things about her work as a teacher educator, firstly she had to organise her frame of knowledge and understanding into structured module content. Secondly, she developed pedagogical knowledge as she had to think carefully about how to teach this knowledge. Initially, Sana was left to figure

this out on her own but during the year she was assigned to share a module with another lecturer: Nishma. The relationship between Sana and Nishma began when Nishma showed her how to design lecture material. Their teamwork was an enlightening experience and presented Sana with an opportunity to observe and model what she learned, and more so it empowered Sana to feel confident about her work. Sana says: "our team work for that module made me see, okay this is what I can do with my other modules. So, I am very, very thankful in that I at least shared one module".

Likewise, Rakshit was also responsible for developing lecture material for a module at the last minute. He exclaimed that this surprise of suddenly having to develop lecture material was "a learning curve of note" for him because he was not communicated this information at all and neither was there instruction on how to go about doing this. Rakshit felt that something as important as developing content material should have been better communicated because it affects the lessons he would deliver to his students. Once Rakshit received knowledge from Agrata about how to develop lecture material, his "confusing" and "fuddling" experience changed as he received "information and more knowledge [and] eventually the light does start to shine through".

While the demand to prepare lecture material was stressful, each of the participants were supported by mentors or self-selective mentors. Sadhika explained that her colleagues in her department were constantly communicating and sharing knowledge on curriculum, general pedagogical knowledge and knowledge of her educational content at Goldstein. Sadhika's trusted her colleagues and their "expertise" to guide her in her work. Sana had found support in Nishma a colleague whom she had shared a module with. Sana and Nishma worked on creating content together so, that's when Sana really begin to see how to develop lecture material. Nishma had empowered Sana by showing her what needed to be done. It was through Nishma sharing knowledge with Sana and empowering Sana that led to Sana gaining knowledge about developing lecture material. Similarly, Rakshit was able to consult Agrata his self-appointed mentor to assist him in developing material as she was "resourceful." Rakshit trusted that Agrata would be able to guide and assist as he needed. Rakshit considered Agrata as resourceful because she was quick thinking "she always had the right answers" and was able to share her knowledge about the work of teacher education with him. This connection between Agrata and Rakshit empowered him as he was able to have open and honest dialogue with her about the work of teacher education that he did not always understand.

Rishaan further reiterated how a relationship with his self-selected mentors in his department, Doha and Hiya shared information and knowledge with him when he needed their assistance. He said: "whenever I needed any information I was assisted by the lecturers especially language lectures, they would provide me with information that I needed". Rishaan found comfort in their willingness to assist him whenever he needed guidance. He did not hesitate to ask for assistance because he trusted his colleagues. Their sharing of knowledge empowered Rishaan to develop lecture material confidently.

The similarity between these participants reveal that a supportive relationship is necessary to overcome challenges in the process of developing subject specific learning materials. These supportive relationships illuminated the path for NTEs to find their way in learning to develop lecture material and the many facets that go along with this type of work for teacher educators. Dyadic relationships presented in this section of the analysis reveal willingness, trust, mindfulness and accessibility as important criteria in individuals who provided support to NTEs. Likewise, both NTEs and teacher educators should share a reciprocal relationship that maintains trust, mindfulness and participation. Through this strong connection between NTE and teacher educator, bonds are formed that create a partnership for learning and support. The outcomes of a meaningful relationship reveal mutual empowerment that sees growth between both teacher educator and NTE. The essence of growth fostering relationships was revealed by Rakshit when he stated: "partnerships with each other where there is a brotherhood, where there is commitment and unity amongst ourselves ...is the start of something great". Rishaan's powerful words show that the connection, the bond and the promise of people when they work together can create a powerful working team, a growth fostering relationship, as indicated in RCT. He further accentuates that when people come together with a sense solidarity and amity, those people as a team can move to great heights sharing knowledge and a bond.

6.5.3 Technological Skills – Supportive Colleagues

A part of an NTE's knowledge base is managing their work in their specific context of higher education. Hence technology remains an important tool for an NTE to engage in their work and it becomes a necessary skill to develop. Despite the modern era of the digitally enhanced technological environment, some NTEs have become uncomfortable in the adaption to this technological environment like Sadhika and Rishaan (although there are exceptions, such as Anura).

Rishaan highlighted that one of his initial challenges on arrival to Goldstein was using the installed digital computer system called 'Via' as an advanced interactive smartboard and data projector for lectures. His previous personal teaching experience did not give him a lot of experience working with digital computer systems because he had come from a school that was under resourced. Rishaan openly revealed that when he started lecturing at Goldstein he "didn't even know how to operate things that they were using". Rishaan had made endeavours to learn, however he quickly found out that "if you apply the knowledge that you used in the first class, in the second class the system would not work". He said that he felt that he needed to learn more about how to use the system and do his own troubleshooting in case the system did not work.

Sadhika, also experienced similar stress and anxiety with the digital computer systems used at Goldstein. When Sadhika arrived at the institution she recalled "one of the first things I was thrown into was Moodle" – Moodle is an online interactive learning platform for both students and teacher educators. Sadhika's said: "this is something we are not exposed to at schools because you know we have different resourced schools and Moodle is not something that we actually use at school". In addition to developing these new technological skills, there were very short timeframes for acquisition of these skills. At Goldstein most lecturers use PowerPoint presentations as the basis for lectures and to ensure coherence across national campuses. Even basic Microsoft Word applications like PowerPoint were unfamiliar to Sadhika because it was "something that is rarely used in schools".

Both Rishaan and Sadhika were invited to training sessions to develop their digital computer systems skills but the training did not provide the adequate support needed. Instead, both of them relied on the assistance of their colleagues to help them. Rishaan developed his computer skills with the help of his subject department and they "introduced ...[him] to everything VCIS (Virtual Connect and Interact Site) used at Goldstein".

Sadhika had the assistance of her mentor, Kaina to guide her learning through these technological challenges. She shared a close working relationship with her mentor, Kaina and when Sadhika felt overwhelmed and anxious she was comfortable enough to say to her Kaina, "I don't know what to do next." Sadhika's approach to learning was one that depended on her colleagues advise and support.

Teachers and most teacher educators are not given the necessary training during their teaching degree programs to warrant them preparing for computer skills. Therefore, whatever

technological skills they develop is acquired through *ad hoc* training, professional development workshops by fellow teachers or they are simply self-taught, yet, there is the expectation at HEIs enter the institution as competent in digital teaching and learning, and computer technology. For NTEs it is not a lack of training but a lack of knowledge and 'know how' on how to adapt to these skills. The assistance from other teacher educators have an important role in encouraging a culture of technological advancement to NTEs. Rishaan and Sadhika were both encouraged and supported by their departments to learn to operate digital computer systems, so they did not become despondent but rather motivated to learn.

Unlike Sadhika and Rishaan who relied on the guidance of other colleagues, Anura took a more active role in finding her way in the world of technology. Anura also expressed that while she did receive some training on the in-house computer programs, she said that she found "it wasn't adequate to give me everything that I needed". Anura then relied on herself to learn and sought some assistance from colleagues when she needed. There were many things she confessed that she had learned as she went along, things she says "I had to figure out by myself through trial and error". Anura was self-directed and only when she needed assistance, did she informally engage with colleagues in the corridors. When Anura was trying to research ways on how to download videos from the internet, she made a conscious effort to speak to people to assist her in her search for learning how to download and embed videos. She said:

"I kind of asked a few of lecturers to assist me and some new but couldn't find time, some didn't know, so that didn't help much, so I eventually figured it out on my own just by chatting in the corridor etc."

