



**School-based professional development initiatives for novice teacher
development: Experiences of Heads of Department in public primary schools.**

by

Zandile Hazel Mhlophe

Student number: 206515912

Thesis submitted in partial fulfilment of the requirements for the degree of Master
of Education, Teacher Development Studies (TDS), in the School of Education,
Edgewood campus, University of KwaZulu-Natal, Durban,
South Africa.

Supervisor: Professor Daisy Pillay

2021

DECLARATION

I, **Zandile Hazel Mhlophe**, student number **206515912**, hereby declare that:

1. The research reported in this dissertation, except where otherwise indicated, is my original work.
2. This dissertation has not been submitted for any degree or examination at any other university.
3. This dissertation does not contain other persons' data, pictures, graphs, or other information unless specifically acknowledged as being sourced from other persons, the details of which to be found as in-text citations and in the References.
4. This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from such researchers.

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DEDICATION

“For with God, all things are possible”

I dedicate this work to my Lord and saviour, Jesus Christ, who gave me the strength and ability to run this race and complete it.

I also dedicate this work to my late mother, Nokuhle Sindisiwe Mhlophe. Her prayers still keep me going to this day. At times I find myself drawing my strength from her by simply thinking about her. To my dad, I sincerely appreciate your unwavering support and patience. I would not have done it without you. Thank you for your prayers and patience when I was committed to completing this task. To my siblings, you all have been my pillars of strength. Thank you for your unconditional love and support throughout this journey. I Love you all.

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to Professor Daisy Pillay. I am humbled to have worked with you. I cannot thank you enough for your wisdom and for guiding me throughout the journey. My heartfelt thanks to you for your patience and support during trying times. You were my rock when I lost hope. No words can ever express my appreciation. Indeed, it has been truly an honour to work with you.

To the HoDs who participated in the study, thank you so much. I sincerely appreciate the time and energy that you invested in this study. Bringing it to fruition would not have been possible without you.

ABSTRACT

This thesis presents an understanding of HoDs' experiences in enacting school-based professional development of novice teachers in primary schools. As a novice teacher who encountered many professional and personal complexities myself, this exploration of various professional development initiatives by HoDs was critical for my learning.

By using a case study design, I was able to focus on and deepen my understanding of how HoDs' professional experiences had shaped and continued to shape their experiences of professionally developing novice teachers in their respective schools. I was able to explore various site-based professional development initiatives by HoDs and I could determine how they impacted the educational experiences of novice teachers at various levels to address their professional and personal needs.

Evans's (2014) theoretical framework of multidimensional professional development was critically important for my research study. It guided my understanding that effective professional development impacts the educational experiences of novice teachers and that it should thus focus on all aspects of their teaching experiences by encompassing both the personal and professional domains of their development. In light of the various influences and factors that shape HoDs' experiences, this research study offered me the opportunity to develop a deeper understanding of how and why they, as members of the school management team (SMT), engaged in the professional development of novice teachers. I intended to determine if they engaged with novice teachers at multiple levels of development, with particular reference to the professional, personal, and intellectual needs of new teachers.

By utilising a methodological approach that facilitated the elicitation of thick and rich data, I had the opportunity to gain deep and insightful understandings of the contextual and professional constraints that impacted the HoDs' experiences. I was also able to determine if and why these challenges were negotiated to propel novice teachers' development. I was also able to learn about the personal and professional needs of HoDs and how they took the initiative to develop

themselves in order to address their own personal and professional needs. Therefore, despite various constraints, this study found that these dedicated and committed HoDs' endeavoured to continuously encourage novice teachers to have strong personal commitment towards their professional and personal development and they thus contributed to novice teachers' positive educational experiences, albeit predominantly at the professional and not the personal level.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND.

1.1 Introduction.

I am a novice teacher in the intermediate phase and I teach Grade 4 learners at a public primary school in KwaZulu-Natal. The aim of my study was to explore the professional and personal support that novice teachers received at school from Heads of Department (HoDs). The reason that I chose this topic for the study was that the first four to five years of a novice teacher's career are so important as they are transferring from theoretical training in learning institutions to becoming novice teachers who are faced with educational demands at school on a daily basis (Viteckova et al., 2016). I more specifically wanted to know what HoDs' experiences were in exercising their role as professionals to develop and support the multiple needs of novice teachers at these two schools (Spall, 2003; Wood & Olivier, 2008). The study therefore focused on the professional development of novice teachers by the HoDs that were tasked with this duty and, more specifically, to discover if and why this role was impeded by any contextual factors.

1.2 Rationale for the Study.

In this section I discuss the personal, professional and contextual matters that underpinned the rationale for the study.

1.2.1 My personal rationale.

Becoming a qualified teacher in 2016 was a life-changing experience as it had always been my desire to contribute positively to the growth of learners. I always believed I could be an excellent and confident teacher who would take pride in what she did. Coming from an educational background where my mother was a teacher, my grandfather a principal and a priest, and my uncle a school inspector, I was inspired with the idea that I would follow in their footsteps. My grandfather taught me the importance of excellence, passion, and love for teaching and for education. He was a very passionate teacher, principal, and choir master at his school. As I remember those moments now and stories of him, I realise that he played a very important role in my life and that it was his influence that inspired me to become an excellent teacher. Below is a picture of my grandfather after his retirement as a principal.



Figure 1.1: Image of my grandfather

However, in the first four years of teaching I began to realise that my passion for excellence needed to be guided and developed as I had begun to face many challenges at school. I experienced a strange sense of disconnectedness between who I was as a person and the kind of teacher I wanted to become. I felt disillusioned and helpless as I tried to negotiate the complexities of my educational experiences. In 2017 I decided to enrol for an Honours degree at the University of KwaZulu-Natal in Teacher Development Studies (TDS) as I wanted to know how I could become the connected and engaged teacher I wanted to be. I wanted to rediscover what made me happy as a person and to connect that sense of desire to my calling as a teacher. I believed that, in doing so, it would help me to become a ‘happy novice’ teacher who would be able to balance her professional and personal lives.



Figure 1.2: A photograph of myself in the TDS class at UKZN in 2017

In the TDS class I was asked to think about the things that made me happy as a person, and then to discuss what would make me happy as a novice teacher to ultimately thrive as an excellent teacher. I first had to reflect and meditate about all the things that made me happy. I then decided that being in an environment where I felt supported and safe was very important for me as a person and as a teacher. It was also important for me to be in an environment that allowed me to be creative and innovative. I believed that being in such an innovative environment would allow me to think big and to never limit the great possibilities in my personal life and also in my teaching career.

I learnt during this activity and through sharing my experiences with other teacher-learners in the module that professional development programs at school must be conducted in a conducive environment where I could feel safe and vulnerable at the same time. Most importantly, I understood the importance of having support to sustain the things that made me happy and to develop those in my teaching career that would facilitate my growth.

However, as much as I had initiated my own professional learning at UKZN, I still felt the desire and need to be developed within the context of the school where teaching and learning were situated within an educational environment. As the years went by, I experienced the absence of

and neglect by my Head of Department (HoD) who rarely provided the guidance that I needed in order to perform at an increasingly higher level of confidence in the classroom and to attain the relevant skills I needed to make informed choices in my everyday encounters (Viteckova et al., 2016). As a result, that fire within me gradually started to burn out.

The School Management Team (SMT), more specifically the HoD, seldom asked me about the difficulties and challenges I was experiencing in class and did not fully monitor my personal and professional needs. The underlying issue was that school-based professional development initiatives to enhance my skills and capacity were not available or, if they were, they were not utilised (Mansore et al., 2017). It became difficult for me to excel in my practice as I struggled to merge and reconcile my personal needs, personality, beliefs, and attitude with the demands and expectations placed on me by the school and the Department of Education. I began to suspect that this was primarily due to a lack of contextualized professional and personal support from the HoD (Klarsen et al., 2018).

I was increasingly burdened by my thoughts about the challenges I faced, my seemingly ineffective efforts to balance the work that needed to be submitted to my HoD, the denial of my personal interests, and the struggles I experienced to deliver subject content in an exciting and engaging way. I was driven to want to understand what HoDs are supposed to do to help support novice teachers and to develop their coping and professional strategies. I became curious about their responsibilities and demands on their time and to understand how they need to address novice teachers' needs while developing them professionally.

1.2.2 My motivation to develop professionally.

My initial experiences at school were that we as novice teachers constantly shared our frustrations and debated the lack of impact of some developmental programs amongst ourselves as we felt that they were ineffective in our professional development. Programs such as departmental and school-based workshops were not making any difference to our professional growth while we felt that these initiatives did not seem to consider novice teachers' needs (Patton et al., 2015). According to Curry, Web and Latham (2016), all teachers go through different phases in their career during which they are motivated and driven. Many novice teachers, however, soon become demotivated

and stressed due to the workload and the challenges they experience in balancing their personal needs and aspirations with their teaching, administrative responsibilities, and classroom management demands (Curry et al., 2016). Therefore, when novice teachers are not developed, guided, and monitored during every phase of their journey, they become demotivated (Bùi, 2017) and, as a result, they try to improvise and do what they think needs to be done when no guidance is provided (Tasci, 2019).

In the South African context, research has indicated that the professional development of teachers lacks effectiveness regardless of various programs that aim to develop novice teachers in particular (Ajani, 2020). Most teachers have criticized external workshops and training sessions, arguing that these sessions tend not to address their professional and classroom needs (Ajani, 2020). Based on the research that I perused that had been conducted in South African schools, it is obvious that most teachers seemed to feel the need to be consulted by HoDs or senior teachers in order for their personal and professional needs to be determined and addressed (Ajani, 2020).

According to Ajani (2020), professional development programs have to be crafted around the needs of the teacher and should allow adequate support of teachers to ensure their professional development. According to South African education policy, the SMT (the principal, deputy principal and HoDs) is the primary body that needs to serve as an internal source of support for teachers and novice teachers alike (Nkambule & Amsterdam, 2018). However, it has been found that in various schools the SMT does not provide adequate support to novice teachers and the latter are thus often left floundering (Nkambule & Amsterdam, 2018). Because of the lack of the much needed and appropriate support, from the SMT, novice teachers find themselves lost since they are expected to perform at the same level as experienced teachers (Alhamad, 2018). As a result, therefore, the trajectory of novice teacher burnout and attrition is high because of the gap between preservice and in-service teacher development and everyday classroom experiences (Alhamad, 2018). Looking at the need for providing novice teachers with needed professional development regarding the education system, teachers play a critical role in students' learning and learner outcomes (Alhamad, 2018). They take on the role of being a knowledge transmitter, a role model, a facilitator and a curriculum assessor (Alhamad, 2018). Therefore, teachers and more specifically novice teachers ought to be sufficiently and adequately professionally developed due to the

powerful role they play in the education system (Alhamad, 2018). They need help and support to increase their self-confidence in order to bring out the best in their learners.

I therefore determined that I would pursue a Master's study in which I would explore the role and responsibilities of HoDs who need to be at the forefront of the professional development of novice teachers. My focus on contextualised site-based novice teacher development was purposeful as I wanted to gain authentic and in-depth understanding first of how the developmental needs of novice teachers were actually considered, and then how these needs should be considered to enrich their educational skills and experiences.

1.2.3 Contextual imperative.

One of the drivers of this study was the context in which I found myself as a novice teacher. It was this context that compelled me to explore what HoDs actually need to do to support me on my professional growth journey and to ensure that my professional development would be contextualised. In South Africa, policies exist that guide the responsibilities and duties of the HoDs in schools. According to the Education and Labour Relations Council (1998), the responsibilities of HoDs, from a managerial perspective, include the provision and coordination of the latest trends in teaching techniques, content delivery methods, and evaluation aids. Moreover, these *methodological approaches* need to be relayed to teachers on site while they should also be monitored to ensure that these practices are followed. HoDs are also responsible for providing and coordinating the *professional development* of novice teachers (Education and Labour Relation Council, 1998). In this context HoDs are to ensure that teachers maintain professional work standards by controlling their work and their administrative responsibilities (Education and Labour Relations Council, 1998). HoDs should assist novice teachers on site to plan and manage subject work schedules to ensure that effective teaching and learning occur (Education Labour Relations Council, 1998). For on-site professional development of teachers, the policy stipulates that HoDs have to take part in the evaluation process of educators' work to review their professional practices so that they can enhance their teaching, learning, and management skills (Education Labour Relations Council, 1998).

Jika imfundo (2015) is an intervention programme that focuses on the responsibilities of HoDs in developing teachers to enhance their teaching and learning skills. It highlights that HoDs need to

play a leadership role in creating site-based professional learning programs that will support teachers in enhancing their teaching practices in the classroom (Jika imfundo, 2015). This study was thus conceptualised to explore relevant education policies that guide the professional development of teachers, and more particularly novice teachers, and to determine what site-based personal development (PD) programs HoDs have access to that underpin their support of novice teachers at both personal and professional levels.

In this section I presented the personal, professional and contextual motivations for my study. It was these contexts that influenced me to seek deeper knowledge and understanding about the professional development of novice teachers, with specific emphasis on the role that HoDs need to play to ensure that their educational experiences are enriching. This study therefore focuses on the site-based professional and personal development of novice teachers and the role that HoDs need to play in this regard.

1.3 Key Concepts.

Professional development: Enhancing and nurturing teachers' capacity to function effectively at both professional and personal level (Patton et. Al, 2015)

Novice teachers: A teacher who is new in the education field with teaching experience between one to five years. Novice teachers are also regarded as beginner teachers who require professional preparation and development by means of various developmental programs such as mentoring and supervision by mentors (particularly HoDs) as they transition from theoretical learning in academic institutions to the school environment where their focus is on teaching and learning (Dayan &Khan, 2018).

The personal and the professional: The relationship between the novice teachers' personal self and his/her professional self is important in the educational context. Who the novice teacher is and what her/his beliefs, attitude, and motivation are influence the professional self in relation to how they carry out their professional activities on a day-to-day basis at school. Therefore, developing the professional self begins by inspiring the personal self who aspires for positive growth and change in the self of the novice teacher (Evans, 2014)

Multidimensional professional development (MDPD): This is professional development that addresses the motivational, attitudinal, emotional (personal), and functional (professional) aspect of being a teacher (Evans, 2014).

Site-based MDPD: This developmental process is vested in the leadership role of HoDs who need to devise and implement professional development initiatives that take into account the contextual factors of the school as well as the multiple needs of novice teachers that include their emotional, attitudinal, intellectual, and professional domains (Evans, 2014).

1.4 Theoretical Framework.

I adopted the theoretical framework proposed by Evans (2014) which highlights how professional development of teachers and more specifically novice teachers are to be developed at a multidimensional level. According to Evans (2014), professional development incorporates three dimensions namely the behavioural, attitudinal, and intellectual. Evans's (2014) theory helped me to understand that, for the professional growth of novice teachers and the required change in their methodological approaches and personal development, all dimensions as listed above need to be considered. This theory enlightened my understanding that it is important to influence what is embedded in the internal or psychological domain of novice teachers as well as the external context in which they need to function every day, namely the school and the classroom.