Instead of Anura relying on formal training she was responsible for her own learning with other colleagues in very informal and random meetings. Anura improved her knowledge and practice in order to show "personal responsibility" to her work of teacher education (Ping, et al., 2018, p. 101). Anura learnt about downloading videos through being in connection with others when she needed to learn something. Anura was not a part of the greater relational community at Goldstein but used her relational connections with people when she needed learning opportunities. Ping et al., (2018, p. 101) considers this self-dependency of learning as "Personal Ambition" which refers to NTEs personal desire to learn to improve their skill set and become better at their jobs as NTEs. Anura did not solely rely on others to learn from or to teach her, instead she taught herself and when she did learn, she empowered others. When Anura uncovered how to download these videos she began sharing this knowledge with

others. Anura explained that "once I learnt, I then started empowering people around me and now they are very grateful and thankful they are always telling me you know what thank you so much for teaching me".

6.5.4 Developing Organisational Knowledge – Show Me

The development of organisational knowledge of administration and procedures is an essential component of the work of teacher education. Knowledge Management should be made explicit to NTEs, as understanding the functions of "planning, organizing, motivating and controlling of people, processes and systems in the organisation" (King, 2009, p. 2) is essential to knowing day-to-day protocol for NTEs.

Unbeknown to Sejal, her poor organisational skills and inadequate administration led to her "irritating" and "upsetting" a colleague. The systems and procedures in higher education of collecting register documents and keeping assessment records were unfamiliar to Sejal and she just didn't know how to manage the many documents she kept receiving. Sejal's relationship with Raidah reached a place of tension and she eventually asked what the cause of the tension was. When it was determined that it was Sejal's poor administration skills, she asked Raidah for help, and Raidah gave her the advice she needed to learn how to organise her documents and file her work according to the process at Goldstein. It wasn't just a case of Sejal learning to file papers but rather it was an opportunity to learn how teacher educators perform the administration aspect of their job and for Sejal to identify the process of administration (See Chapter 5, Section 5.4.2).

Sejal's relational experiences had a profound impact on the way she learnt about her work as an NTE. She was often faced with discomfort and uneasiness before she reached a place of understanding in her relationships. Her first experience of this was when she assumed staff did not want to help find her feet. She felt disgruntled and hurt and only after meeting Ansuya an administrative secretary did she understand, when she learned of the staff's busy workload. Sejal remembers feeling alone in the beginning days of Goldstein because she "had no nobody." The relationships she later developed with other NTEs Sarnia and Kara was the only support she remembered having and providing her with a safe space to learn. It was within those relational experiences she learned about her work as NTEs. Sejal's does not want another NTE to have a similar experience as she did so she has begun to write a manual for

new NTEs. She says:

"I actually started writing one now for newbies. Umm... an instruction book that if you go onto my "Goldstein" this is what you must do, this is what you must prepare, keep registers, an instruction book to say welcome to this institution and here is a book should you need any further help please come and see me or somebody, I had nobody."

Ping et al., (2018) reveal in his research a study that was done by Shteiman, Gidon, Eilon and Katz (2010) that focused on 18 teacher educators who wrote a book about teachers to externalise their practical and professional knowledge of teacher educators. Similarly, Sejal is in the process of writing a manual book about being an NTE to externalise her experiences as NTE and to alert the institution to the needs of NTEs. Sejal's experience revealed that what appears to be basic day-to-day functions at Goldstein or other institution are not made evident to NTEs. Therefore, there is often miscommunication between NTEs and teacher educators because organisational knowledge is not verbalised or even written down in an orientation guide.

6.6 Summary of Chapter

This chapter sought to reveal how Relational Learning experiences informed the work of NTEs in a private HEI. The four categories derived from the datasets were organised as: (1) engaging and disengaging induction, (2) clarifying role performance in collegial conversations, (3) micro communities of practice and (4) knowledge construction in relational spaces. Engaging and disengaging induction, brought to light the inadequacies of the institutional induction programs because of the limitations in planning and focus of the inductions to meet the needs and expectations of the NTE. This can be due to various reasons such as perhaps the fast-paced environment of the HEI and lack of human resources. The data showed that NTEs would like the focus of induction to enculturate them into the profession, as well as acclimate them into a higher education context. The lack of clarity and uncertainties of their role of teacher education led NTEs to engage in relationships with colleagues and self-selected mentors to understand their work of teacher education. The work of teacher education, as mentioned in the overview section in this chapter, includes: knowing the content and the curriculum of the module taught; understanding the teaching context; managing the development of lecture material; taking responsibility for one's own professional

development; improving skills in digitally enhanced teaching and learning systems and engaging in communities of practice.

NTEs used collegial conversations to further clarify their roles as NTEs as well as to reflect on their teaching practice, to remedy technological issues and to instil confidence in their ability as NTEs. These collegial conversations gave rise to NTEs becoming a part of communities of practice within the departments in which they worked. The conversations granted NTEs access into teacher educators practice so they could develop "a repertoire of skills and procedures about teacher education but more importantly to learn the ways of being, acting and knowing as teacher educators" (Yuan, 2015, p. 98).

One of the concepts of SLT is the interconnectedness of COPs which are laden in information from experienced teacher educators. Hence, NTEs learn from observation, conversation and collaboration within these communities of practice to inform their work of teacher education. Legitimate Peripheral Participation, another facet of SLT, saw NTEs who were initially on the outside of the community slowly integrating into the COP through the social relationships between the experience teacher educator and the NTE through collaboration, interaction and engagement (Lave & Wenger, 1991). Learning in communities of practice increased NTEs opportunities to learn about the work of teacher education. In the instance of Anura, she was hesitant to leave the periphery and join the COP, but when she did, she found it beneficial to her development as an NTE.

Knowledge was constructed through these relationships in a variety of spaces that supported NTEs' learning about managing large lecture rooms and teaching large classes, developing lecture material, improving technological skills and developing organisational knowledge. Knowledge construction is a vitally important component in teacher education as this involves pedagogical changes of an NTE. Research (Martinez, 2008; Van Velzen et al., 2010; Wood & Borg, 2010; Yuan, 2015) has proven that shifting pedagogy is notorious for the challenges and disruption it can cause in an NTE's repertoire of skills. Therefore, it is important explore how relational experiences informed knowledge construction in the work of teacher education.

Chapter 7 presents a discussion on the main findings of this study as well as the recommendation of this study.

CHAPTER 7

DISCUSSION, KEY FINDINGS AND CONCLUSION

7.1 Overview

This study was conducted to explore the Relational Learning experiences of NTEs in a private HEI in South Africa offering teacher educator programmes. The key research questions for the study focussed on understanding the Relational Learning experiences of NTEs during their first three years of work entering a private HEI and how those experiences informed their understanding of being a teacher educator and their work as teacher educators. Nationally and internationally, research (Goodwin & Kosnik, 2013; Subbaye & Dhunpath, 2016; Ping et al., 2018) into the professional careers of NTEs remains scarce and limited while the number of teacher educators in both public and private HEIs have skyrocketed. The increase of novice teachers into HEIs has largely been due to the massification of HEIs to meet the burgeoning number of school leavers who want to enter HE as means for job securement. Relational Learning is a recent phenomenon in the field of education that encourages learning through relationships. Relational Learning is viewed as a process through which NTEs learn through the relationships they are building and maintaining therefore "learning is only as strong as the relationship" (Raider-Roth, 2017). It is in the active participation of NTEs in meaningful relationships that learning becomes an outcome rather a purpose of that relationship. When NTEs builds and maintain relationships and are able to sustain connections with people such as other teacher educators, administrative staff and students it is in those relational connections that NTEs grow, become motivated to learn, become confident, and become a valued member of the profession (Eible, 2015 & Lenz, 2016).

Learning is a social process that links learning to relationships and relationships to learning (Lave & Wenger, 1991). RCT focuses on growth fostering relationships that promote learning through relationships (McCauley, 2013). It is important to research and explore how NTEs make meaning of their Relational Learning experiences to guide and help them in their understanding of what it means to be a teacher educator and their work of teacher education. It is important in the field of education to maintain the quality of teacher education and to ensure professional development of NTEs in teacher education.