In developing an understanding of what is required to shape the HoDs' role in the professional development of novice teachers, I also adopted the teacher identity theory by Ellis and Orchard (2014). According to Ellis and Orchard (2014), how teachers define themselves, what they do, and who they want to be in the future is shaped by their lived experiences at both the personal and professional levels. The teacher identity theory thus underpinned my exploration of how HoDs' past personal and professional experiences influenced and shaped their approaches when they enacted site-based professional development of novice teachers.

However, because the research study focused on understanding what HoDs did in initiating professional development to support novice teachers, the instructional leadership theory by Islam, Karmaker and Paul (2019), which they posited under the title "Instructional leadership as heads of

department at tertiary colleges in Bangladesh, was also adopted. According to this theory of instructional leadership in schools, the features and qualities of effective instructional leadership are pivotal in educational development. Instructional leadership qualities include the ability to give direction and manage resources, assisting and supporting staff, and creating a conducive climate for teaching and learning. Based on the instructional leadership theory, school leaders have to ensure the provision of in-service development programs for teachers. The theory also looks at a number of contextual challenges that HoDs experience and that may interfere with their ability to address some issues. Therefore, using Evans' (2014) multidimensional professional development theory in conjunction with the theory that was developed by Islam et al. (2019) (the instructional leadership theory) helped me to understand HoDs' experiences and their responsibilities in enacting professional development programs for novice teachers and, more particularly, what they needed to do to address these teachers' developmental needs.

1.5 Research Objectives and Questions.

I developed three key research questions in light of the purpose and title of the research study which endeavoured to understand the school-based professional development initiatives of HoDs to assist novice teachers. Because of the focus of the study, I wanted to know **what** development initiatives were enacted by the HoDs, and **how** their experiences as HoDs shaped and influenced their understanding of their responsibilities to enact such initiatives on site.

1. How did the HoDs' early professional experiences shape their understanding of the professional development of novice teachers? To address this question, I focused on understanding how the HoDs' earlier professional experiences had shaped their identity as HoDs and how these experiences continued to shape their understanding of their responsibilities in the professional development of novice teachers. Therefore, by adopting the teacher identity theory (2014), I had the opportunity to explore and gain understanding of how the earlier experiences of HoDs informed their present approaches and also how this shaped their experiences in developing novice teachers within the school. I explored the experiences of the participating HoDs using collage inquiry and semi-structured interview questions.

2. *What are the HoDs' experiences of initiating school-based PD for novice teachers?* To address this question the focus was on understanding HoDs' professional experiences of the development of novice teachers in the school setting. Evans's (2014) multidimensional professional development theory helped me to understand the HoDs' experiences and to unpack what they did to enact site-based professional development of novice teachers in a manner that either addressed or did not address these teachers' needs.

3. *What contextual barriers did the HoDs encounter that impeded their efforts to advance the professional development of novice teachers?* By utilising the instructional leadership theory of Islam, Karmaker and Paul (2019), I could focus on exploring the various contextual and professional factors that hindered HoDs' efforts to effectively support the professional development of novice teachers. This theory also assisted me in discovering how the HoDs negotiated these constraints from a managerial perspective.

1.6 Methodology.

I employed the qualitative research approach because of its interactive nature (Mouton, 2004). The qualitative approach enabled me to interact with the HoDs to better understand their experiences, views, and perspectives. I also employed case study research which allowed me to zoom into the experiences of the HoDs and to thus better elucidate their enactment of site-based professional development and support of novice teachers. As this was a case study, the HoDs were free to share and detail their experiences using both verbal and visual narratives as I utilised semi-structured interviews and collage inquiry. These data collection tools helped me to trace their early professional-personal experiences and to understand how these had shaped them to become who they were and *why* they did *what* they did to develop novice teachers. As this inquiry was a case study, the HoDs shared in detail the contextual and personal constraints they faced and how these impacted their ability to support novice teachers. I found the case study approach a highly appropriate methodology because it allowed me to get into the minds of the HoDs and to see their world through their eyes.

By utilising two different methods of data collection, namely semi-structured interviews and collage enquiry, I was able to generate rich data that, once analysed, assisted me in fully

comprehending how multiple contextual barriers impeded the effectiveness of the professional development programs for novice teachers. The data also illuminated what influenced the HoDs' educational experiences and how these influences impacted their leadership roles as the custodians of novice teachers' development. I was able to discover that earlier educational experiences were intricately connected to the HoDs' current practices and could discern how and why their understanding of their responsibilities towards developing novice teachers professionally was, in some instances, impeded.

1.7 The Structure of the Thesis.

In **Chapter One** I discuss the purpose of the study which was to understand the responsibilities of HoDs in initiating the school-based professional development of novice teachers. I outline the personal, professional, and contextual rationale for the study and present the key research questions as well as the methodological framework of the study.

Chapter Two focuses on the literature review and highlights the contemporary views, philosophies, and debates of different scholars regarding the responsibilities of HoDs in the professional development of novice teachers. These differing views and debates informed and framed the background of this research project. They also enhanced my curiosity regarding the research topic and inspired me to explore various initiatives that HoDs may enact to ensure that the professional development of novice teachers in schools is effective. In this chapter I also discuss the theoretical framing of the study in more detail. These theories, that were briefly mentioned above, are the multidimensional professional development theory by Evans (2014) and the instructional leadership theory by Islam et al. (2019) and the identity theory by Ellis and Orchard (2014). I wanted to understand what HoDs' roles need to be to ensure that the professional and personal needs of novice teachers are addressed, and in this process the theoretical framework provided the guidelines that I needed.

The purpose of **Chapter Three** is to describe the research methodology. I therefore discuss the research design and the research methods that I utilised. I explain my decision to employ a qualitative design and why I embedded the investigation in the case study approach, while I also describe the selection of the participants and the context of the study.

In **Chapter Four** I respond to the first research question: *How did the HoDs' early professional experiences shape their understanding of the professional development of novice teachers?* I address this research question by referring to extracts from the HoDs' narratives and analyse their responses to support my evaluation of how their past professional experiences had shaped and continued to shape their understanding of their identity as HoDs. The analyses also illuminate how these experiences shaped their understanding of their responsibilities as professionals who needed the support the personal and professional development of novice teachers in the school.

In **Chapter Five** I respond to the second research question: *What are the HoDs' experiences of initiating school-based PD initiatives for the growth novice teachers?* I present selected excerpts from the HoDs' narratives that elucidate their experiences and I analyse these to arrive at various insights regarding their support of novice teachers.

In **Chapter Six** I respond to the third research question, *what contextual barriers did the HoDs encounter that impeded their efforts to advance the professional development of novice teachers?* I again present my findings with reference to excerpts from the HoDs' narratives. The HoDs express contextual barriers in their collage, whereby through different pictures, words and phrases they chose to narrate their experiences that make it difficult for them to push for the professional development of novice teachers that will contribute to their educational experiences.

In **Chapter Seven** I present a summary of the research study and findings, draw conclusions, and offer recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

THE EXPERIENCES OF HoDs REGARDING THE PROFESSIONAL DEVELOPMENT OF NOVICE TEACHERS.

2.1 Introduction.

In the previous chapter I presented the background to the study and briefly explained its focus. I also discussed the personal, professional, and contextual reasons that inspired me to do research on the topic in question. The research methodology that I employed was explained and the research questions that drove the study were listed and detailed.

In this chapter I review the literature related to the study topic. I begin by elaborating on the challenges that are faced by novice teachers in the school environment. I then present a study conducted on novice teachers from five different South African schools that reinforce the challenges that novice teachers encounter when they transit from a theory driven environment in training institutions to school environment. I then explore various philosophies, debates, and views on professional development (PD) and then focus on the professional development of novice teachers in particular. Central to the focus of the study is HODs' experiences as managers and leaders who need to support the professional development of novice teachers in South African public primary schools. In light of the focus of the study, I discuss the central elements that embody effective professional development. I then discuss various scholars' views on the responsibilities of HoDs as instructional leaders charged with the professional development of novice teachers. The review focuses on what HoDs need to do, why they need to do this, and how. I conclude this review by synthesising the various key strands that were critical to my research and I explain how these elements were used in developing a theoretical-conceptual framing that informed my exploration of the experiences of HoDs in relation to novice teacher development.

2.3The challenges faced by novice teachers on site.

Novice teachers are defined as newly qualified teachers with less than 5 years of teaching experience (Dayan & Khan, 2018). As they transition from theory-based institutions to a

predominantly practical setting and classroom realities of the school, with no contextual experience, novice teachers face a number of challenges and find it difficult to cope with the professional demands and skills required in the classroom (Dayan & Khan, 2018). Because of the pressure of having to adjust quickly to the new school, teaching environment and other cultural aspects within the school environment, a number of novice teachers become demotivated and some altogether leave the teaching profession entirely as they find gaps between their beliefs and the realities in the field (Dayan & Khan, 2018).

In support of such challenges experienced by novice teachers, research was conducted by Makoa and Segalo (2021) on 34 novice teachers from five different schools in the Gauteng Province. The purpose of the research was to investigate the novices' personal experiences of their school-based professional development. The study drew on the whole teacher professional development approach which focuses and places emphasis on developing various aspects of the novice teacher which includes their attitudes, knowledge and teaching practices (Makoa & Segalo, 2021). Overall findings were that novice teachers shared similar challenges with their professional development experiences. One of their challenges was the lack of opportunities to engage in professional development that addressed their identified needs and insufficient time to engage with other colleagues and discuss issues relating to teaching practices (Makoa & Segalo, 2018). The participants also mentioned the lack of continuous feedback and follow-ups from their professional developers and how that negatively impacted on their ability to implement and sustain changes to their practices (Makoa & Segalo, 2018).

From the findings, the researchers concluded that it was imperative that professional development programmes or initiatives be designed in a manner that adequately addresses the novice teachers' specific needs (Makoa & Segalo, 2021). However, where professional development activities do not address the needs of the novice teachers, they will be pointless and thus result to wasted time and frustration for novice teachers (Makoa & Segalo, 2021).

2.3 Professional Development.

2.3.1 Professional development as a process.

In the educational context, professional development can be understood as a process during which individuals (in this case novice teachers) enhance their skills, knowledge, and values to improve

their teaching practices (Kwakman, 2003; Mitchell, 2013). Professional development entails structured professional learning that leads to changes in teachers' practices as well as improvement in their students' learning (Darling-Hammond, Hyler & Gardner, 2017). According to Patton, Parker and Tannehill (2015), professional development refers to various educational experiences relating to an individual's work and is intended to improve educational practices and more particularly teaching and learning outcomes. When considered as a whole, professional development is understood as a continuous act of learning that involves various educational experiences of a teacher at a school or schools. It allows educators to enhance and elevate the quality of their various educational practices and this, in turn, leads to improvement in student learning (Patton et al., 2015). In light of the fact that professional development is an on-going and structured process, the current study focused on understanding the experiences of HoDs who needed to enact multiple initiatives in order to offer continuous support to novice teachers in a specific school. Site-based developmental initiatives take into account the needs of novice teachers in the context in which they do their everyday work. Therefore, the professional development initiatives that HoDs enact need to contribute to and enhance the educational experiences of novice teachers.

2.3.2The core features of professional development.

Patton et al. (2015) list several core features of professional development that can give direction to principals and other school management team members (HoDs and deputy principals) to support and enhance the professional development of novice teachers. For professional development to be effective, it needs to be crafted in a way that addresses the multiple needs of the novice teacher and encourages collaboration and team work in order to enhance their professional growth. According to Patton et al. (2015), a pivotal feature of effectively devised professional development initiatives is that they must address and focus on novice teachers' needs and interests. Moreover, they need to specifically focus on the needs as identified by the novice teachers as only then will such initiatives enhance their knowledge, skills, values, and beliefs. Therefore, the needs, concerns, and interests of teachers must be prioritised along with those of the school (Chigonga & Mutodi, 2019). Darling-Hammond et al. (2017) argue that, for professional development to meet the needs of novice teachers, programmes should entail the coaching and expert support in order to effectively address their needs.

The second feature of professional development is that it acknowledges that teacher learning is a social process (Patton et al., 2015). Therefore, rather than leaving novice teachers to work in isolation and be expected to perform as the experienced teachers, professional development initiatives thus need to construct a strong working relationship between the experienced teachers and novice teachers to allow them to share knowledge and practices in developing one another (Darling-Hammond et al., 2015). Creating conducive conditions that will facilitate collaboration in schools is vital (Darling-Hammond et al., 2017), as collaboration among teachers allows them to work as a collective (Patton et al., 2015). By working collaboratively, teachers gain the power and capacity to alter the culture of their school for the benefit of all (Darling-Hammond et al., 2017).

In light of these pivotal features of PD, it remains important that, when crafting and designing such initiatives, the personal and professional needs of novices are taken into consideration. However, it also remains important to consider the needs of the school. Moreover, for the successful implementation of PD initiatives collaboration among teachers remains critically important as this allows them to support one another and devise and share new and better strategies that will enhance their classroom practices. The third feature is that professional development considers novice teachers as active participants in their learning. It becomes effective when it allows them to be hands-on, to be practical, and to take charge of their learning rather than being passive recipients of knowledge (Patton et al., 2015). Such possibilities include action research, observation, obtaining feedback, and interactive group discussions. When all these possibilities are collated, teachers develop professionally, particularly when they engage both actively and interactively with learning opportunities (Chigonga & Mutodi, 2019).

The fourth feature of professional development is that it intends to improve the novice teachers' pedagogical skills and content knowledge (Patton et al., 2015). Well-structured professional development programmes ensure that these teachers master subject content, refine their teaching skills, and better evaluate their own and their students' performance so that they can address any changes that are needed (Darling-Hammond et al., 2009). In the last instance, professional development is an ongoing process (Chigonga & Mutodi, 2019). This means that teachers' professional development becomes effective only when their daily tasks are connected and when

they are genuinely engaged in sound teaching practices during the school day (Chigonga & Mutodi, 2019).

When these features of PD are scrutinised holistically, professional development initiatives ensure that teachers are at the centre of developmental programs and are the core creators and leaders of their own and their students' learning. They should actively and continuously strive to capacitate themselves with new and enhanced knowledge and teaching pedagogies while considering the needs of their learners and the school. Professional learning is an ongoing process that occurs collaboratively, collectively, and socially and becomes effective through continuous feedback and reflection to monitor growth and development. In this process expert support and coaching are pivotal.

2.3.3 Active participation of teachers in their professional development.

In terms of the analytic perspective to understand professional development, Avalos (2010) posits that teacher professional learning is a complex process that requires the emotional and intellectual participation of teachers both individually and as a collective. Emotional and intellectual participation also calls for the willingness of teachers to examine and analyse their positioning concerning their convictions and beliefs and thereafter considering appropriate alternatives for improvement of or change in their teaching practices and values. The importance of teachers' beliefs as the mediators of professional development is corroborated by Kleickmann, Tröbst, Jonen, Vehmyer and Möller (2016), who argue that teachers' beliefs impact the outcomes of professional development. Beliefs are viewed as norms or assumptions that are subjectively perceived as the truth (Kleickmann et al., 2016) and are therefore underpinned by the social constructivist theory of teaching and learning. Some teachers have a simplistic belief about teaching and learning as they view it as a directional process of information transfer from teacher to a learner with prominence being given to repetition (Kleickmann et al., 2016). However, the latter authors believe that for professional development to be effective, teachers' beliefs and assumptions about teaching and learning need to be restructured and refined on a continuous basis. Various authors support this notion and argue that professional development becomes fruitful once the teacher has decided to engage in introspection and reflection on what needs to be developed and how this needs to be done (Shandomo, 2010 & Kayapinar, 2018). Such reflection occurs

continuously at various levels and includes reflection on beliefs, values, intellectual growth, and practices.

2.3.4 Professional Development Models for School-based Support.

PD programs can be delivered in various forms such as by conducting workshops and holding seminars, conferences, and courses (Ball & Cohen, 1999; Collinson & Ono, 2001). Authors such as Kennedy (2005) discuss the value of various PD programs that are usually presented in South Africa for the professional development of teachers. One of the identified models of professional development is the cascading model as proposed by Kennedy (2005). In this model teachers attend training sessions, or workshops. Upon completing the training session and acquiring relevant knowledge and skills, the trained teacher then cascades the knowledge and skills to her or his colleagues. In other words, the trained teacher becomes a course attendee who in turn teaches and trains other teachers (Mass & Engeln, 2018). According to this cascading model the professional development of trained teachers (course leaders) is nested in three spheres, of which the first is the school domain (Maab, 2018). In the school domain the focus is on students' learning of subject content that is transferred by the teacher. Second is the professional development domain where the teacher is supported by the course leader (trained teachers who cascade what they were taught to other teachers) (Maab, 2018). The last sphere is the leadership development domain where the course leader becomes a learner who learns to lead (Maab, 2018). In the cascading model the trained teacher thus transfers information to teachers who did not undergo the same specific training. Such trained teacher thus offers professional support and guidance to other teachers and, in this process, the professional development of all is enhanced.

However, while PD programs intend to enhance the professional growth of teachers, many such programs have received stringent criticism (Kennedy, 2005). One such criticism is that some PD programs that are intended to enhance teachers' skills and expertise are decontextualized (Ball & Cohen, 1999; Collinson & Ono, 2001). The argument is that they do not take the conditions under which teachers work into consideration and that they are disconnected from classroom practices and realities while they are also not related to teachers' specific needs and interests (Bautista & Ortega-Ruiz, 2015). It is also argued that traditional approaches to PD such as workshops and seminars tend to adopt a more technical approach to professional development (Steyn, 2008). Such

programmes focus on improving teachers' skills and knowledge and do not take the personal and emotional needs of teachers into consideration. As a result, the focus is on training teachers on how content or a subject area is taught or how to improve their teaching techniques (Mundry, 2005). Unfortunately, it has been found that some teachers are not stimulated by content or pedagogically focused PD programs (Desimone, 2006) and they thus attend as passive recipients of information without full participation and engagement. This is because such programs do not address their personal and professional needs, nor do they take into account the specific challenges that teachers are faced with in a particular school (Bautista & Ortego-Ruiz, 2015).

Various authors have also analysed this criticism discussed above issue and have made suggestions for effective teacher professional development programs that will bring about professional change and growth. For instance, Lee (2005) argues that PD programs ought to acknowledge the needs of teachers and have to be contextualised by taking into account what teachers' classroom practices and conditions at a particular school are. This needs-based approach to PD is also supported by Desimone et al. (2006), who believe that principals and HoDs have to monitor and evaluate teachers and also identify the kinds of professional development programs that they need. It is also suggested that PD programs need to be site-based (Heystek & Terhoven, 2014) so that teachers may play a personal role in developing one another by collaboratively devising ideas and finding solutions to teaching and learning challenges.

Thoonen et al. (2011) discuss various contextual factors that positively influence teachers' willingness to engage in PD programs such as interaction with colleagues, sharing of knowledge, and devising solutions as a team to best improve their practice by taking the contextual factors of their school and needs into account. A spirit of cooperation, participation, and decision-making and a climate of trust are also regarded as pivotal in encouraging teachers to engage in professional development programmes and initiatives (Thoonen et al., 2011). It thus appears that, of the various models that may be employed for the professional development of teachers, the models that focus on the pedagogical skills and practices of teachers are less effective than the model that considers teachers' contextual factors.

2.4 The Professional Development of Novice Teachers.

In light of the various debates on and issues raised regarding effective professional development models, exploring the issue of the professional development of novice teachers has become imperative in order to understand what they need and how this is to be achieved. Multiple aspects thus need to be considered for the successful development of novice teachers. According to Odell and Huling (2000), novice teachers are beginners in the teaching profession as they have only five or fewer years' experience (Curry, Web & Latham, 2019). Up to the early 1980s little attention had been given to the personal and professional support of new teachers entering the field (Odell & Huling, 2000). However, in recent years the professional and personal support of new teachers has been increasingly viewed as important as it is essential to reduce the reality or culture shock that novice teachers experience in their transition from being university students to full-time teachers and managers of their own classrooms (Odell & Huling, 2000). The need for professional and personal support of novice teachers is also corroborated by Curry et al. (2016), who state that the full absorption or immersion of novice teachers into the school environment is highly dependent on the professional support they receive from the SMT as well as mentor teachers. Creating a conducive environment for new teachers' entry into the teaching profession also facilitates their professional development and leads to their success in the classroom. For novice teachers to thrive and succeed in the school context, they require professional and personal support and it is thus important that the SMT makes this school environment conducive for such support by encouraging and establishing relevant structures and mechanisms (Curry, Web & Latham, 2019).

2.5 The professional development responsibilities of HoDs for novice teachers.

HoDs have multiple duties and responsibilities as they fulfil the role of teachers, administrators, and managers. Themes that surface in various educational policies highlight these multiple responsibilities and duties and, most importantly, zoom in on their responsibilities as managers of novice teachers' development.

2.5.1 HoDs' professional responsibilities.

A policy guideline that was issued by the Department of Education (2000) states that HoDs are positioned as instructional leaders who influence the quality of teaching and learning (Harriz & Jenz, 2006). HoDs are class teachers who have been promoted to accept the duties of managing, overseeing, and supervising other teaching staff. Therefore, it is the responsibility of the HoDs to

equip and capacitate the novice teachers in their respective departments with educational knowledge and updated skills while they also need to stimulate their interest in various educational domains (Mampane, 2018). The Department of Basic Education views HoDs as experts who possess relevant and sufficient knowledge, who have sufficient experience in teaching practices, and who play a leading role in staff development and monitoring (Mthiyane, Naidoo & Bertram, 2019). Authors such as Nicholson et al. (2016) also affirm that HoDs are teacher leaders who facilitate professional learning among the teaching staff.

2.5.2 HoDs' supervisory mandate.

HoDs play an important supervisory role in the professional development of novice teachers as they are new in the field with only preservice experience. This is a notion that is underscored by the National Education Evaluation and Development Unit (NEEDU) (2012). The national report states that HoDs are educators who are positioned to effect positive and sustainable change in classroom practices where and when required (NEEDU, 2013). Overall, HoDs are viewed as leaders who are a driving force in influencing quality teaching and learning and as the professional developers of novice teachers (Brown, Rutherford & Bayle, 2000).

2.5.3 HoDs as educators responsible for teaching and learning.

The roles and duties of HoDs are stipulated in the PAM document (Department of Basic Education, 2016) which specifically states that the primary duty of HoDs is to engage in teaching and learning in the classroom. Therefore, as subject experts, HoDs are responsible for ensuring that subjects/ learning areas are promoted and that subject content knowledge is delivered in an appropriate manner (Department of Basic Education, 2016).

2.5.4 Supporting teachers and teacher development to enhance teaching and learning.

To achieve quality teaching and learning, McEwan (2003) argues that teachers and specifically, for the study, novice teachers need to be supported in their professional development and that their teaching practices and expertise should be regularly monitored. McEwan (2003) further stipulates that HoDs have to assist teachers in setting and obtaining personal and professional objectives relating to the improvement of teaching and learning and that they have to ensure that these objectives are monitored to ensure that they are achieved. Reinforcing this duty, the Department

of Basic Education (2016) stipulates that HoDs are teachers, subject experts, and mentors who play a pivotal role in staff monitoring and development (Hilton, Hilton, Dole & Goose, 2015). Therefore, HoDs are critically important in building the capacity of novice teachers to enhance teaching and learning outcomes (Hilton et al., 2015).

2.5.5 HODs as curriculum and professional ethics developers.

Metcalf (2018) highlights three elements that HoDs need to employ as good practice. First, they need to monitor teachers' and learners' work regularly to ensure curriculum coverage. Secondly, they need to support teachers and assist them in improving their practice as and when required (Metcalf, 2018). Lastly, HoDs have to assist teachers who are struggling to cover the curriculum. In ensuring curriculum coverage and that teachers are well capacitated, HoDs should therefore assume the responsibility of facilitating professional learning among the teaching staff in their respective departments (Nicholson, Capitelli, Richert, Bauer & Bonetti, 2016). However, as much as HoDs ought to assume the responsibility of facilitating professional development, it also becomes their duty as teacher leaders to motivate and encourage teachers to adopt a lifelong learning attitude so that they can develop themselves professionally through furthering their studies and refining their teaching practices (Hilton et al., 2015).

2.5.6 HoDs as facilitators of school-based communities of practice.

Ghavifekr and Ibrahim (2014) argue that HoDs have to create school-based communities of practice to allow teachers to meet, interact, and share their skills and knowledge in order to improve their teaching practices and enhance their subject knowledge (Ghavifekr & Ibrahim, 2014). Professional conversations among teachers become very important as they encourage and promote critical collaborative reflection and transformational learning that leads to changes in practice (Irvine & Price, 2014). It is through professional conversations among teachers that are encouraged by HoDs that teachers can openly expose their thoughts and mistakes and explain what works for them or not so that they in turn support other teachers (Irvine & Price, 2014). It is therefore also very important that HoDs participate in their own professional development activities so that they can capacitate themselves with the necessary skills and knowledge to, in turn, enhance their novice and other teachers' practice (Mthiyane et al., 2019).

2.5.7 HoDs' monitoring and feedback mandate.

To initiate professional support and the development of novice teachers, HoDs have to ensure that formal and informal observations of the novice's classroom activities take place and that post-observation conferences are arranged to give feedback to them (McEwan, 2003). In terms of feedback, HoDs have to deliver critical yet constructive criticism, make suggestions, and offer recommendations on how teachers may individually or collectively best develop professionally and personally based on their professional and personal needs (McEwan, 2003).

Performance standard 9 in resolution 8 of the Education Labour Relations Council (2003) stipulates that principals, deputy principals, and HoDs have the responsibility of managing and developing personnel in a manner that ensures that the vision and mission of the institution are achieved. It is thus important that HoDs ensure the professional development of teachers by aligning their individual needs with those of the Department and the school (Day, 1984). It therefore follows that HoDs should assume a broad range of duties and activities such as evaluating teachers and learners, organising teaching and learning resources, and establishing curriculum work schedules and timetables. HoDs are also an important link between teachers and parents and between teachers and the principal, and are viewed as curriculum content experts (Day, 1984). It is therefore their role to lead, manage, and professionally develop teachers while they are taking responsibility for a broad range of educational activities for the advancement of quality teaching and learning. It is thus undeniable that HoDs should possess strong leadership and management qualities (Republic of South Africa, 2007).

2.5.8 Concluding remarks.

By highlighting the experiences of HoDs I was guided to understand their multiple responsibilities. However, this study focused on understanding HoDs' role in developing novice teachers and how these responsibilities should be executed. The study design helped me to explore what informed their decision-making processes and whether they embraced the mandate to develop novice teachers. In this process I could determine the complexities of their task and explore the challenges they experienced as a consequence of the wide spectrum of responsibilities they had.

2.6 Theoretical Framework.

According to Christie (2010), leadership is understood as the ability to influence change that is directed towards the attainment of set goals and outcomes. Leadership focuses on visions, strategic issues, transformation, and utilising one's influence to support people to do the right thing (Clarke, 2007). The notion that leadership includes the ability to influence people is corroborated by Olulube (2013) when he states that leadership is a process in which an individual influences a group of people to achieve a common goal. In the educational context HoDs are teacher leaders and managers who assume a leadership responsibility to initiate and facilitate professional development activities that will motivate and encourage teachers to enhance their teaching practices for the benefit of improved learner outcomes.

There are various leadership theories that are associated with enhancing or facilitating an improvement in teacher performance and learner outcomes and most importantly in contributing to the professional development of teachers, and novice teachers specifically (Cornelissen & Smith, 2022). These theories look at the personality traits as well as the characteristics that the SMT particularly the HoDs needs to possess taking into account the context of the school for effective leadership. In framing the study of HoDs' experiences as school managers I drew on Instructional leadership theories as well as related concepts transformational leadership and the distributed leadership.

As much as the study focuses primarily on the instructional leadership theory, the transformational leadership theory is important in firstly highlighting various leadership theories from which the instructional leadership theory is selected. Secondly it also highlights or brings to light how HoDs inspire, motivate and transform the behavioural aspect of the novice teacher at a professional and personal level, with the purpose of developing their professional capacity for better work performance and better learner outcomes (Shava, 2021). Therefore, the transformational leadership theory offers a guide on understanding how HoDs play a critical role in inspiring, heightening and altering the values, beliefs and interests of novice teachers through various site-based professional development strategies in order to motivate them to enhance their teaching practices which will lead to enhanced learning and better learner outcomes (Shava, 2021). The distributed leadership theory creates a level of consciousness of how HoDs can distribute the leadership role in the professional development of novice teachers, by also encouraging and supporting teachers to be active participants and take charge of their own professional development in or their personally identifies professional development needs (Harris & DeFlaminis, 2016).

However, to better understand the data and findings of the study, I utilised the three relevant concepts and theories that informed the theoretical framework for the study. These include the instructional leadership theory, the multidimensional professional development theory (MDPD) and the identity theory.