This research sought to draw on the experiences of six NTE educators in a qualitative case study to illuminate their Relational Learning experiences and the way it has informed their

work of teacher education. An interpretivist paradigm was used to make meaning of the raw data. The research questions were designed to show what the relational experiences of NTEs in private HEI are, to explain how relational experiences of NTEs influenced their learning as NTEs in a higher education setting and lastly to reveal to what extent Relational Learning has informed the work of NTEs. I aimed to gain an in depth understanding of the relational experiences of NTEs as they began their work of teacher education in HEI. The journey of an NTE has been described as "rocky" (Wood & Borg, 2010, p. 1) and "isolated" (Van Velzen, 2010, p. 5), hence Relational Learning can be a process of learning for NTEs that makes the adaptation into higher education smoother and more interactive by engaging with other colleagues. Limited structured induction and mentoring, inadequate research of NTEs learning in HEI and *ad hoc* on the job training has left many NTEs in a place of uncertainty. NTEs become ill equipped to deal with the professional and organisational structures of HEIs. NTEs have experience in classroom environments but lack the experience of being in a higher education environment and thus need to be enculturated into the work of teacher education in the higher education environment. The data shows that easing into this change requires strong relationships and even more meaningful connections with others.

7.2 Theoretical and Methodological Reflections

This study is located in a theoretical framework informed by two theories, namely SLT (Lave & Wenger, 1991) and RCL (Miller, Jordan, Stiver & Surrey (1976). These theories have been discussed in detail in Section B, Chapter 2. For this research SLT and RCT became the point of references for the methodological design, as well as the interpretation of the data generated during the analysis process. SLT and RCT has helped to explain the phenomena of Relational Learning, to provide a lens for analysis of Relational Learning experiences in NTEs in a private higher education setting amongst the researched group and to show the relational link between learning and people. SLT has illuminated learning as social process and that learning occurs as part of the socialization process and within COPs. SLT provided the researcher with an opportunity to understand the importance of a COP and the impact participation in a COP would have in NTEs belonging to a community. NTEs participation in COP allowed NTEs to move from the periphery into the COP through engagement, collaboration and interaction. NTEs relationships with teacher educators, peer NTEs and other staff within Goldstein demonstrated that NTEs were learning by participating in collaborative activities such as conversations, mentoring, inductions and COP that were created through relational experiences. These collaborative activities exposed through the research the necessity of

interaction and connection between NTE and teacher educators. Maintaining effective working relationships was integral to the development and growth of NTEs

RCT presented a framework to interpret the relational experiences of NTEs and to show these relationships has enhanced their growth or hindered their growth at times as NTEs. RCT proposes that as human beings it is in our relational nature to develop and grow through our connections with others (Raider-Roth, 2017). Likewise, NTEs began to grow and learn in their interactions and connections with other teacher educators, peer NTEs or administrative staff. Miller, Jordan, Stiver and Surrey (1976) coined the phrase 'growth fostering relationships' to explain the powerful impact relationships have. In this study some participants were engaged in growth foster relationships that empowered them to engage in the work of teacher education. All growth fostering relationships should encompass five main features, these are listed below, in order to reach a place of mutuality: (1) Sense of Zest or Energy (2) Increased Sense of Worth (3) Clarity: Increased knowledge of oneself and the other person in the relationship (4) Productivity: Ability and motivation to take action both in the relationship and outside of it (5) Desire for more Connection: In reaction to satisfaction of relational experience (Eible, 2015, p. 31). Each of these features in a growth fostering relationship guided me in the data analysis process to look for these characteristics in the relational experiences of NTEs.

Through reading the raw data the value of relationships became a glaring point as each participant expressed the need for assistance by some other person. In this research study, assistance came in the form of relational experiences. RCT focused on the development of relationships to enable empowerment amongst individuals. Likewise, in this research NTEs were empowered by the relationships they created with other teacher educators, peer NTEs and staff. Relational experiences and interactions gave NTEs the opportunities to learn and to develop into more confident NTEs.

Mutuality is important in growth fostering relationships because when this is achieved in a relationship it ensures that each participant has equal participation and involvement in the relationship by moving to a place of respect. Growth fostering relationships are relationships that empowered NTEs to perform the work of teacher education as well as allowed NTEs to survive the initial days at HEI. Understanding growth fostering relationships allowed the researcher to determine which of the relationships were growth fostering relationships and consisted of the five good things for growth fostering relationships.

The interpretivist approach used in this qualitative study was well suited for the case study methodology. It allowed for the phenomenon of Relational Learning to be studied in its real-life context of HE thus bringing genuineness and authenticity to the study. The data generation methods and instruments used, exposed rich, detailed and honest data from the participants which were purposeful and relevant to the study. The process of extracting participant responses from the questionnaire for further discussion/elaboration during the semi-structured interview provided useful data on NTEs relational experiences in HEI. The participants meaning making of their experiences during the initial months at Goldstein through a metaphor was creative and brought to life their lived experiences. The key messages in each participants' metaphor provided the organising device for chapter 4 in the narrative accounts of each participation. On reflection, the research design is suitable as it reflects the research strategies and research instruments connected perfectly to suit the research questions. Hence data generated exposed the Relational Learning experiences of NTEs thus illustrating how these experiences has informed their becoming a teacher educator as well as how the experiences supported or constrained their progress in understanding the complex work of teacher education.

7.3 Discussion of Key Findings

The discussion on key findings is organised under each research question in this study. The literature, theoretical framework and the data generated from this research has informed the summary and discussion of the key findings in response to the three research questions. The impetus behind this structure is to ensure that the findings and recommendations and implications for future research are discussed with consideration to the literature, theoretical framework and data generated.

The critical question for this study are:

1. What are the Relational Learning experiences of NTEs in a private HEI?
2. How do Relational Learning experiences influence their learning as teacher educators in a private HEI?
3. To what extent does Relational Learning inform the work of NTEs?

7.4 Findings

7.4.1 What are the Relational Learning experiences of NTEs in a private HEI?

The NTEs in this study had a myriad of experiences in their initial months at a private HEI. These experiences consisted of both pleasant and unpleasant experiences: moments of happiness and moments of doubt, and a sense of joy as well as formidable challenges. Words used by participants to describe their experiences are "overwhelming", "sink or swim", "uncomfortable", and "uncertain" (which echo the sentiments of researchers such as Murray & Male, 2005; Zeichner, 2005; Martinez, 2008). On the hand some participants described their experiences as "fascinating", "refreshing", and "privileged". The mixed experiences of NTEs reveal the uncertainty of the phase in teacher education. NTEs' school experiences do not prepare them for teaching pre-service teachers (Watson cited in Murray & Male, 2005; Ping et al., 2018). A recommendation to soothe some of these anxieties would be to prepare NTEs to become a teacher educator and for the work of teacher education. NTEs have very little support to prepare them for the work of teacher education before they enter a higher education institution.

An important finding that emanated from this study is that the way in which an NTE experiences and interprets their relationships with teacher educators, administrators and novice peers plays a critical role in an NTE's learning about being a teacher educator and how they come to understand their role, as well as the work of teacher education in a private HEI. As NTEs learn and grow in their relationships, they experience a shift in identification. Shifting role identification is the crucial adaptation process from teacher to NTE. It is described as the process of "shifting from one state to another state", meaning people shift from teacher to NTE (Swart, 2013, p. 4). NTEs experienced vast changes in shifts in role identification as they entered teacher education (Murray, 2008; Loughran, 2014; White, 2014 & Yuan 2015). Four of the six NTEs moved from an environment where they were considered experienced experts and were valued members of the institution or schools they belonged. Those same NTEs have now moved into an institution where they are inexperienced, unknown and undervalued because of their novice status. The NTEs that had recently graduated (Sejal and Sana) in Goldstein were now known as novice colleagues and experienced hierarchal challenges.