2.6.1 The instructional leadership theory.

The instructional leadership theory highlights the responsibilities of HoDs as managers who are instructional leaders in schools (Islam, Karmaker & Paul, 2019). “Instructional leaders provide direction, manage resources, develop curriculum and organise in-service programs for teachers” (Islam, Karmaker & Paul, 2016, p.2). This theory helped me to better develop my understanding of the leadership role and responsibilities that HoDs have in facilitating school-based professional development for novice teachers. It also framed my evaluation of *how* the HoDs understood their responsibilities as instructional leaders and *what* their experiences were when they endeavoured to support novice teachers.

According to Islam et al. (2019), instructional leadership includes the capacity to utilise various strategies to motivate educators to enhance their teaching performance. Based on this view, instructional leaders need to provide direction, manage resources, assist and support staff and pupils, and ensure that the school climate is conducive for teaching and learning.

According to Vanblaere and Devos (2018), HoDs have two key instructional leadership roles relating to school-based professional development. First, HoDs have a group-oriented departmental leadership role (Vanblaere & Devos, 2018). They encourage collaboration among teachers and stimulate a culture of values, collegiality, and coherence within their respective departments. In terms of the group-oriented leadership role, HoDs are responsible for guiding and organising departmental meetings and group discussion sessions and they need to emphasise the importance of professional learning and participation in it within the department (Vanblaere & Devos, 2018). Secondly, this role of HoDs intends to ensure that they plan and monitor professional learning and development initiatives in their respective departments (Vanblaere & Devos, 2018).

2.6.1.1 Transformational leadership theory.

Transformational leadership focuses on leaders (HoDs) who encourage and motivate their followers (novice and experienced teachers) to share ideas that will develop their abilities both professional and personal, and enable them to achieve such ideas by providing them with the necessary support and the resources that they need (Cornelissen & Smith, 2022).

According to Shava (2021), he states that transformational leadership is the ability of a leader to motivate the staff and increase their interest to achieve higher performance through developing the commitment and beliefs in the organization. Looking at Shava's (2021) view of transformational leadership, it is the style of leadership which inspires the followers to rise above their own flaws, weakness or self-interests by changing their morale and values and motivating them to be the best they can be for better performance. In other words, Transformational leadership refers to a set of behaviours of leaders that should lead to higher motivation and increased performance for employees (Shiva, 2021).

2.6.1.2 Distributed leadership theory.

Distributed leadership theory focuses on shared leadership and interaction between multiple leaders (Harris & Deflaminis, 2016). In other words, it emphasises a shift from a single individual to multiple individuals who are regarded as partners or group members who share certain responsibilities of leadership in an organization (Harris & Deflaminis, 2016). In corroboration with Harris and Deflaminis ((2016), Wieczorek and Lear (2018) also provide that distributed leadership focuses on the leadership activities or organizational actors and not their formal position of authority or job title. Therefore, in light of the distributed leadership theory definition, school leaders such as principals and HoDs play a very important role in supporting, facilitating and encouraging teacher leadership in schools; whereby the teachers interact with HoDs and are active participants in taking a leadership role in their professional development and on reflecting on their practices and coming up with solutions for improvement (Wieczorek & Lear, 2018). Therefore, the distributed leadership theory offers a guide and awareness of how do HoDs support and encourage novice teachers to have a voice in expressing their needs for professional development and how they are encouraged to take charge and lead their professional development.

2.6.2 The multidimensional professional development theory (MDPD).

The multidimensional professional development theory of Evans (2014) underpins the study. This theory foregrounds how novice teachers need to be developed and supported by HoDs and also elucidates which dimensions of novice teacher school-based PD initiatives HoDs needed to highlight.

According to Evans (2014), professional development includes three dimensions, namely the behavioural, attitudinal, and intellectual. The behavioural dimension is concerned with what practitioners (in this case novice teachers) physically do at work. A sub-component of this dimension includes the procedures and processes that people apply in their work, as well as their productivity. The second component is the attitudinal dimension which relates to the attitudes that practitioners have (Evans, 2014). The attitudinal dimension includes perceptions and beliefs about oneself and those around one as well as people's motivation (Evans, 2014). The intellectual dimension to professional development relates to the practitioner's knowledge and understandings.

In light of the three dimensions of professional development, PD can be viewed as a process that needs to occur to improve and develop the practitioner (the novice teacher) at an intellectual, behavioural, and attitudinal levels so that their performance is enhanced (Evans, 2014). Evans's (2014) theory highlights the point that professional development is not simply about changing people's behaviour and how they do things, but that it is also about modifying or changing people's perceptions, attitudes, capacity, and their intellectuality. Looking at these components as a unit and not as each one in isolation leads to a chain reaction where one changed dimension leads to a change in another (Evans, 2014). Such a chain reaction leads to the multidimensional nature of teachers' development throughout their careers. In light of the focus of the study, the multidimensional professional development theory allowed me to zoom in the *what* question regarding the experiences of HoDs in their efforts to develop novice teachers.

Figure 2.1 is a diagrammatical representation of the components of professionalism.

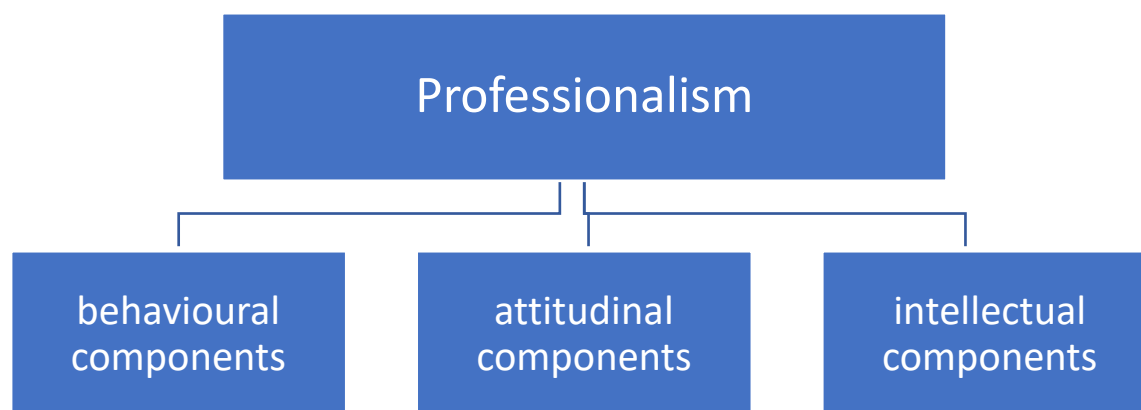


Figure 2.1: The componential structure of professionalism

2.6.3 The teacher identity theory.

The concept of teacher identity by Ellis and Orchard (2014) enlightens the notion that who the teacher is and how he/she defines him/herself is shaped by past and present experiences. In accordance with Ellis and Orchard (2014), Yazan (2018) states that teacher identity is not only defined by the expectations and conceptions of others, but that it is also shaped by what a teacher believes to be important in their professional work and life which, in turn, is influenced by the teacher's personal and professional background.

By drawing on teacher identity as a conceptual framing for the study, I am able to understand how the HoDs' early lived professional and personal experiences were intricately interwoven with how they identified and defined themselves and how this identity and its influences shaped how they responded to their mandate to support the professional development of novice teachers.

The instructional leadership theory, the multidimensional leadership theory, and the teacher identity conceptual theory were all relevant to the study and thus comprised its theoretical framing. These multiple theories guided my understanding of the topic and helped me to determine what the HoDs' identities were and how they played their role as instructional leaders. I could also unpack their sense of responsibility and how this shaped their efforts to support and develop novice teachers professionally. By zooming in on their experiences of professionally developing novice

teachers, I could explore what initiatives and support systems were enacted for novice teachers' educational experiences.

2.7 Bringing the theories into dialogue.

The theories are relevant for the study and are interlinked. Through the teacher identity theory, I am able to understand how the HoDs' early past professional experiences have shaped and continue to shape (teacher identity theory) their leadership responsibilities as managers (instructional leadership theory) of the professional development of the novice teacher, and how the novice teacher is therefore developed and on which aspects of their development to focus on (MDPD theory).

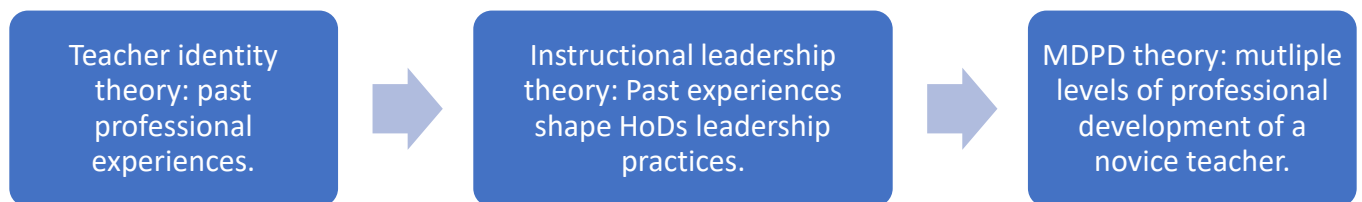


Figure 2.2: The connection between the theories that informs the study.

2.8 Conclusion.

In this chapter I have presented the conceptual understanding of professional development and the features that lead to its effectiveness. I then focused on the professional development of novice teachers and various initiatives that HoDs should enact to effectively support them at school level. I concluded by discussing the theoretical framework that I employed and explained how the theories and concepts were interlinked to assist me in fully understanding the experiences of HoDs who needed to support novice teachers on site. In the next chapter I present and discuss the research design and the research methodology that were utilised to give direction to the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction.

In the literature review chapter, I presented a discourse on the debates, trends, and issues regarding professional development with specific reference to the roles that HoDs in primary schools should play in initiating site-based professional development programs for novice teachers. I also discussed the three theories that framed this research study.

This chapter comprises of three sections. In Section A I present the research paradigm and design as well as the reasons for the chosen research methodology. In Section B I explain the different types of data generation methods that were used and discuss the reasons why these methods were adopted as well as their suitability for the study. In Section C I explain the data analysis and interpretation methods, the ethical considerations that I adhered to, as well as the issues of trustworthiness, credibility, transferability, and conformability. The limitations of the study are also highlighted.

SECTION A

3.2 Research Paradigm

The research was embedded in the interpretive research paradigm. Paradigm is a concept that refers to a researcher's set of beliefs, values and principles that influence how the world around him/her is perceived and how he/she construes the world in which he/she lives and it is essentially the lens through which the researcher views the world (Kivunja & Kuyini, 2017) and thus underscores the set of beliefs and a particular mindset that one has about the nature of knowledge that influences the research methodology and how the research is brought to fruition (Kivunja & Kuyini, 2017). The interpretive paradigm supported my philosophical motive for gaining a deep understanding of the phenomenon under study. I viewed the topic through the eyes of HoDs to determine how they constructed meaning in view of their responsibility to support novice teachers. As I also took their context into consideration, the interpretative paradigm was a most suitable foundation for my investigation into the different views, interpretations, and meanings that each HoDs attached to the subjective truth of their reality (Harrison, Birks Franklin & Mills, 2017). In other words, the data

that I elicited from the participants were not influenced by my objective views but reflected the context and realities of the HoDs as they experienced their role in supporting novice teachers.

3.3 Research Approach.

I utilised a qualitative approach to this study to address the research aims, objectives, and questions. My motive for adopting a qualitative approach was based on the premise that the best way to come to know and understand the particular phenomenon that I would be investigating (i.e., HoDs' experiences of initiating the school-based PD of novice teachers) was to view it in its authentic context (Krauss, 2005). The qualitative approach enabled me to have an interactive relationship with the participating HoDs and to explore their experiences and perceptions in various ways. In this manner I came to an understanding of their responsibilities as they perceived them and I could thus best draw conclusions regarding the effectiveness of their professional development initiatives involving novice teachers at the schools where they were employed.

By utilising the qualitative approach, I could also deepen my understanding of how the HoDs' surroundings, which included the school and their respective departments' contexts, influenced their interpretation and execution of their responsibilities (Yavuz, 2018). The qualitative approach was thus useful in helping me to gain in-depth understanding of how the HoDs' functioned as managers and instructional leaders and how this shaped their understanding and meaning making of the professional development of novice teachers in relation to the context within which they worked (Daher, Carre', Jaremillo, Olivares & Tomicic, 2017). By allowing the HoDs to share their experiences and realities through narratives, I was able to elicit rich and detailed data about their perspectives concerning their role as PD leaders of novice teachers (Daher et al., 2017).

3.4 Research Methodology.

3.4.1 A multiple case study.

Research methodology is viewed by various authors as a collection of methods that all follow the guidelines and rules that govern research. It is also underpinned by the values, philosophies, and theories that guide a particular approach to a research study (Somekh & Lewin, 2005). In accordance with Somekh and Lewin (2005), Goundar (2013) views research methodology as the

steps or procedures that the researcher follows when describing or explaining a particular phenomenon. The objectives of the research methodology are to ensure the use of correct research processes and to pave the way towards the use of appropriate research methods (Goundar, 2013).

I adopted a multiple case study approach as the most appropriate methodological approach to this research project. According to Merriam (1998), a case study is an inquiry of a current phenomenon within its actual context. Authors such as Bush (2002) and Stark and Torrence (2005) acknowledge that a case study approach has the merit of allowing an in-depth exploration and interrogation of an activity or situation in action using a range of methods and data sources.

Through a multiple case study approach, I was able to find or argue any similarities or even differences between the HoDs' experiences of professionally developing novice teachers in their different respective schools (Gustafsson, 2017). The four HoDs in the study were from different settings. Two HoDs were from the same school and the other two HoDs from another (two different settings). Therefore, the multiple case study assisted me in understanding or discovering if the HoDs' experiences of effectively professionally developing their novice teachers are interlinked to the school's context or the nature of their school's context, or not. As a result, the evidence from the study measure to be strong and reliable (Gustafsson, 2017).

Therefore, my purpose was to conduct an in-depth investigation into their views of their roles and experiences as HoDs and to explore the execution of their responsibilities as school leaders tasked with initiating school-based PD initiatives for novice teachers in their different schools (Harrison et al., 2017).

To reinforce the importance of context in a case study, Miles (2015) stipulates that the study provides a context through which a deep and rich understanding of certain practices can be obtained while it also provides a platform from which different practices can be explored. This approach is effective when human behaviour cannot be fully and meaningfully understood when it is isolated from the context in which it occurs. It was therefore imperative to interrogate HoDs' understanding of the school context as well as their past experiences in order to determine how these elements influenced their understanding of their duty to support novice teachers (Hancock & Algozzine, 2017). The contextual factors included the developmental needs of novice teachers in the school, the resources at the school's disposal, and the influence of departmental policies on the execution of their tasks. Therefore, to gain deeper understanding of the responsibilities of the

HoDs regarding school-based PD initiatives, it was important to consider the power relations they endorsed, the impact of their context, and how these elements shaped their perceptions, attitudes, beliefs, and practices (Miles, 2015). Therefore, below is a diagram that reflects various contextual factors that influence HoDs' experiences in developing novice teachers. As much as the case study zooms into understanding HoDs' experiences in developing novice teachers as a phenomenon, but I also look into what informs what they do as HoDs. These include factors such as their known responsibilities as instructional leaders, their identity as HoDs and what they do develop novice teachers for their professional and personal growth.