The stark difference in contextual environment and actual work of teacher education sparked the need for change within them. This shift in identification was not static but it was a constant state of becoming from teacher to NTE (Swart, 2013). Transitioning into becoming a teacher educator was necessary but not immediate and was something that happened over time. In relation to this study it was found that a solid foundation for this dynamic shift was friendliness, acceptance and support in a community of practice.

The data revealed that NTEs who were welcomed by friendly and helpful colleagues began to develop meaningful relationships that eased their transition into an HE environment and prompted professional growth. A pleasant and friendly welcome provided a safe place for the NTE to overcome the overwhelming experience of being an NTE. A friendly reception into their departments allowed NTEs to feel as if they belong and are a part of the department and the greater institution. The relationships that developed within these micro communities empowered NTEs to become active and to engage with other teacher educators. A key finding of this research is that NTEs who were not received with a warm welcome or friendly colleagues experienced hardships and even became emotionally upset at being neglected or spoken down to, thus, highlighting the impact a pleasant welcome and acknowledgement by colleagues can have on an NTE who is entering the profession.

NTEs identified self-selected mentors to help them become more acquainted with higher education and the work of teacher education. Working alongside other teacher educators created relational practice opportunities of conversation, discussion and reflection for NTEs. The Relational Learning moments, although informal and often a by-product of the relationship being developed, demonstrated the knowledge and skills that NTEs needed, an example would be organisational knowledge which was a skill that was "drawn" to a NTEs skills set.

While there may appear to be a close likeness between school and higher education, there are mammoth contextual and operational differences (Martinez, 2008). For example, the closeness of a school staffroom environment was a preferable working space to NTEs that had worked in schools, compared to the isolated departments that separated colleagues; most NTEs who were from school backgrounds initially found this enclosed department arrangement uninviting and isolating. These NTEs found the space uninviting because it closed off communication with other staff members from departments and it isolated and restricted them from educational dialogue. Those NTEs who were located in friendly and inviting office arrangements found these closely aligned office spaces as convenient as it

presented an accessible learning environment. These learning spaces that were in close proximity to each other became a centre for learning about cultural norms and rules of the institution. Many NTEs engaged in conversation about curriculum, about student culture and it became a site to reflect on practices and engage about new teaching strategies. The close office spaces became a social place for NTEs and a place for learning communities to develop. They became a place where tacit knowledge was learnt by NTEs that they were unlikely to learn without this kind of social engagement. "The concept of learning spaces, environments and context are core to successful growth-enhancing experiences" (Raider-Roth, 2017, p. 13). Learning environments like these are essential because they develop new way of thinking about teaching and also create a space where ideals and values about teacher education are reflected upon and disrupted.

The metaphors given by participants evoked NTEs' feelings of their experiences as being fraught with challenges and uncertainties. Rishaan considered his experience as being a "driver of a bus with no mirrors", Rakshit likened his experience to "navigating unfamiliar terrain", while Sejal felt a "hamster on a wheel". These examples reveal a lack of direction, uncertainty, and feelings of being overwhelmed as beginning experiences of being NTEs. The metaphors yielded honest insight into NTEs' experiences because it reflected the way NTEs felt their experience was like. A key finding from the metaphors revealed that each NTE experience a very challenging start to their careers at NTEs.

7.4.2 How do Relational Learning experiences influence their learning as teacher educators?

It is widely acknowledged that teachable moments can arise from any opportunity that presents itself. Likewise learning opportunities arise from every interaction, connection and disconnection with a situation or person. An NTE's learning is not confined to a single act, formal learning or through a colleague but through a collection of relational experiences.

The findings reveal that NTEs well-being and confidence were enhanced by work interactions with colleagues, an assigned mentor or self-appointed mentor. These relationships were founded on trust, openness, mutuality and therefore NTEs felt respected and motivated to learn (all elements of RLT). The role of a mentor is a critical element in the learning process of NTEs because a mentor not only shows an NTE how to engage in the work of a teacher education but also to provide insight into the purpose of the work (Martinez, 2008; Murray, 2008, Ven Zelen et al., 2010). In the absence of appointed mentors at an institutional or

departmental level, NTEs self-selected mentors. NTEs considered their self-selected mentors as invaluable as they felt that they were sages when it came to teacher education. The self-selected mentors became facilitators of the Relational Learning experiences of NTEs. Drawing from the raw data, NTEs identified being friendly, resourceful, accessible and willing to help as essential qualities to look for when self-selecting mentors. The data reveals that NTEs enjoyed the support of their self-selected mentors and enjoyed having their own person to assist them. Self-selected mentors also provided networking opportunities for NTEs by introducing them to other colleagues within the institution, as well allowing NTEs to inherit a space in communities of practice because of their connection.

The self-selected mentors by NTEs was an essential factor in NTEs' growth and development. Self-selected mentors and NTEs developed growth fostering relationships that enabled NTEs to understand the practice of teacher education. The findings of this research revealed that self-selected mentors were able to give NTEs both emotional and professional support. Self-selected mentors provide emotional support to NTEs by encouraging NTEs not to give up, they remained supportive and often provided comfort to NTEs in moments of weakness and disappointment. Professionally, NTEs were guided by their self-selected mentors, they were given advice, the self-selected mentors were able to suggest ways to improve knowledge and skills and they became a sounding board for discussion on higher education issues. Overall the nature of relationships between NTEs and their self-selected mentors had a powerful and positive impact on NTEs.

NTEs' learning experiences lay in the relationship building between NTEs and teacher educators. By engaging in relationships with experienced teacher educators, mentors, self-selected mentors, NTEs had the opportunity to learn about the functions of a teacher educator, to see and hear first-hand their actions and responses to daily nuances of higher education life. More importantly, these relationships provided NTEs with an opportunity to learn about their role as NTEs by decrypting what it meant to be an NTE and this was done through observation, through dialogue and through inferential understanding of informal experiences. Relationships that developed relational competence resulted in growth fostering which includes feelings of zest, empowerment, increased clarity, a greater sense of self-worth, and a desire for more connections (Eible, 2015, p. 31). Growth fostering relationships mutually empowered NTEs to engage more in communities because it gave the NTEs confidence. When NTEs felt motivated and empowered by their self-selected mentors, this renewed their energy to learn and enculturate themselves into higher education. As NTEs grew in their relationships with their self-selected mentors, they felt more respected, and this affirmed their

place in higher education, hence improving the duration and depth of connections between NTE and teacher educator.

Growth fostering relationships also created relationships of trust between NTEs and teacher educators. When NTEs felt respected they felt confident to join communities of practice. Learning through social interaction in a community through mutually developed relationships created an educative work environment for NTEs.

It emerged from the data that disconnection, unrest and conflict in relationships between NTE and teacher were sometimes necessary for the relationship to develop and grow into something empowering and meaningful. RCT considers disconnections as important for relationship in order for them to grow and develop, and RTC equally places emphasis on the importance of empowerment that comes with disconnection. The raw data from this research revealed an incident of disconnection when an NTE openly invited a colleague to tell her what she was doing incorrectly, and in another instance an NTE accepted being shouted at in front of students instead of creating a bigger conflict before addressing the teacher educator. In these two examples, both NTEs did not have a positive standing with the teacher educators. It took a moment of disconnection and unrest to clear this misunderstanding and move forward.

Given the nature of the diverse backgrounds and complex power struggles between NTE and teacher educator a conflict free environment is not always possible. In this research it was evident that in order for mutuality to exist in the relationship between NTE and teacher educator, it is sometimes beneficial that there are ruptures and tears in the relationship (Raider-Roth, 2017). These experiences of discomfort can be mended through trust, negotiation and by exposing one's vulnerability (Raider-Roth, 2017). These moments of disconnection are essential for NTEs to negotiate their experiences and construct their own knowledge about learning in higher education. Disconnections are necessary for personal and professional growth of NTEs. Learning happens in and through all relationships and interactions (Hinsdale, 2016).

The findings in the data revealed that experienced teacher educators have become the gatekeepers on the how to become a teacher educator. In first order teacher training, there is a four-year teaching training program for pre-service teachers, for teacher educators there are no training programs for this kind of work, except on the job training or workplace learning. How an NTE comes to engage in knowledge construction in higher education is largely dependent on their socialisation into their community of practice by experienced teacher educators. NTEs do not have the experience of all that encapsulates being a teacher educator

in their initial three years. Being able to hit the ground running by displaying competence in understanding higher education pedagogy, curriculum, contexts, students' needs, assessment procedures, to list a few, is an arduous task for NTEs. Therefore, this development must be a nurtured and a guided process.

7.4.3 To what extent does Relational Learning inform the work of NTEs?

The findings from this research reveal that macro institutional forms of induction and communication were unsuccessful or limited. Small groups (such as the peer NTEs group) and informal departmentalised induction processes proved to be more valued and purposeful for the NTEs. Information that was communicated to NTEs in large scale inductions often left them feeling more uncertain and without a clear understanding of what was expected of them. The inductions followed a more corporate approach with a large focus on the business side and minimal focus on the academic side. Additionally, the inductions were saturated with policy that was not linked to content appropriate for NTEs. The academic aspect and educational functions of higher education were not covered. NTEs were informed about the expectations of their role and work through HODs, mentors and colleagues, thus highlighting the importance of relationships in small groups. There should be a balanced approach to induction in private HEIs which focuses both on business and academic aspects of the institution.

Many NTEs initially felt overwhelmed by creating and developing their own material for modules they were required to teach. Teaching about teaching did not just require dissemination of subject matter but rather required unpacking of pedagogical reasoning behind teacher action and decisions (Loughran, 2014). The data revealed pedagogical reasoning of 'how' and 'why' as an enormous challenge for NTEs. This uncertainty often left NTEs feeling confused and unsure of themselves. NTEs required more guidance and support on how to create teaching material for the modules they were required to teach from experienced teacher educators. Teacher educators in a higher education environment have more opportunity to exercise autonomy in planning, instruction and assessment as they meet the individual needs of their diverse students. The data generated in this research shows that NTEs felt very uncertain about content development for lecture materials because they were previously dictated on what to teach by school leaders and governmental departments (or in one case, this was her first time developing content). The analysis showed that pedagogical knowledge was a concern for five out of the six participants but this was also a neglected

aspect at an institutional level. The need to develop pedagogical skills moved NTEs to find support with experienced teacher educators teaching the same or similar module as they did.

The relationships developed between NTEs and their self-selected mentors provided the support NTEs needed to overcome this challenging aspect of their work as teacher educators. NTEs found themselves associated with colleagues who were willing to share their knowledge either by showing them how to develop lecture material or by telling them how to. However, before this process of showing or telling could begin, NTEs had to be open and honest with their self-selected mentors to expose this shortcoming. Mutuality is achieved through both activities of comfort and discomfort in safe relational environment between NTE and teacher educator. The exchange of knowledge comes through the connection in the relationship. RCT differs from traditional learning approaches because it focuses "esteem, achievement, and gratification through their relationships with others that result in sincere and mutually growth-fostering interactions" (Lenz, 2016, p. 415). NTEs became more autonomous and independent through this process of empowerment.

Another finding that was of great concern to NTEs is the digital systems for teaching and learning at the institution. Many NTEs lacked the experience of using technology in their former school and required a lot of training in this aspect. In an institution of digitalisation and technological advancement, many NTE felt burdened to acquire this new skill and felt pressure to learn this quickly to work efficiently. This demand of digitally enhanced learning environments placed enormous pressure and stress on NTEs because this was the medium to develop module material through and it was the primary mode of teaching delivery. Digitally managing lectures in higher education also required NTEs to engage in changing their module content, classroom activities, and general teaching style to merge with the new reforms of technology. Rishaan, Sadhika and Sana relied on the support of colleagues to facilitate their learning of these digital systems, and who. Supportive colleagues ensured the NTEs did not give up. Supportive colleagues pushed NTEs to continue their learning of digitally enhanced learning and teacher applications. Hence having supportive colleagues to encourage learning is important.

A finding with regards to pedagogical change is NTEs' adaptation to teaching large classes and losing the intimacy of teaching smaller groups. Rakshit and Anura had to reach out to ask colleagues to ask for advice and strategies to adapt to teaching in higher education. Teaching adults in a higher education requires a more engaged approach to teaching because of the large class sizes. Relationship building is seen as a way to engage with students on a

relational level. Engaged pedagogy requires a very different set of teaching strategies and skills than the usual classroom skills – teaching strategies that an NTE might not necessarily have or know how to engage in. The findings in this research also reveal that NTEs were not given training on these teaching methodologies or strategies. NTEs are not given any formal learning experiences of pedagogy, and rather it becomes something NTEs learn through their relationships with self-selective mentors.

NTEs' experiences of Relational Learning informs their work because their engagement with a person becomes the very product of the knowledge. If NTEs remain using school techniques to teach pre-service teachers then that compromises the quality of teacher education. NTEs need to be nurtured by other more experienced colleagues by sharing knowledge and by being given enough opportunity to practice what they learn. If NTEs are not professionally trained and professionally inculcated to teacher education then they may struggle to survive in the profession. How an NTE functions and perceives their role as NTE directly impacts the education of pre-service teachers.

7.5 Recommendations

An important finding in this study established that NTEs developed growth fostering relationships with colleagues and trust this relationship to help them grow professionally and understand their work as an NTE in the absence of adequate training. Relationships matter and these played an influential role in the professional development of NTEs in this study. These relationships between NTEs and teacher educators provided rich learning opportunities for NTEs and integrated them into various communities of practice. NTEs immersion into their communities of practice provided them with a sense of belonging and a shared interest in teacher education. Developing relationships was essential for NTEs survival in higher education. The limited induction and lack of an institutional mentorship program often left the NTEs in a vulnerable place – having the challenge of becoming familiar with the higher education context.

Therefore, based on the findings of this study, the following recommendations are made for higher education to explore Relational Learning opportunities for NTEs.

7.5.1 Training and enculturation for NTEs in higher education

It is widely acknowledged that there is massive shift in context, pedagogy and the self in the transition from teacher to teacher educator (Wood & Borg, 2010; Korthagen, 2011;

Loughran, 2014; Ping et al., 2018). An appropriate training program which includes or is a combination of mentoring, induction or networking should be developed for institutions. This training program should incorporate both formal and informal opportunities for NTEs to engage with learning of the work of teacher education. This training program should include an organisational and professional induction, a structured mentoring program, and opportunities for NTEs to network and engage with colleagues. NTEs need training and guidance to develop into their role of teacher educators and this training needs to be explicit, functional and well conceptualised (Loughran, 2014). The implementation of these programs must also be organised and contain relevant content to inform the practice of NTE. The content of these training program of essential skills and knowledge still need to be determined. Continuous professional development (CPD) of NTEs should also be a focus. CPD programs can ensure that NTEs are both developing and upgrading their skills. CPD programs also allow NTEs to choose to participant in professional learning activities to develop and enhance their skills. HEI institutions are often very fast paced and intense thus finding the time to engage in such program can be challenging.

7.5.2 Relational Learning as ways for NTEs to learn

Structured programs may require time, money and human resources such as administrators and facilitators which may not always be available. In environments such as this, a relational learning approach should be applied. This would entail supporting NTEs to develop relationships with staff in an informal capacity through dialogue, shared conversations, observation, and an exchange of ideas or skills that happens randomly and informally. The support from institutions could come in the form of creating set times for social meetings and encouraging collaborative efforts in work. Eraut (1994) highlights the fundamental importance of working alongside others in informal contexts to engage in learning experiences. Eraut (1994) points out that learning and knowledge is held within professional learning communities. Learning through relationships by being in connection with others creates an educative experience that bonds people and learning. However, finding time to engage in relational practices remains a big challenge.