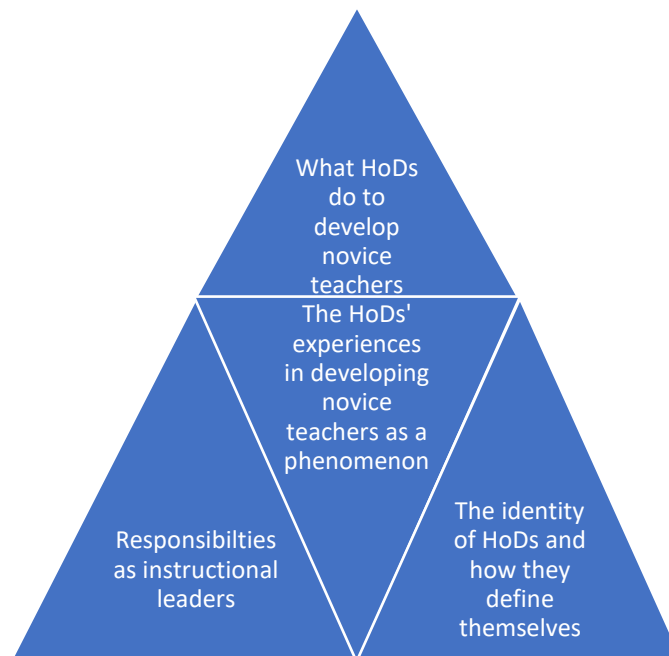


Figure 3.1: The relationship between the qualitative research methodology and the multiple case study approach.

The reason why I chose the multiple case study as a research design was that it allowed me to be descriptive, and this facilitated the elucidation of detailed and rich information (Merriam, 1998). The qualitative nature of this design also permitted me to obtain a large body of in-depth information as the HoDs were able to share their experiences in their schools of supporting novice teachers with me in detailed narratives. In this manner I could evaluate and compare the data qualitatively finding any similarities or differences and arrive at a deep understanding of the HoDs' experiences and perceptions and I could thus determine what it was that influenced the nature and extent of the support they rendered novice teachers (Mouton, 2004).

3.4.2 Advantages of a case study.

Using a case study posed many benefits for my research. According to Muronga (2011), case studies give the researcher the mobility to discover and collect data in several ways. Information can be gathered from units (in this case HoDs) participating in the study by journaling, interviewing, and/or observing them. Case studies connect the behaviours of people and how they construct meaning to contextual factors in the setting (Maja, 2016). Therefore, the case study approach allowed me to discover how the HoDs understood their roles as the professional developers of novice teachers and how their perceptions were influenced by their surroundings and conditions. As a multiple case study, one of the advantages is that it allowed for a wider and deeper exploration of research questions, thus allowing me to analyse the data across and within each situation (Gustafsson, 2017). As a multiple case study, I was also able to compare the data and provide a body of literature with an important influence from either the differences or similarities found in the study (Gustafsson, 2017).

I was able to collect rich and in-depth data from the HoDs through the use of open-ended questions during one-on-one interviews which offered the participants the flexibility to open narrate their thoughts, beliefs, and experiences (Seabi, 2012).

The open-ended questions that I asked also allowed further probing questions that encouraged the participants to express themselves sufficiently, and this generated clear and unambiguous responses (Coleman, 2012). According to Yin (2003), the use of multiple data sources seeks to enhance the depth of the data and thus adds value to a study. I therefore used collage inquiry and interviews (Baxter & Jack, 2008). It must be noted that, in a case study, multiple data sources are not analysed in isolation but they are converged to ensure that each piece of the data becomes a piece of the puzzle.

3.4.3 Challenges associated with the case study approach.

One of the challenges of a case study is the limited extent to which the findings are generalizable and transferable to other settings or contexts (Pearson, Albon & Hubball, 2015). Transferability refers to the extent to which the results can be transferred to other settings and contexts with other participants (Korstjens & Moser, 2018). According Korstjens and Moser (2018), a strategy that

can be used to ensure transferability is to obtain ‘thick descriptions’ that allow the researcher to give a clear and full description of the experiences of the participants, their context/s, as well as their behaviours. Through such full description others (HoDs from other schools) may decide if they can relate to the study or not. Flyvbjerg (2006) and Kennedy (1999) corroborate that generalizability depends in part on the context and nature of the case, how the case has been chosen, and how detailed a description of the context of the case has been provided. Such a full description will allow others to decide for themselves whether the case study is applicable to and appropriate for them and if it can be generalized. Therefore, the main challenge associated with the case study approach is that it does not allow researchers to make general statements about how something can be done in a certain setting and they may not draw conclusions regarding the similarities or differences between different people and/or contexts (Hardman, 2005). It is only when full meaningful descriptions of a case study are offered that others may find it appropriate for or applicable to them. With multiple case study, it can be time consuming to implement (Gustafsson, 2017).

3.5 The Research Participants and the Sampling Methodology.

Purposive sampling was employed as the participating HoDs were purposively identified and recruited. Purposive sampling involves selecting a specific group of people who possess the desired characteristics and knowledge that are needed for the study (Bertram & Christiansen, 2014). Such participants do not represent the wider population as they represent their own views and experiences (Bertram & Christiansen, 2014). The HoDs who participated in my study met the inclusion criteria as I needed to obtain rich and in-depth data from them regarding the responsibilities of HoDs in relation to the professional development of novice teachers (Bertram & Christiansen, 2014). Purposive sampling most often targets people who are knowledgeable or who possess certain in-depth knowledge relating to a particular issue and case (Cohen et al., 2018).

The sample of my study were four HoDs from two primary schools who were selected on the basis that they had been HoDs for five and above years in their respective schools. I selected them on the basis of the number of years of experience as HoDs (Five years and above). Because of their experience from five years, I believed that they would possess deep knowledge about the multiple educational issues and policies related to teaching and learning as well as leadership qualities

(Cohen, 2018). The first two HoDs teach at a multi-racial primary school. Both HoDs work in a well-resourced school ranked as a quintile 4 school in the Newlands East area near Durban. The other two HoDs teach at a primary school that was based in KwaMashu township north of Durban. The school was ranked as a quintile 3 school and it was not a well-resourced. It was located within a poor community where unemployment was rife.

The reason I chose HoDs from different contextual backgrounds was that I wished to determine if their experiences, understanding, and execution of their duties in terms of the professional development of novice teachers were linked to the context of the school. The criteria I applied to select the sample for the study was that the HoD participants had to be teaching for more than five years as HoDs. And they had to be permanently employed as HoDs in their respective schools. Another criterion was that the two schools they represented had to be located in diverse socio-economic backgrounds.

3.6 The Research Context.

Research was conducted in two primary schools that were based in the Pinetown District. One school was located in KwaMashu township and the other in the Newlands East residential area. Two HoDs were selected from each of the two identified schools. The data were collected by means of semi-structured interviews and collage inquiry at times that were appropriate for the participants. I thus refrained from interfering with their daily responsibilities.

KwaMashu is a township that is primarily populated by black South African citizens. It is located some 19 km north of Durban. Its development came as a result of the mass resettlement of the slum population of Cato Manor during 1958 to 1965. Formerly a sugar cane plantation, KwaMashu's name is a Zulu adaptation of Marshall which means 'the place of Marshall'. It refers to Sir Marshall Campbell (1848-1917), the sugar cane farmer and magnate who owned the land on which KwaMashu stands. KwaMashu emerged when the Group Areas Act came into effect in the 1950s in the apartheid era and became home to many of the people who were displaced through the implementation of the Act. Although some developments have occurred here, this township still reflects the impact of poverty and segregation (Móller, 1978 & IDP document for North and South-Central local councils, 1998). It was a township notorious for gangsterism, which led to its

nickname *eSinqawunqawini* which means the dog that eats other dogs. Due to its violent political history, research indicates that high schools in KwaMashu are not safe places; with bullying, theft and vandalism being prevalent (IDP document for North and South-Central local councils, 1998).

Newlands East is located some 20 km of Durban's Central Business District (CBD). Newlands was divided into two areas, which was Newlands East (reserved for Coloureds) and Newlands West (reserved for Indians). Based on the Group Areas Act of 1950 which was the apartheid system, the area was reserved only for coloured and Indian families (Registration Act of 1950). However, currently, as a result of the democratic dispensation in South Africa, Newlands East now accommodates all races, predominantly Africans and coloureds (eThekweni Municipality, 2006). It is a 5 square km area and houses roughly 30 000 residents (Bengston, 2010). Due to a historical background of violence, crime and poverty, Newlands East has a large percentage of people who did not complete their high school education. Those who have completed it, find a struggle in finding employment and experience a sense of discouragement and hopelessness (Bengston, 2010). Unemployment is said to be well over 40% (Onwards & Upwards foundation, 2009). More or less similar to KwaMashu, Newlands East has a history of gangsterism and violence which also infiltrated high schools. Drug addiction is one of the social challenges faced by the community of Newlands East, which contributes to crime as residents fight for survival and for feeding their drug addiction (Bengston, 2010). Another social ill faced by the community is parental neglect of children. Parents' involvement in their children's education is little to none-existent (Bengston, 2010).

SECTION B

3.7 Research Methods

This section focuses on the methods used to gather data from the HoDs that allow me to get detailed and rich information on the experiences of HoDs in the professional development of novice teachers on site.

3.7.1 Semi-structured interviews.

I employed the semi-structured interview method to gather the required data. Semi-structured interviews are understood by Sepeng (2008) as the utilization of open-ended questions where the participants can openly share their views and thoughts on the questions provided. Seabi (2012)

further validates Sepeng's (2008) view that semi-structured interviews are also flexible and not fully designed, arranged, or fixed. This means that the researcher can also pose follow-up questions after the main questions have been asked in order to get clarity (Coleman, 2012). Using semi-structured interviews was applicable to my research because I was able to extract detailed data from the participants until saturation had been achieved (Cohen et al., 2014). As it was important to understand the contextual aspects of the schools under study (that is the bounded system) (Harrison, Birks, Franklin & Mills, 2017) semi-structured interviews were highly suitable. I intended to understand the HoDs' practices, experiences, their school culture and to determine how the norms of these two diverse schools impacted the HoDs' understanding of their leadership roles, with particular focus on the school-based professional development of novice teachers.

The data were collected during open-ended interviews using the audio-recording facility on a cellular phone with the permission of the HoDs. This allowed me access to accurately recorded information that could be transcribed and evaluated. Before the interviews commenced, authorisation was requested and received from the two principals of the schools and the participants and they were all sufficiently briefed on the research purpose. The data were member checked after transcription to ensure the credibility of the information.

3.7.1.1 Open-ended questions.

I used open-ended questions (Sepeng, 2008) which allowed for engaging and interactive interview sessions between the participant and myself. As a result of open-ended questions, the participants' responses were flexible (Seabi, 2012) and they told their stories by expressing their thoughts, views, beliefs and experiences as HoDs without constraints. The open-ended questions also allowed me to ask probing questions for the purpose of clarity and rich data collection (Coleman, 2012). By asking such questions I was able to gain in-depth understanding of their views and explored their experiences through their eyes.

3.7.1.2 Guiding questions.

Designing guiding questions for the semi-structured interviews assisted me in obtaining rich and detailed data from the participants concerning the research topic in question. According to Adhabi

and Anozie (2017), preparing and asking guiding questions allows the researcher to pose questions for deeper. Such questions also give participants the opportunity to fully express themselves and to resolve any ambiguities that might crop up (Adhabi & Anozie, 2017). Examples of some of the probing questions I asked were the following:

“Tell me about your beliefs and understandings about the job of an HOD.”

“What are your thoughts about professional development?”

“Who or what informs those beliefs about the job of an HOD?”

“Tell me about your experiences of professional development as a young teacher.”

3.7.2 Collage inquiry.

According to Van Schalkwyk (2007), collage inquiry is a data generating method that entails the use of relevant materials (such as pictures, photographs, text excerpts), whether natural or made, that are then pasted on a flat surface (piece of paper or board) (Khanare, 2009). The significance of a collage is based on its ability to mirror how we view the world and the reality around us through objects or any other materials (Robertson, 2002). Such objects or materials that are cut and pasted on a flat surface reflect meaning not only from within themselves, but they also reflect our views of reality that allow for in-depth and enhanced interpretations of those realities (Robertson, 2002).

One intriguing fact about using collage inquiry in qualitative research is its ability to reflect one’s spoken thoughts or feelings, while at same time reflect the unspoken thoughts that are made audible through pictures or photographed chosen by one. In other words, a collage can elicit data related to spoken or orally expressed realities while it may also expose those realities that exist in the mind and consciousness of the participant (Butler-Kisber, 2008). Creating collages thus allows people to express their reality or views by for instance finding and cutting out pictures that speak to them about a particular phenomenon, perception, or experience. Such pictures, words or objects give a voice to unspoken emotions and perceptions and thus the ‘unsaid’ can be ‘said’ in a collage.

The collage process allows one to expose what they have been less aware of or to have conscious control over what they wish to express or say, which is a process that increases the level of full expression and clarification (Butler-Kisber, 2008). When using a collage, pictures or images are

selected that best reflect one's thoughts and ideas rather than expressing them orally (Butler-Kisber, 2008). Such pictures, words, and photographs are found in magazines or newspapers but also in photographs (Khanare, 2009).

I therefore used collage enquiry as a second data generation method as it assisted me in conceptualizing the responses to the second research question (Butler-Kisber, 2008). I used a collage inquiry together with interviews because the collage images enabled me to connect their experiences with their feelings and perceptions through pictures, words, and phrases in the collages. It is through the collages that I was able to better interpret and find deeper meaning what they had said through the pictures and words they had chosen for their collage. The process of collage inquiry also elicited various themes and subthemes and assisted me in analysing and evaluating the topic under investigation in much greater depth.

Table 3.1: Methods of data collection and analysis

Research Questions	Data Generation method	Context	Participants	Data Source	Time Frame	Intended Method of Data Analysis
How did the HoDs' early professional experiences shape their understanding of the professional development of novice teachers?	Semi-structured interviews	In public primary schools: One located in KwaMashu and one in Newlands East	Four HoDs from two different schools (Two from each school)	Transcribed interviews	1 hour per HoD per school	Inductive analysis
What are the HoDs' experiences of initiating school-based PD for novice teachers?	Collage enquiry	KwaMashu and Newlands East public primary schools	Two HoDs from KwaMashu and two HoDs from Newlands East	All four HoDs will make a collage using pictures and words from magazines and newspapers	Each HoD will be allocated 2 hours, with one HoD per day	Inductive analysis
What contextual barriers did the HoDs encounter that impeded their efforts to advance the professional development of novice teachers?	Semi structured interviews Collage enquiry	KwaMashu and Newlands East public primary schools	Two HoDs from KwaMashu and two HoDs from Newlands East.	Open-ended questions. Collage made with pictures, words or any material from magazines	1 hour per day per HoD 2 hours per HoD per day	Inductive analysis Inductive analysis

SECTION C

3.8 Data analysis and interpretation.

Data analysis is the process of breaking down the gathered information from the respective interviews and discovering connections and contradictions among the views and experiences of the four participants (Lambert, 2011). In this process I shifted from collecting the data to understanding, interpreting, describing, and explaining my discoveries and making sense of what the participants had said (Taylor & Gibbs, 2010).