7.5.3 Limited literature on NTEs' experiences

There is a paucity of research on NTEs managing their experiences as they transition into higher education. For example, many NTEs experience many changes in their teaching pedagogy and they must adapt their teaching styles to their new contexts. NTEs experiences

many challenges in this regard, while research has identified some of the difference in pedagogical experiences, there is little research on how to overcome these challenges as teacher educators. Loughran emphasises to the lack of attention given to scholarly leadership in teacher education and sees this a primary reason that NTEs "might struggle to understand how to develop" (2014, p. 3). Hence the need to research and dig deep into identifying and theorising about NTE is work that still must be done. The emergent literature on the topic of teacher educators requires more insight into the nature of the work of teacher education.

7.5.4 The development of COP in higher education

The workplace is the primary place NTE can learn the necessary knowledge and skills needed for teacher education. When an NTE engages, collaborates and interacts with other teacher educators, they become a part of this higher education community. This community creates a social platform for NTEs and teacher educators to share and examine their experiences through reflection, dialogues, observation and modelling. This kind of educative activity between staff is invaluable and can become an immense asset to the institution. However, who will be responsible for developing community of practices in institutions and how will this be sustained? The climate in higher education through this research has exposed the isolating environment that some NTEs experience when they arrive in higher education institutions, and together with the hierarchal structures can make it difficult for NTEs to develop and join these communities. COP need to be organised and structured so teacher educators can engage in "thinking together" and "learning together" in an environment that is free from status and power relations (Stoll & Louis, 2007). NTEs also need to be empowered to understand communities of practices and their potential value. COPs often emerge naturally through people working together in the same department, through people working across departments or through any other activity that requires engagement, hence COP can be an unintentional act of relational learning.

7.5.5 NTEs adaptation into HEI environment and emotional support

Feelings of anxiousness, despair, and doubt are feelings not unknown to NTEs. To curb these feelings and ensure an NTE remains in the profession, some sort of emotional support needs to be made available to NTEs. Emotional support is important for NTEs because of the experiences they encounter, such as feelings of being overwhelmed, hierarchal challenges, cultural changes and contextual differences. Emotions play an integral part in how an NTE thinks and behaves to these changes as they construct meaning and knowledge (Dirk, 2001).

Hence emotions become a motivating factor that encourage an NTE to take action that will either bring about their success or failure (Dirk, 2013). Emotional support is critical for NTEs' personal and professional development because emotions affect the decisions we make. A support structure within the department or institution can provide NTEs with skills to manage their emotions. NTEs need to feel safe and secure and this will motivate them to work hard and to manage their roles better, therefore, emotional support needs to be a focus in the professional development of NTEs.

An attribute of RCT, and key to good emotional support is mutual empathy. Mutual empathy is when both participants in a relationship show understanding of the other person's experiences and responds in a respectful and empathetic manner. Unlike the common understanding of empathy that is one-way, mutual empathy requires both participants to engage relationally by both listening and engaging in the act of empathy. Similarly, NTEs who have relationships with teacher educators must make an effort to show an "emotional response, to understand the other person, to regulate emotions and to show awareness of self and others" (McCauley, 2013, p. 3).

7.5.6 HODs should not automatically be assigned as mentors to NTEs

The findings of this research reveal that while HODs are well versed with the intricacies of their department, institution and staff, they do not always make the best person to act as mentors for NTEs. A mentor has a significant role to play in the development of an NTE and therefore mentorship should be the mentor's focus. Mentorship should not be assigned to someone as an incidental activity or substitute position. Mentorship is serious because it has a direct impact on the professional careers of NTEs. HODs or academic leaders are often burdened with heavy administrative roles and are consumed by attending meetings therefore they become inaccessible to an NTE. A mentor from the department the NTE is in would be better suited as they understand the functioning of the department and have the time to support and assist the NTE. Accessibility and time are quintessential qualities for a mentor to an NTE. Mentoring should also be seen as an investment for both the human resource department and the academic department. Investing in the professional development of academics like NTEs is a worthy exercise to undertake as it adds to the quality of education, retains novices in a profession and also enculturates a person into the institution. For mentoring to be effective in an organisation, it needs to be work that is acknowledged by the institution and factored in the mentor's workload.

7.5.7 NTEs require a more detailed induction program

It is imperative that more detailed and tailormade induction programs be devised for NTEs. Van Velzen considers induction of NTEs to be "haphazard" and "dependent on the good will, time and effort of teacher educators" (Van Velzen et al., 2010, p. 62). Induction programs are integral to the integration of NTEs higher education because it introduces NTEs to their work environment and serves as a welcome into the institution itself. NTEs require an induction program that separates organisational induction from professional induction. The findings from this study identified that organisational induction could include topics on institutional policies and procedures, and the professional induction could include topics on professional knowledge, developing professional skills, professional identity, and participating in communities of practice to list a few. There is little evidence in research on how to conduct such inductions or consider what content could potentially be the focus in teacher education as a discipline. This, then, encourages teacher education as a discipline to take stock of what teacher education really means and to define what the quintessential components are that encapsulates teacher education (Martinez, 2008). Professional induction should be done in departments at a 'meso' level, rather than a macro level. Inductions can also occur in many different formats such as small workshops, departmental meetings, discussion sessions, and they do not have to be in such a rigid structure that overwhelms NTEs.

7.6 Conclusion

Teacher education is a complex practice and not something that is developed through first order teaching. In fact, teaching education is messy, restless and unstable. Teacher education is unique because teacher educators must unpack the practice of teaching and then explain the educative theory behind it. "The knowing of why must be linked to the knowing of how" (Loughran, 2006, p. 95). The understanding of the pedagogy of education and pedagogical skills by NTEs is vitally important as NTEs have the most direct and consistent contact with pre-service teachers. NTEs determine the content taught in modules and they are responsible for the learning climate but their ultimate prerogative is to educate pre-service teachers on the 'how' of teaching and the 'why' of teaching. Teacher educators' understanding of what teacher education means is imperative to the professional development of pre-service teachers.

The potential impact of teacher educators is significant in society, therefore teacher education should be a priority. There has been far too little talk of teacher education and even less talk about the impact of relationships in community learning. Human beings are social in nature

and the relationships they develop have a profound impact on how they learn. Relationships need to be nurtured, and by paying attention to these relational experiences, it encourages NTEs to be open to new experiences and to see the opportunities in connection with others. Emphasis must be placed on relational experiences of NTEs. As human beings we are the sum total of our knowledge and our experiences and how we apply ourselves and what we know has a major impact on how we engage with the world. The development of a tailor-made program for teachers becoming teacher educators is a path that can no longer be overlooked in HEIs, and more so in private HEIs. Relational practices can transform teacher education for NTEs because powerful learning experiences and knowledge lies in the very interaction they have with other teacher educators and their environment.

Relationships are fundamental to learning because by being in connection with someone we become a part of a greater community. In these relational communities, learning experiences are facilitated by just being in connection with someone. Connections are made by threads that weaves each person together – every thread is needed because people matter. This view is best summed up in the quote below:

"the self is a knot in the web of multiple intersecting relations; human relations exist in and through shared practices; relations are complex; relations are primary, actions are secondary; teaching is building educational relations; educational relation exists to include the student in a wider web of relations (Bingham & Sidorkin, 2004 as cited in Hinsdale, 2016)."