The interviews with the HoDs were audio recorded and then transcribed verbatim into written texts. The transcriptions were subjected to several readings and draft analytics were established and then coded. According to Cohen et al. (2018), inductive analysis involves reading, re-reading, and construing the raw data. Then, when the raw data are considered, theories and themes that underpin the data are utilised to illuminate the findings in more depth. The aim of this inductive analysis of data is to compact, interpret, explain, and describe an extensive body of data and to develop a link between the data and the research objectives in order to achieve the aim of the study (Thomas, 2003). The three theories assisted me in the inductive analysis of the study. Through the teacher identity theory, I was able to interpret and explain how the HoDs' early professional experiences shaped and influenced their present experiences in developing novice teachers. The instructional leadership theory assisted me in understanding and also explaining how the HoDs' early professional experiences thus shape and influence how they currently lead and manage professional development of novice teachers, and how such leadership is adopted for managing professional development that focuses on various aspects of a novice teacher (multidimensional professional development theory), aspects that were focused on in their past professional experiences. Coding helped me to establish which themes and sub-themes emerged from the data that could be used to effectively analyse and interpret the findings.

3.7.5 Ethical considerations.

According to Mouton (2013), ethics refers to philosophies that concern what is the correct and incorrect way of undertaking a research study. Such philosophies or principles are very important because research concerns people and their rights and these rights have to be observed and protected. Researchers must take the rights of others very seriously and be sensitive towards them

(Cavan, 1977, p. 810). It remains important that the researcher is sensitive to the consequences or impact of the research on the participants and takes caution in ensuring that the rights of the participants are protected (Cohen et al., 2018). To ensure participants' protection, it becomes the researcher's obligation to ensure that no emotional, physical, social, or psychological harm is inflicted upon them as a result of the research (Cohen et al., 2011).

For ethical purposes, the researcher must request and receive permission from the participants and any gatekeepers to proceed with the study (Clarke & Dawson, 1999) and any refusal to participate or withdrawal from the study must be respected (Newman, 2000).

Before my research commenced all the participants received a letter of request and they voluntarily signed an informed letter of participation issued by the University of KwaZulu-Natal (Edgewood Campus). The letter explained the nature of the research, its purpose, and the main research questions. The letter was also issued to the principals of the schools (Appendix A) and the Department of Basic Education that had to approve access to the schools and the HoDs (Appendix B).

3.10 Establishing credibility and trustworthiness in qualitative research.

3.10.1 Credibility.

Credibility is the confidence that the researcher has that the findings are based on the truth as reflected in the participants' statements (Korstjen & Moser, 2018). The main purpose for achieving credibility in qualitative research is thus to determine whether the research findings truly represent the authentic data as obtained from participants and whether these data have been construed accurately by the researcher (Korstjen & Moser, 2018). One of the strategies I adopted to ensure the credibility of the data was member checking (Korstjen & Moser, 2018) as I ensured constant communication with the participants by giving them feedback on the transcribed data. I regularly confirmed and verified the transcriptions to ensure that I accurately portrayed their views in my transcriptions. This strengthened the data and ensured credible findings that did not misconstrue the participants' narratives or visual (collage) reflections.

3.10.2 Transferability

Transferability is the extent to which the findings can be transferred to other settings and contexts with other participants (Korstjens & Moser, 2018). A strategy to ensure transferability is to use ‘thick descriptions’ which means that the researcher needs to give a clear and full description of the experiences of the participants, their respective contexts, as well as their behaviour (Korstjens & Moser, 2018). By giving such full descriptions other respondents will then decide to relate to the study. In this research study I ensure transferability by using purposive sampling and presenting the most adequate and clearest descriptions of the respondents, their experiences, and their respective contexts (Korstjens & Moser, 2018).

3.10.3 Confirmability.

Confirmability refers to the level to which the results of the study may be validated by other researchers (Korstjens & Moser, 2018). The purpose for achieving confirmability is to ensure that the results or findings and interpretations of the research are not based on the views and ideas of the researcher but are derived directly from the data received from the respondents (Korstjens & Moser, 2018). Strategies that can be used to achieve confirmability include an audit trail by for instance keeping a journal or diary and meticulously recording the research process from the beginning to the analysis of the data (Korstjens & Moser, 2018). To ensure that my research achieved confirmability, I kept a journal in which I recorded every step of the research while my interpretations of the findings were compared with those of other researchers to ensure that my interpretations of data were accurate. Through the journal was able to reflect and understand the position of the HoDs. I was able to be a bit more compassionate and understanding what drives them and shapes them to be who they are as HoDs and how that impacts on what they do in developing novice teachers. At the same time, as a researcher, I was able to put my thoughts and frustrations about certain stages of research and how I can improve on some aspects as I continued through the research journey.

3.8 Limitations of the Study.

To ensure that the participants had a clear understanding of the pivotal concepts in this study (professional development, instructional leadership, mentoring) I provided them with some background and written definitions of the terms. Once this was done no ambiguities in this regard impacted the findings of the study.

To avoid language barriers, I allowed the participants to answer the questions in their vernacular. This could have impacted the accuracy of the transcriptions in English. Therefore, to avoid the dilution of the data and losing the narratives' original meaning, I requested the participants to confirm if I had accurately transcribed their data. Frequent and consistent communication between the participant and myself was thus maintained and I allowed the participants to read and confirm alterations when necessary. I also informed the participants of their freedom to express themselves in the language they were most comfortable with before the data collection process commenced and they thus responded in both English and IsiZulu. In the original verbatim presentation of the data in English there were thus limited linguistic inaccuracies such as concord errors that were edited by a proficient language editor. By subsequently checking these editions I ensured that none of the original meanings were changed in the quotations.

3.9 Conclusion.

In this chapter I justified my methodological approaches of choice and explained the nature of the case study as well as the qualitative research design as embedded within the interpretative paradigm. Details concerning the research paradigm that I selected for the study were also presented. I explained my reasons for purposive sampling and discussed the inclusion criteria. I then provided a detailed explanation of the research methods that I utilised to collect data from the participants as well as the reasons why they were suitable for the study. I thus explained my reasons for choosing the semi-structured interview and collage inquiry research methods. I also discussed the thematic data analysis approach and listed some ethical issues that I considered. I explained why achieving credibility, trustworthiness, transferability and conformability were important and referred to some limitations that had been foreseen and overcome.

In the next chapter I present the verbatim narratives of the participants. It is in the following chapter that I illuminate the world of the four recruited HoDs as seen through their eyes. These narratives allowed me to gain in-depth understanding of what it meant for them to be HODs and how they devised and utilised school-based PD initiatives to support novice teachers. The narratives were driven by the research questions and I answer these questions in great depth by analysing these narratives thematically.

CHAPTER FOUR

UNDERSTANDING HOW EARLY PROFESSIONAL EXPERIENCES SHAPED HODs' SENSE OF RESPONSIBILITY AS EDUCATIONAL LEADERS

4.1 Introduction.

In Chapter Three I discussed the research methodology that was utilised to address the research questions and attain the study's objectives. I also discussed how the research methods would enable me to elicit in-depth and rich data from practicing primary school HoDs about their understanding of their responsibility to guide novice teachers' professional development.

In this chapter I respond to the research question: *How did the HoDs' early professional experiences shape their understanding of the professional development of novice teachers?* In this chapter, I draw from the teacher identity theory in order to understand how the HoDs' past experiences shape and continue to shape their present experiences in the professional development of novice teachers on site.

To address this question, I analyse the narratives of the participants and focus on understanding how their early professional experiences had shaped who they had become as HoDs (Ellis & Orchard, 2014). I also aim to understand how these early professional experiences had shaped their understanding of the professional development of novice teachers in the schools where they worked.

The identity theory which informs the analytical framing of the study, views the teacher as a socio-cultural product that has been shaped by their past or by their history (Ellis & Orchard, 2014). By using the identity theory, I am able to explore the HoDs' understanding of who they are, who they want to be as HoDs, and what practices they need to adopt as guided by their past professional experiences (Korthagen, 2014).

The chapter has two sections. Section A presents the narratives of all four HoDs' with specific reference to their early professional experiences. These narratives were recorded in response to the interview questions that focus on their professional experiences as young educators (Philipsen et al., 2019) as I aim to determine how these past experiences influenced who they had become as

HoDs and how they had been shaped as the professional developers of novice teachers. After the presentation of the narratives, I explore the links between the HoDs' early professional experiences and their current understandings of their responsibilities as HoDs to professionally develop novice teachers. To establish these links, I present the understandings of the HoDs about the professional development of novice teachers.

Section B presents and analyses the HoDs' narratives using the teacher identity theory by Ellis and Orchard (2014). The purpose of this section is to provide an analytical perspective on how the HoDs' early lived experiences in a professional context influenced and continued to shape their behaviour as HoDs responsible for the development of novice teachers.

The reader should note that this section presents HoDs' narratives in the first person as this allows me to capture their subjective and detailed experiences, views and understandings as presented in their own words as they lived their lives as beginner teachers and HoDs (Zah, 2020). The themes that surface in this chapter originate from the data that were generated by means of the semi-structured interviews and the collages that they had constructed at my request. The diagram below represents the connection between the early professional experiences of the HoDs and how these impacted their HoD identities and their experiences as HoDs responsible for the professional development of novice teachers.

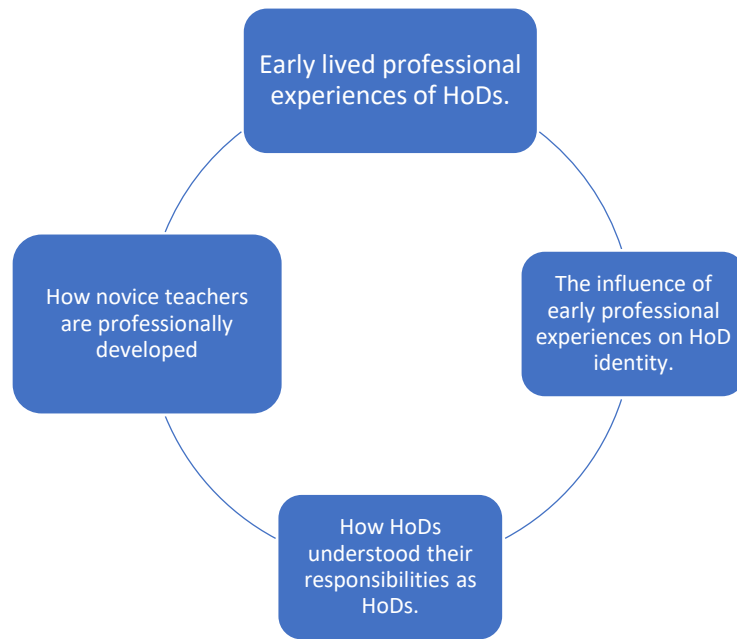


Figure 4.1: Relationship between the HoDs’ lived professional experiences and how they understood who they were and what their responsibilities in the professional development of novice teachers were.

The following section presents the narratives of the four HoDs that they shared about their early lived professional experiences as novice teachers and how they were professionally developed. They also shared how they professionally developed themselves when they became HoDs. The HoDs then discussed their understandings of their responsibility to professionally develop novice teachers in the school. To illustrate and enhance their narratives, all four the HoDs created a collage of different pictures and words that stood out the most for them in expressing their understanding of their responsibilities as HoDs. In addition to the HoDs’ collages, I present some pictures that reflect my analytical understanding of the data. The reader should also note that the names of the schools and those of the HoDs are pseudonyms to maintain the confidentiality of the participants and their schools.

SECTION A

4.2 Ms Zungu's story

4.2.1 Biographical details.

I am Ms. Zungu, an HoD at Hlela Junior Primary School for the intermediate phase¹. I also supervise the Foundation Phase² but Grade 3 only. I started teaching in 1996. I've been teaching for 24 years but 17 years permanently. In 2018 I got promoted as an HoD for the intermediate phase at my current school. So, I've been in a senior position for two years now.

In 1996 I was 26 years of age, young and tiny. I was scared and nervous, not because I didn't know what to do, but I think I was nervous about facing the reality. The principal gave me a Grade 3 class. At that time, the majority of learners were too old to be in Grade 3 as compared to now.

4.2.2 Challenges and early experiences.

The first challenge I faced as a new teacher was the platooning system that they were using at that school because of the floor space. The second one was sharing a class with another teacher which I didn't expect. There was a large number of learners in the class who were expected to pass and all subject content taught. Remember, we were platooning which means I had to teach for 4 hours every day. I also remember the two boys in my class who were old and naughty and didn't take me seriously when I was teaching. I had to report them to my colleague, who disciplined them strongly. From that day, they learned to cooperate and respect me. I was one of those young teachers who wanted to excel but I didn't know how as time was against me, until I shared my problem with my colleague and she gave me some advice.

4.2.3 The beginning of her professional journey.

As a young teacher I was developed and groomed in various ways. In my classroom I was observed by the principal as I taught my learners. I also received good advice as well as criticism from the principal, deputy principal, and experienced colleagues. Mind you, during those years there were no HoDs, only the deputy principal and the principal. As a result, whatever they told me and

¹ The intermediate phase groups Grade 4 – Grade 6 in primary schools in South Africa.

² The Foundation Phase comprises Grade 1 – Grade 3.

whatever I observed from them, I applied it in my class and it worked for me. I can truly say that the mentoring I received from my principal, the deputy principal, and my colleagues contributed to my growth as a young teacher.

They developed me through teaching demonstrations and workshops that they did every Monday at school. One of my colleagues who became my mentor showed me the easiest way of introducing sounds to learners. I applied that and it worked. The principal used to do her assessments of our work every second Friday for all grades in spelling, dictation, and mental mathematics. If your class didn't perform well, then you would account to the principal. I remember the day when she called me to the office and told me that my learners didn't perform well. I explained that the main challenge that I had was time. That was when she gave me a mentor who would give me tips and that helped me a lot. From that day, whatever she told me, whatever tips I got, I would apply them in my classroom.