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APPENDICES

Appendix A REQUEST FOR PERMISSION TO CONDUCT RESEARCH

ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

School of Education, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

The Dean of Academics
School of Education
Main Tutorial Building
Edgewood campus

Date: 23 January 2018

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Priya Kistan and I am currently a registered Master's student in the School of Education at the University of KwaZulu-Natal and my supervisor is Dr Marinda Swart. In order to complete my dissertation, I need to conduct research and hereby request permission to recruit two participants from the University of KwaZulu-Natal.

The title of my study is:

**EXPLORING NOVICE TEACHER EDUCATORS (NTEs) EXPERIENCES OF
RELATIONAL LEARNING IN A HIGHER EDUCATION INSTITUTION (HEI)**

This study aims to explore novice teacher educator's experiences of relational learning to understand their work of teacher education in Higher Education Institutions. The study will employ three methods of data generation namely, a questionnaire, an interview and lastly a collage presentation. The first data gathering instrument is the questionnaire which will be emailed to participants. Participants will have ten days to complete the questionnaire. Once the questionnaire is completed participants will email the questionnaire responses back to the researcher. The second step in the research includes participants engaging in an interview.

Each participant will be given a pseudonym at the start of the research and no names or titles will be requested from you during the research process. The interviews will be recorded using a digital device and later transcribed. The last method of data generation will be a Collage presentation. Participants will be given the resources to make a collage and then present the collage to the researcher. Participants will be notified in advance of their presentation date and times. The presentations will be recorded using a digital device and thereafter transcribed for analysis purposes. The participants in this research will receive no final incentives. Additionally, participation is voluntary and participants are free to withdraw from this study at any time. Participant's refusal to answer questions in the questionnaire or unwilling to respond to interviews questions or abstain from involvement in the research will in no way result in any form of discrimination or disadvantage.

All data collected will be used for my research to complete my dissertation and will be treated confidentially. Of course, the study will only be conducted pending your approval. The data will be used primarily for my Masters dissertation and for publication at conferences or in accredited journals. I will, of course, adhere to the ethical principles and procedures required.

I am hereby seeking your consent to conduct research at your institution. To assist you in reaching a decision, I have attached to this letter: a copy of the research instruments which I intend using in my research.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Email: priyakistan@hotmail.com

Cell: 073 980 1209

My supervisor is Dr. Marinda Swart who is located at 75 Silverton Road, Musgrave, 4001, at Embury Institute for Higher Education.

Contact details: email: marindas@embury.ac.za

Phone number: 082 356 3234

You may also contact the Research Office through:

Ms P Ximba (HSSREC Research Office)

Tel: 031 260 3587

Email: ximbap@ukzn.ac.za)

Thank you for your contribution to this research.

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Miss Priya Kistan

Appendix B INFORMED CONSENT TO PARTICIPATE IN RESEARCH

School of Education, College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Priya Kistan. I am a Masters Student candidate studying at the University of Kwa Zulu-Natal, Edgewood campus. As part of a requirement for my dissertation I need to complete a research on my dissertation topic.

The title of my study is Exploring Novice Teacher Educators (NTEs) experiences of Relational Learning in a Higher Education Institutions (HEI). The purpose of my study is to explore Novice Teacher Educators experiences of Relational Learning to understand their work as teacher educators. Relationships are important in the workplace and this research wants to explore how novice teacher educator's interaction in relationships with teacher educators inform their work.

I am interested in asking you some questions via an emailed questionnaire. This questionnaire contains some questions about professional history and some about your experiences as a novice teacher educator in a higher education institutional setting. The next part of your involvement in this research requires your participation in an interview. During this interview you will be asked questions on your experiences as NTE. Lastly your participation in this research involves creating a collage and presenting it to the researcher. You will be given all the resources to make a collage and your presentation is just a few minutes with no questions or comments. Both the interview and the collage will be recorded using a digital device, as the interview and collage presentation require the researcher to transcribe the recordings.

Kindly take note of the data gathering details listed below:

Methods of Data collection proposed time plan

AVTIVITY	ESTIMATED TIME	PROPOSED TIME FRAME	FORMAT OF DATA COLLECTION
Online Questionnaire	1 hour	May 2018	PDF documents of questionnaire
Interview	2 hours	June 2018	Interview requires transcription of audio recording
Making and Presenting a collage	3 hours	June 2018	Transcription and audio recording

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- You can contact the research at any point in the researcher if you have any questions or concerns
- The questionnaire may take 15 minutes to answer.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in a secure storage space on a USB and destroyed after 5 years. The data will be incinerated.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- Transcribed data will be shared with you for verification and commenting.
- Upon completion of this research all relevant transcriptions and important findings will be made available to you via email.
- All responses that you provide should be a true account of your understandings and experience. We encourage honesty and integrity.

I can be contacted at:

Email: priyakistan@hotmail.com

Cell: 073 9801209

My supervisor is Dr. Marinda Swart who is located at 75 Silverton Road, Musgrave, 4001, at Embury Institute for Higher Education.

Contact details: email: marindas@embury.ac.za

Phone number: 0823563234

You may also contact the Research Office through:

Ms P Ximba (HSSREC Research Office)

Tel: 031 260 3587

Email: ximbap@ukzn.ac.za)

Thank you for your contribution to this research.

DECLARATION OF CONSENT

I _____ (Full name of participant)
hereby confirm that I understand the contents of this document and the nature of the
research project, and I consent to participating in the research project.

I understand the purpose and procedures of the study.

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 or the supervisor.

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:

Ms P Ximba (HSSREC Research Office)

Tel: 031 260 3587

Email: ximbap@ukzn.ac.za)

I hereby provide consent to:

Audio-record my Collage presentation/Interview	YES / NO
Video-record my Collage presentation/Interview	YES / NO
Use of my photographs/blog notes for research purposes	YES / NO

SIGNATURE OF PARTICIPANT DATE

SIGNATURE OF PARTICIPANT

DATE

Contact email address: _____

Appendix C Biographical Questionnaire

Biographical Questionnaire

M.Ed. Exploring Relational Learning experiences of Novice Teacher Educators (NTEs)
in a Higher Education Institution (HEI)
Biographical Questionnaire for NTEs

Dear Participant

It would be appreciated if you could take some time to complete this biographical questionnaire. All information given will be treated as strictly confidential. This questionnaire is intended to gain biographical information on your understanding of Relational Learning experiences as NTE in HEI setting.

Section A

Biographical profile

1. List your academic qualifications

2. What is your academic ranking at present (tick only 1)

	TICK		TICK
Professor		Lecturer	
Associate Professor		Senior Lecturer	
(HOD)		Head of Program	

3. Including this year, how long have you been teaching in higher education?

4. In the table below kindly indicate the how many months or years of experience you have in teaching in a school (private and/or public, nationally and internationally) you have?

Please tick the appropriate box.

0-6 months	6-12 months	1-3 years	3-5 years	5-10 years	10-15 years	15-20 years	20-25 years	25 + years

Indicates the grades and subjects you taught in the table below.

Grades	Subject taught

5. In the table below kindly indicate how many months or years of experience you have in teaching in Further Education and Training Institution

Please tick the appropriate box.

0-6 months	6-12 months	1-3 years	3-5 years	5-10 years	10-15 years	15-20 years	20-25 years	25 + years

Indicate the qualification and subjects you taught in the FET institution in the table below:

Qualification (E.g., B.Ed. Hons, M. Edu etc.)	Subject taught

SECTION B

Open Ended Questions

6. Indicate below any other teacher experience outside of a school or FET institution.

7. What was the reason for your career change from classroom teacher to teacher educator?

8. In your opinion what are the most primary roles/functions of a teacher educator?

9. Have you been exposed to an induction process in the HEI? Briefly describe your induction experience.

10. Were you allocated (given) a mentor(s)? If no, why not? If yes, briefly describe how the mentor was allocated/nominated and the role of the mentor in supporting your learning and development?

11. Did you self-select a member or members of staff as your mentor(s)? Explain why and how you approached the person(s)? What did you learn?