4.2.4 Taking responsibility for her growth.

Whatever my mentors and principal taught me I applied in my classroom. I also attended seminars and workshops outside the school during the weekends which were not organised by the school and I was not sent by the school. It was just my initiative with my friends as well, to develop ourselves as young teachers in the field.

4.2.5 My early lived experiences as an HoD.

I got promoted to the position of HoD in 2017. The challenges that I faced were firstly being in a new phase with new subjects. Secondly, there was a large number of educators that I had to supervise; educators with different personalities and different behaviours. The educators that had more teaching experience were very difficult to manage. But I had expected to face resistance from the long-serving educators. I knew it would be a great challenge to manage and supervise them as their HoD. As a result, I then began to develop myself as an HoD by networking with neighbouring HoDs from other schools. I aimed to get more knowledge and information which I would then share with my teachers at my school. We would share ideas as HoDs from neighbouring schools and attend workshops for all subjects in order to get clarity and knowledge on how to supervise the teachers and the subjects that we taught.



Figure 4.2: Ms Zungu's school where she developed as a teacher and HOD

4.2.5.1 Managing the curriculum of the school.

My understanding about the responsibilities of an HoD is that, first, an HOD forms part of the school management team which means that, that person is accountable for anything that takes place in the school. An HoD is the overseer of the department, which means she needs to protect and stand for the department no matter what. The HoD manages the curriculum and the school in the absence of the principal. We conduct and organise departmental meetings. Such meetings can be for the phase, the grade, or the staff. HoDs develop educators and also develop the curriculum. Another job or responsibility of an HoD is that she or he delegates, monitors, coordinates, and controls tasks. They also take the lead in the planning, implementing, and reviewing of the school policies.

4.2.5.2 Working as a team and sharing ideas.

HoDs need to be able to collaborate and network because they need to be informed. Then that information that they'll have as HoDs will be shared with their colleagues.

4.2.5.3 The HoD as a nurturer of other teachers.

It is great and enjoyable to be an HoD because I love what I do. It is empowering, supporting, supervising, monitoring, caring, encouraging, and motivating educators to do the best in the field of teaching, especially the new teachers. For new educators, you need to develop them as they enter the system because everything will be new to them. Although they have teaching qualifications, it's different when you are in front of the learners... Everything is new, for example time tables and how to compose a timetable. You need to develop them on that as well as teaching

methods. Although they know them, you still need to develop them on that; how to apply them to different learners, especially since we have large numbers of learners in our classes.

Supervising is not an easy task. Sometimes I find my teachers stressed. When they are stressed, I need to calm them down. I always encourage them to speak out. Whatever problems or challenges that they come across, I need to know about them because sometimes I'm in my class and I may not see them often. In my collage, I have a picture that says “#voices”. In the picture there are people wearing masks. With this picture, I am relating it to my teachers when they shut me out of their lives. So, I want them to speak out and that is why I chose “#voices”. In picture number 6 a man is holding his ear saying “**Repeat that please?**” I also want my teachers to say that to me when they don't understand and when they need help.



Figure 4.3: Ms Zungu's images on the importance of communication and support

As a result, I motivate them to tell me everything that they see as a problem. For new educators it's worse because there's a lot to learn. Being in an [educational] institution is not the same as being in the classroom and doing what you have been taught at an institution. I give them more support than experienced teachers regarding teaching or anything else that they want to know. I care about them so I give them more attention just to check whether they are on the right track. I develop them more because I want them to excel. I want them to excel in whatever that they are doing - especially in teaching.

Looking at Ms. Zungu's experiences, her understanding of her responsibilities as a HoD in developing novice teachers was informed by her early professional experiences. As an HoD she

understands professional development to include supervising and monitoring the novice teachers' work and practices in the classroom. Looking at her early lived professional experience she received such support, monitoring and supervision of her work from her principal when she was a novice teacher herself. Therefore, as her classroom practices were supervised and monitored when she was a novice teacher so does she monitor and supervise her novice teachers as a HoD in the present.

4.3 Mrs. Ndlovu's story.

4.3.1 The early beginning.

I started my profession in 1996. In 2001, I was then promoted to the position of HoD, or a department head, which I am at present. I am also currently acting as a principal since our principal retired this year.

4.3.1.1 Being new in the teaching profession.

My experiences when I was a novice teacher were very challenging. I found myself being deployed in the Foundation Phase where I taught Grade 1. It was a very difficult time for me because I had never been trained and had never practised teaching the lower grades which is the Foundation Phase. But that did not stop me from learning because the educators that I met at school when I started helped me. They were the ones that developed me and showed me how to handle the young kids and how to introduce the lesson. I knew how to introduce a lesson, but the level of teaching was not the same as I had been trained to teach in the Intermediate Phase at college. They developed me a lot; they would come to my class and demonstrate a lesson and show me how to introduce for example sounds or mathematical problems in a manner that would be easier for the learners to grasp. I was used to teaching older learners who were quick to grasp content. But with the little ones in the Foundation Phase I had to start from the beginning, from scratch, and teach slowly. I had to understand their potential because some of them came without any Grade R³ background. They really struggled; even holding a pen was very difficult for them. But because I

³ Grade R is the pre-school year in the South African context.

love and have a passion for teaching, I was able to learn fast and I was also able to handle any challenges and any problems that I would come across. I was able to ask experienced teachers [for help] when I found myself in a position where I didn't know how to do something.

4.3.1.2 The journey towards professional development as a novice teacher.

In developing myself as a young teacher, workshops helped a lot - that is the workshops that we attended. I would come to my class and utilise whatever I had learned from the workshops. We also had to network with nearby schools. We would sit down and discuss, teach each other how to make teaching aids like charts and everything. So, in that way, I was able to love my work. As a result, I learned that there was no grade I could never teach; I can teach any grade in primary school.

4.3.1.3 The daunting challenge of becoming an HoD.

The challenges that I had when I started in my HoD post... there were a lot of challenges there. I can say that it was not a nice experience for me because I was young. I had had only four years in the teaching field. I was still learning and at the same time, I was capable of doing the supervision task as an HoD. It was difficult for me because I was going to supervise people who were older than me. All of them were older than me and I was the youngest. It was difficult at times to supervise them because some of them were not welcoming at all. But because I knew what I was doing, I would make sure that after coming from the workshops, I would implement whatever I had learned there. As a result, I wouldn't have a problem because it was not coming from my knowledge, but it was something that we had learned from the workshops. I would be a messenger; going back to the school and implement and give feedback on what I had learned.

4.3.2 Taking the initiative to develop as an HoD.

4.3.2.1 Networking.

Networking with other HoDs from other schools helped a lot. It made me grow a lot because you are not able to do this job on your own just because you know it all. No, you need to network with other HoDs. So, in other words, the challenges were there, but I managed to overcome them and up until today I have never looked back. I became stronger and stronger and those challenges have

made me very strong and I knew what I was doing. It also helped me to have that eagerness to learn a lot because you cannot say that you know it all. You don't come with that attitude in this kind of field. You need to be a person that loves to listen to others, learn from others. You don't say that just because I'm a supervisor, I know it all. I also learnt that even level one teachers may come up with something that is very rare or that is very important, and I can learn from them too and so I welcome their ideas or whatever they come up with because I know it's for the benefit of the school. So overall, that is how I managed to be in this position of an HoD up until today.



Figure 4.4: Mrs. Ndlovu's school when she was a novice teacher and young HoD

4.3.2.2 Understanding the responsibilities of an HoD.

From my understanding of the responsibilities of an HoD I would like to highlight that being an HoD is not an easy job. It is a very challenging one because it requires a lot of dedication and discipline in your work. As a team leader or the captain of the ship, your job is to mobilise your team to work hard to win the game or to stay on top of the league. As the captain of the team, I play a key role. I'm the key player in the team. I provide strong academic leadership to ensure that teachers teach and learners learn, with no time to waste.

I'm also a leader, a manager, a developer, and a supporter because teachers need a lot of support to achieve school academic excellence, especially young teachers who need a lot of support. One of the pictures I chose for my collage is a picture of a woman carrying a baby on her shoulders. I see myself as that woman because I need to carry my teachers. I need to elevate them so that no

one will feel isolated or not taken care of. I make sure that I carry everyone with me so that everyone is on the same level...especially the new teachers. I need to be there for them.



Figure 4.5: Mrs. Ndlovu's picture of a woman carrying a baby on her shoulders.

As an HoD you are also expected to lead by example. You must show commitment to your work so that your subordinates or people under your leadership will follow you, or will follow what you are doing and understand the importance of their profession.

4.3.2.3 Being a knowledgeable leader who knows the teachers.

As an HoD I believe that for a team to work together effectively there must be a good relationship and good communication skills that will assist you to be able to know every challenge or problem that teachers are facing. It also allows them to voice all their challenges that they are facing in the classroom. As an HoD you need to help them and assist them wherever you can. It is also very important to understand every educator's potential and problems. Some educators have got their challenges, their personal problems and at times when you follow a particular educator's work or when you monitor their work, you find that the learners are not performing well in the classroom. So, you then need to sit down with that educator and build mutual trust between you two, so that he or she will be able to open up and voice out what are the challenges that she or he is facing. You need to sit down and plan and assist the educator so that the learners in class will not suffer due to the educators' challenges that they might be facing at home.

4.3.2.4 The school curriculum planner.

As an HoD, in most cases some of us have got our class to teach, especially in the Foundation Phase. You find yourself having a class to teach so you must be in class full time. You assist learners, you teach learners, do remedial work, and at the same time you have to monitor teachers' and learners' work. All of that need proper planning. So, it requires a lot of dedication. If you're not a dedicated person, you'll find yourself struggling to do your job as an HoD. You also need to ensure that there's no time lost. If there is time lost you need to have a proper plan; how are you going to cover time lost due to maybe unforeseen circumstances for a particular educator? Or maybe the school has been affected by some problems. You then need to have a proper plan so that you will be able to cover all the work that is required to be covered for that particular week or that particular term.

For Mrs. Ndlovu, she understands her responsibility as a HoD as that of a supporter and a developer of the novice teacher's practices. When she was a novice teacher, she received good support in developing her teaching practices from her experienced colleagues. Mrs. Ndlovu believes in having an open relationship with her novice teachers to understand their classroom and personal challenges, so that she can provide the necessary support and guidance for the teachers that she is leading and managing. Such support is particularly necessary for the advancement of effective teaching and learning.

4.4 Mr. Konke's story.

4.4.1 Early beginnings

4.4.1.1 Being a novice teacher.

I have been a teacher for 24 years, 10 years as HOD, and a teacher for 14 years. I started teaching in my current school in 1996 up to 1999. I then left because of redeployment to another school which was about 7 km away from my first school. I taught at that school for 10 years and then returned to my first school in 2010 where I had first started as a novice teacher.

4.4.1.2 Early professional experiences: Finding his way around the school.

As a young teacher I did not get proper mentoring from my school or my mentor. I simply came to that school, filled in the forms, and I was told that I was going to teach Guidance as a subject. I majored in English at university. I came the following day, got introduced to the staff, and the principal took me to the classroom. I introduced myself to the class and the principal left me. I survived because my mother was a teacher and my mentor. She taught me how to plan and prepare for a lesson, classroom discipline, and other administrative activities. Later on, I had to take a tour around the school with a teacher that I befriended and who was also a young teacher. We also had to discover what the culture of the school was on our own. I was subjected to much pressure being a young teacher at a high school, with learners writing love notes and how I had to discipline them. I suggested ideas in meetings but they were not considered since I was new. They were only considered at a later stage when someone who was an experienced educator would raise them.

4.4.2 Developing himself as a new teacher.

As an educator I wanted to develop myself further. I was motivated by the ever-changing curriculum and educational legislation. One of the 7 pillars of a teacher is that a teacher is a lifelong learner, so that also motivated me. As a result, I was involved and participated in teacher-learner developmental programs. That led to having vast experience and knowledge. I had and still have other part-time activities. For example, I'm a teacher at the ABET facility and I am also a part-time lecturer at an FET college. I also teach there at the moment.

4.4.3 Experiences as an HoD.

As an HoD I had good and bad experiences. The positive aspect of my experiences was that I changed the department for the better and motivated teachers to further develop themselves to improve their teaching practices for the benefit of the learners. But one of the challenges or bad experiences was that there was a teacher who is still at my school who acted in the HoD post before me. She didn't get the post and I got it. As a result, she was rebellious and didn't take orders from me. But because of my management skills I made her the subject head and she has since submitted and cooperated with me. Another challenge was that some of the teachers failed to submit their work to me on time, but again we have a one-on-one session where teachers will have

to account for their work. So that helps me a lot. That approach of one-on-one helped me 10 years ago when I became a HoD and it has helped me till today.

4.4.3.1 The professional development process.

I developed myself through studying at UKZN where I learned from the community of learning and also from my classmates. My mind opened up and I was further able to develop my management skills, and it is those management skills that I utilise at my school. There were some workshops by the Department of Education that were organised for us as HoDs that I had to attend. But the developmental programs that were a highlight for me and also pruned me as an HoD were the ones I received through discussions, through engagements with other learners and lecturers at UKZN when I was a B.Ed. student. I could feel a sense of belonging and of being listened to.



Figure 4.6: Images of Mr Konke's school where he worked as a novice teacher

There are things that I enjoy doing outside school. I am a radio presenter every Saturday from 6 am to 10 am. It's a community radio station. I started in 2004 and have been doing it up till today. I am also a facilitator for ABET [Adult Basic Education]. I teach English on Mondays and Thursdays from 4 o'clock to 6 o'clock. So, we teach learners who are improving their results and others who did not get a chance, so we help them. We even help old mamas, our grannies. We help them with mathematical literacy and we also help them to understand English.

4.4.3.2 The responsibilities of an HoD: Being a sensitive leader.

To tell you more about my understanding with regards to the responsibilities of an HoD, firstly HoDs are number 3 in the line of management, especially in our South African school setting. My understanding is that the HoD's job description is wide, but this is common in most schools. HoDs

monitor and control both teachers' and learners' work. HoDs also play a therapeutic role, which means that they provide emotional support to the people that they manage. HoDs also provide psychological support through counselling. I also believe that the HOD's job entails or involves providing guidance and support. It could be guidance and support for teachers who have been working for many years or novice teachers.

I do understand that HoDs are subjected to stressful situations if teachers maybe do not submit their work on time or do not meet their submission dates. Also, teachers can fail to enforce discipline and everyone reports the learners who misbehave to the HoD. So, it becomes the HoD's job to mentor these teachers in every aspect that they lack.

4.4.3.3 Being a communicator and a protector.

I feel that HoDs are an important part of the line of management. I think that, as an HoD, I should possess these traits: openness and transparency. Everything should be open and transparent so that everyone feels part of the whole process. The third picture in the collage depicts a relationship with my teachers. I believe in openness and transparency. The relationship I have with my teachers is based on trust, keeping secrets if needs be, and helping teachers bury the hatchet. In this illustration trust is depicted by showing the person stretching his hand out to pull up a person. The teacher believes that the HoD will not let go. I always polish, varnish and titivate this trust on a daily basis because it can get full of dust.