12. What would you like to learn as a new Novice Teacher Educator?

13. What do you understand by the term relational learning Relational Learning?

14. What do you consider important qualities for developing relationships in the workplace?

15. What have you learnt about workplace relationships in your HEI setting?

16. Briefly sum up your experience as a Novice Teacher Educator in 2 descriptive sentences.

17. Think of a metaphor that describes your experiences of being a novice teacher educator during the first six months. Start with: Being a novice teacher educator is/was like

E.g. *Being a novice teacher educator is like being cook in a MasterChef kitchen. I knew all about teaching but I didn't know how to mix the ingredients together in a new kitchen with new tools and new rules with my 60 minutes ticking away as I wandered through a new pantry called higher education.*

18. What are some of possible challenges you face as teacher educator Tick as many boxes as applicable.

- ☐ Difficulty integrating into academia
- ☐ Pressure for research and development
- ☐ Teaching a mature/adult audience
- ☐ Transition from school life
- ☐ Going from expert to novice
- ☐ Lack of understanding of Higher education systems and Procedures
- ☐ Lack of communication with colleagues and little interaction
- ☐ Professional Knowledge
- ☐ Key debates in literature and significant policy
- ☐ Inadequate mentoring program
- ☐ Understanding the HEI language
- ☐ Planning and organizing material
- ☐ Other: Please specify

If you require any clarification in understanding the questionnaire please feel free to email me at priyakistan@hotmail.com.

Thank you for your participation and kindly ensure that all responses are emailed before end of May 2018.

Appendix D Semi-Structured Interview Questions

Semi- structured Interview Questions

M.Ed. Exploring Relational Learning experiences of Novice Teacher Educators (NTEs) in a Higher Education Institution (HEI)

Interview Schedule for individual semi-structured, face-to-face interview

Dear Participant

The purpose of this interview is to gather information from you on your understanding of relational learning Relational Learning in a HEI as NTE (Novice Teacher Educator). This interview will take place between 13-18 July 2018 as per your availability.

The information given by you in this interview is strictly confidential and will only be used for gathering data for my Masters research dissertation.

Your identity will not be revealed at any time and during the study, you may assume a pseudonym during the interview. All names of people you mention and this intuition must be substituted with pseudonyms to protect the confidentiality and anonymity of all.

Thank You



Kind regards
Ms. Priya Kistan

Individual Semi Structured Interview Questions

Introductory Questions:

1. Tell me your story of being a Novice Teacher Educator in your first year of first few months (six months) at this institution. What were your experiences, feelings, achievements, challenges?
2. Why did you move from a school or FET College into Higher Education? What position did you hold at your previous institution? How did you experience this move/transition?
3. How has this institution helped you settle into a Higher Education environment? Explain and give specific examples/events.
4. Did you have an induction? Discuss your experience of this event.
5. Do you have a mentor? Explain.
6. What was the first thing you remember learning in the first few months at the institution. Share that experience in as much detail as you like.
7. How would you describe the staff's involvement in assisting you in this role of Novice Teacher Educator?
8. Identify TWO learning events with a member or members of staff (groups / community of practice) (service staff, administrative, security staff etc.) OR your student teachers (individual/groups) that you found most helpful in your learning in a Higher Education Institution? Remember, you can learn from a positive or negative experience.
 - 8.1 How and when did the interaction(s) between you and the staff member (s) student/(s) occur?
 - 8.2 Why did the interaction between you and the staff member (s) or student (s) occur?
 - 8.3 What did you learn from this interaction?You may use a pseudonym in your answer
9. How has your learning from and about relationships in this institution developed your identity as Novice Teacher Educator?
You may use a pseudonym in your answer to protect identity of people.
10. What is your understanding of?
11. What are your feelings/views about relationships in the work place?
12. What are your views on how relationships in the workplace can support or constraint a Novice Teacher Educator's learning and/or transition into the new workplace?
13. Did any of your past experiences in your previous workplace of learning in and about relationships support you as Novice Teacher Educator?

14. Name one quality you think is essential for building relationships in the workplace?
Explain why you think this quality is important?
15. Do you have any other contributions learning from relationships in the workplace?

Appendix E Interview Schedule

Dear Participants

Please identify a time that would best suit you for a 60-minute interview. If the dates and times listed below are inconvenient for you, kindly, advise on a potential date and time. I will accommodate you at a venue either on campus or off campus.

*Note all campus interviews will be conducted in a meeting room in the Teaching Practice department.

Date Choices	Time Slots				
	10:00	11:00	12:00	13:00	Other most convenient time
Tuesday, 12 June 2018					
Wednesday 13 June 2018					
Thursday, 14 June 2018					
Friday 15, June 2018					
Monday, 18 June 2018					

Appendix F Collage and Presentation

Dear Participant,

Thank you for your participation in this research, your last activity involves creating a Collage.

Butler-Kisber (2010 p. 2) describes a collage as "using fragments of found images or materials and gluing them [together]...to portray a phenomenon." In this research, the collage is designed to gather pictures and images based on your experiences of learning with and through relationships with others by drawing on your experience in a private HEI.

The topic for the collage is 'Work place relationships'

Stimulus: As a NTEs in a high paced environment, learning may or may not have occurred in traditional formal process you understand learning to occur in. Using images and words create a collage representing your **learning in work place relationships** – in other words focus on what and how you learnt from or about relationships in your HEI as workplace. Consider what colours, objects and symbols represent to/in learning as a Novice Teacher Educator in a Higher Education Institution.

Instructions

- The collage is an independent activity in which you, the participant, will make your own individual collage.
- You will be given a stationery pack that consists of paper; glue, scissor, magazines, newspaper, some decorative objects, crayons and a colour marker.
- You are required to create a collage on an A3 paper that represents work place relationships.
- Give your collage a title. Try and think of a creative or catchy title.
- You have 7 days to complete the collage from the date you are given your stationery pack.
- Once your collage is completed please email the researcher so pick-up arrangements can be made.

- You will also be required to prepare a presentation for the collage. This is a presentation between you and the researcher only. A date that is most convenient for you will be established between you and the researcher in which you present the collage. In your presentation focus on the design process and meaning of colours, words, pictures, symbols etc.
- You may be asked a few questions for clarity about the collage.
- Wishing you all the success in creating this collage.

Warm regards.

Appendix G ETHICAL CLEARANCE



13 March 2019

Ms Priya Kistan (202518265)
School of Education
Edgewood Campus

Dear Ms Kistan,

Protocol reference number: HSS/0032/018M

Project title: Exploring Novice Teacher Educators (NTEs) experiences of Relational Learning in a private Higher Education Institution (HEI)

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 20 February 2019 has now been approved as follows:

- Change in Title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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

Best wishes for the successful completion of your research protocol.

Yours faithfully,

.....
Dr Rosemary Sibanda (Chair)

/ms

cc Supervisor: Dr Marinda Swart
cc Academic Leader Research: Professor SB Khoza
cc Post Graduate Administrator: Ms Sheryl Jeenaarain

Humanities & Social Sciences Research Ethics Committee

Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville



14 February 2018

Ms Priya Kistan 202518265
School of Education
Edgewood Campus

Dear Ms Kistan

Protocol reference number: HSS/0032/018M

Project title: Exploring relational learning experiences of Novice Teacher Educators (NTEs) in two Higher-Education Institutions (HEI)

Full Approval – Expedited Application

In response to your application received 15 January 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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

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

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Marlinda Swart
cc Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix H EDITORS REPORT



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22/05/2019

To Whom It May Concern,

This letter serves to confirm that I, Caitlin Martin, have edited the thesis of Priya Kistan (202518265), entitled 'Exploring Novice Teacher Educators (NTEs) experiences of Relational Learning in a private Higher Education Institution (HEI)'.

Please feel free to contact me if you have any queries.

Kind regards,

Caitlin Martin

Appendix I TURNITIN REPORT

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