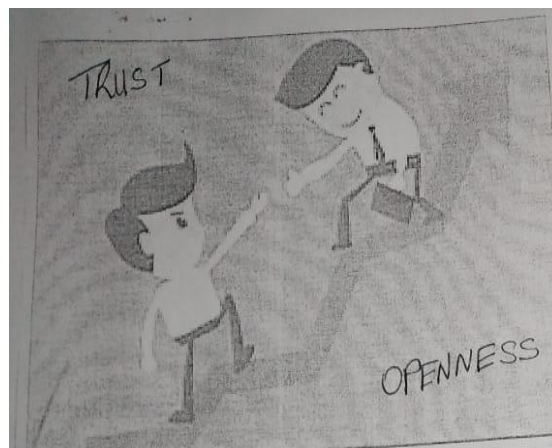


Figure 4.7: Mr. Konke's image of trust and open communication between the HoD and a teacher.

Secondly, respect. All of us are educators first, so there must be an element of respect amongst teachers. As an HoD I must also respect their views and suggestions. I also believe that the HoD's job is to play the role of a protector. HoDs may have sensitive information about their teachers. They must not divulge this information to a third party. Teachers themselves should be protected against each other so HoDs must act accordingly. As a HoD, I feel I have the responsibility to protect parents, learners, and teachers and respect them. Parents trust us with their kids. They can't take them to ex-Model C schools because they cannot afford that, so they bring them to us. We must do justice by monitoring and controlling them effectively. Learners must be taught and teachers must be given all the aids that they need to perform their duties accordingly. It is my duty and responsibility to ensure that I involve teachers in doing the ground duty roster too. This will also help protect kids against bullies during breaks. My work ensures that I must be honest, reliable, and be impartial during conflict resolution between learners or between teachers.

4.4.3.4 The disciplinarian: The enforcer of order and discipline.

As an HoD I'm responsible for controlling and monitoring both teachers' and learners' work. All teachers are monitored, but when it comes to novice teachers, I must nurture, develop and help them to ease the strain of the workload. It could be classroom discipline or also coping in overcrowded classes.

As an HoD I must lead by example and honour my first period in the morning and the first period after break. Experienced teachers sometimes delay breaks, and that is wasting a few minutes before going to class. As an HoD I must control that, so that new teachers do not follow suit. I expect all teachers to submit lesson plans in the morning before they go to class. Rules are implemented and teachers know what is required of them. The submission of teachers' work is also a good standard practice for new teachers as it shapes their profession as teachers.

I must also do class visits for all teachers to monitor the content in different classes. This activity assures me whether the teachers are on par with the curriculum coverage or not. After exercise books and teacher files have been submitted to me, I then compile a report and indicate good areas of development and make recommendations.

Mr. Konke assumed the responsibility of being a HoD that provides emotional and psychological support for his novice teachers under his leadership. He believes in hearing their voices and providing needed support. Such a responsibility was shaped by his early personal and professional experience of neglect when he was a new and young teacher and having his voice discarded. He also provides guidance and support for the teachers' work (teaching and learning) as he also did get such support from his mother and colleagues from various communities of learning.

4.5 Mrs. Nobhala's story

4.5.1 Early Beginnings.

4.5.1.1 Professional experiences as a young teacher in the field.

I started teaching at Vukani Senior Primary School in KwaMashu. It was a small but overpopulated primary school that was servicing learners that resided in H, L, and M sections as well as in Bester informal settlement. Fresh from college, I joined that staff as a substitute teacher for a Grade 6 English teacher in 1994. In July that same year a Grade 8 educator passed away in a car accident and I was then absorbed as a permanent educator at that school.

4.5.1.2 Support from the vice principal and experienced teachers.

I taught History, Geography, and Afrikaans in Grade 8. As a novice teacher I was assisted by the then vice-principal Miss Bhengu and other experienced teachers in the grade. Miss Bhengu was a very vigilant vice principal. When I arrived there as a substitute teacher, she welcomed me so warmly and introduced me to the teaching staff. It was she and other older teachers who helped me when I was frustrated with the learners or struggled with teaching skills. Now and again an experienced teachers or Miss Bhengu would pop into my class to see how I was teaching and coping.

At times older teachers would laugh and give me better ways of approaching a certain topic. The support was so good. I remember there would be days when we would meet with other teachers

after school in the school cottages and we would talk and joke about the day and how we would face the following day. We had those teachers who seemed to know it all. We loved them because they shared with us some good ideas on how to better ourselves as new and young teachers in the classroom.

4.5.2 The developmental process

4.5.2.1 Keeping updated and equipping herself with subject knowledge

Fortunately for me, when it came to subject knowledge, I was well conversant with all the subjects and I still had resources from my college days on the subjects. I frequently read books that I had from college and updated myself with more and new information. I grabbed every opportunity to better myself as a new teacher. I just didn't want to feel defeated. The principal was very kind and would refer to me as the "Young one" when she was impressed.

Coming from Indumiso College of Education, I was regarded as a specialist in many subjects. In the third term, a Maths teacher in Grade 6 went on leave and there was no substitute teacher. During my non-teaching time I would go and supervise unattended classes during Maths periods. I was caught by my vice principal teaching Maths in one of the Grade 6 classes. She then went and told the principal that I should be requested to assist with Maths during that period. I didn't have any problem, I was still young and vibrant, and Math was one of my favourite subjects. It made me so happy to see the learners not being idle or being left behind because they came to school to learn. When I could, I offered my help in terms of teaching the learners if their teacher was absent and none was assigned to teach them during that day.

4.5.2.2 Teaching in an unconducive school environment: Lack of resources.

The school was so dilapidated with no principal's office, no staffroom, no windows, and no doors. The principal used one room of the cottage as her office. Educators had to sit in groups in their classes during lunch breaks or use one class when there was a staff meeting. At times it was even a struggle to get some chalk for writing on the chalkboard. I would go to the class next door to borrow some chalk. But the status of the school buildings did not demoralise educators' spirit. Most educators would be in the class teaching and the few that would not adhere to the timetable

would be reprimanded, not by the principal but by the other educators. Our principal, Mrs Khoza, was running a bottle store and was hardly at school. Miss Bhengu, the vice principal, was well versed and very professional and would manage the school well with the other experienced educators.

4.5.3 Becoming a proficient teacher and a leader

4.5.3.1 Contextual challenges.

Even though there was a shortage of resources, she tried her best to make sure that the work was done and we as teachers had what we needed from nothing. She always liked it when we looked professional. When you look good you look professional and can teach well and lead well. She usually referred to us as leaders, or “abaholi”. She believed in looking professional and hated it when I came to school in flat shoes and she would say, “Wamuhle NZ usuphoxwa ilezicathulo zamadoda nje ozigqokile” [You look beautiful NZ, it’s now just the shoes that you are wearing that are a disappointment]. According to her, female teachers were expected to be on high heels at all times. During those years, Carvellas, Bass, and Sebago were in style for the young ones. We would dress ourselves up with our stockings, no high heels, but our flat moccasin shoes, the Sebagos, and stuff. That on its own made us very professional because every morning when you dressed up you thought of Miss Bhengu, Mr. Mngoma, and Mr Khambule who were very particular about how a teacher should dress up when coming to school.

4.5.3.2 The importance of collegiality and teamwork.

The teaching staff in my first school when I was a young teacher was very united and dedicated, such that no one had a problem of seeking assistance relating to the subject they taught from other educators. Educators would appreciate and commend those who were good and excelled in their subjects and at times we would play and give each other awards to say who was the best in which subject. We celebrated every educator’s achievement and every educator’s birthday in the form of a party. At times we initiated functions or events that would get us together. But what stands out the most is that we celebrated each other. We worked together and we did not want to see a teacher failing in their work.

4.5.4 Mrs Nobhala's understanding of the responsibilities of an HoD.

4.5.4.1 The HoD as the custodian of and developer of the curriculum.

The HoD is a manager and a leader who is in charge of managing, leading, and communicating the curriculum. The HoD understands the importance of displaying competence in the area of responsibility; that is the subject or the subjects that he or she supervises. HoDs are expected to work along with the teachers in their department as well as with the subject advisors to ensure a high standard of teaching and learning as guided by the Department. This contributes to the development of the whole school curriculum which will provide clear pathways in each subject area and also inform teachers of new educational trends.

As a leader and a manager, I have the responsibility of coordinating the teaching and learning of subjects that are under my supervision and identify and act on opportunities that will contribute to improving teaching and learning. HoDs ensure that changing social and cultural factors affecting the school's community are reflected in their departments' policies or programs, and provide effective communication, support, advice, and guidance to all teachers. They should at all times ensure that procedures for making decisions in their area of responsibility are consistent with the departmental guideline and with school policies.

4.5.4.2 Sharing knowledge: educational trends and policies.

HoDs need to make constructive contributions where necessary to the school management because they are part of the school's management team. They also provide professional leadership within the delegated area of responsibility; that is, within their department. HoDs also need to provide professional leadership that will help the staff to be well informed of the latest developments and resources for particular subjects that they are supervising. We should at all times demonstrate a high level of awareness of educational developments and changes, particularly in the area of responsibility. It cannot be right for a teacher that you are supervising, who is your follower, to come to you as their leader with high levels of awareness of educational developments and changes, and yet you as a HoD know nothing about such trends or changes.

4.5.4.3 Assessments as a yardstick for teacher development.

HoDs should be involved in evaluation and assessment reporting procedures. That is what we call moderation in our school's language. They need to assess, record, and analyse the achievement of learners to ensure that the school assessment policy procedures are implemented. When we do learner assessments, we look at assessment tasks that the teachers have set for the learners and check if they are set according to the policy such as CAPS and meet all the criteria set by the policy. Assessment results are used to improve teaching practice. That is why we analyse learner assessment results, because it is from those assessment results that you can identify where teachers need to improve in their teaching practice.

4.5.4.4 Building a good working relationship with teachers.

An HoD should at all times demonstrate effective working relationships with all educators in his or her department so that they feel supported and valued. As much as some teachers will always be defiant and refuse to be instructed, you as the HoD should always do the right thing and be consistent. Building a good relationship with your teachers also encourages collegiality as ideas, expertise, and information will be shared among themselves. As a result, the relationship the HoD has with the teachers will in turn contribute to the school morale and there will be harmony in that school.

Mrs. Nobhala understands the importance of leading, supervising and managing the curriculum as her responsibility as a HoD. Therefore, the imperative of supporting and leading to ensure that teachers have sufficient subject knowledge and are knowledgeable on various teaching pedagogies stems from her early professional experiences, where she was guided by old and experienced teachers on how she could improve her teaching skills. Mrs. Nobhala was a passionate novice teacher on certain subjects and ensured that she developed her subject and teaching skills through teamwork with other teachers and reading books.

Looking at the narratives of all four HoDs, I have observed that who they are as HoDs in the present and how they understand their responsibilities in the professional development of novice teachers is shaped by their early professional experiences when they themselves were novice teachers. All four HoDs needed support and guidance in their teaching practices from their leaders

and colleagues. As a result, in their present experiences they seek to ensure that novice teachers do receive such support, guidance and monitoring for improving their practices in the classroom.

SECTION B

4.6 The impact of HoDs' early professional experiences on their understanding of their role as the professional developers of novice teachers.

This section presents an analysis of the data supported by the literature in response to the research question. I seek to find deeper meaning in the experiences of the HoDs to explore how their early lived professional experiences influenced their understanding of who they were as HoDs and what their responsibilities were in the professional development of novice teachers. The narratives I developed along particular plots informed the analysis of the data that was generated through semi-structured interviews and the collage inquiry research methods. The themes and subthemes emerged through identifying and noticing the continuous commonalities or differences that surfaced in their responses to the relevant questions

4.6.1 The responsibility to support and guide novice teachers.

When the HoDs shared their narratives about their early professional experiences, it was interesting to learn how their need for support and direction was essential for their growth and development as novice teachers. This finding is supported by Laird, Szczesuil, Kirkpatrick and Watson (2016). For instance, Ms Zungu stated:

I can truly say that the mentoring I received from the principal, the deputy principal, and my colleagues contributed to my growth as a young teacher. They developed and supported me through demonstrations and workshops that they did every Monday at school.

Another HoD who had received support and guidance in her early years as a new teacher was Mrs Ndlovu. She had experienced some challenges and difficulties when she first started. She recalled:

It was a very difficult time for me because I had never been trained to teach lower grades... but the educators that I met at school when I started helped me. They were the ones that developed me...they developed me a lot. They would come to my class and demonstrate a lesson...

Mrs. Nobhala also seemed to share this experience as she said:

As a novice teacher I was assisted by the then vice principal, Miss Bhengu, and other experienced teachers in the grade. Miss Bhengu was a very vigilant vice-principal.... It was she and other older teachers who helped me when I was frustrated with the learners or struggled with teaching skills. Now and again the experienced teachers or Miss Bhengu would pop into my class to see how I was teaching and coping. At times older teachers would laugh and give me better ways of approaching a certain topic. The support was so good...

According to Laird et al. (2016), key to the effective development of novice teachers is the continued support of their peers and mentors. This view is also corroborated by Curry et al. (2016) who state that, for novice teachers to be fully absorbed into the new school environment, they are dependent on the professional support that they received from school leaders and mentor teachers.

4.6.2 Frustration when not receiving support from mentors and school leaders

However, the one HoD who had not received much-needed support during his early years of teaching remembered the difficulties and challenges that he had experienced as a novice teacher. These experiences made him decide that, as an HoD, he would support and guide his teachers as he believed that this was critically important for the development of new teachers in the field. Mr. Konke expressed his struggles as a result of the lack of support as follows:

As a young teacher I did not get proper mentoring from my school or my mentor. I simply came to that school, filled in the forms and I was told that I was going to teach guidance as a subject... I introduced myself to the class and the principal left me. Later on, I had to take a tour around the school with another new teacher that I had befriended. We had to discover what the culture of the school was on our own.... I was subjected to much pressure being a young teacher at a high school.

Comparing Mr Konke's experiences of a lack of support and guidance with those of his HoD counterparts demonstrated that novice teachers experience high levels of stress and pressure (Maulana & Van Veen, 2018) and that they should thus not be left alone. Mr Konke's early

experiences showed how important support and guidance for a novice teacher's professional development are (Maulana & Van Veen, 2018).

Another interesting perspective that surfaced from Mr Konke's experiences was that he needed to physically navigate the school with another novice teacher without the support of HoDs or more experienced colleagues. He also had to independently learn what the culture of the school was without any guidance and support. This suggests that the successful professional development of novice teachers partly depends on how they interact with the school environment, as this influences their opinions, beliefs, skills, knowledge, and attitudes (Zhukova, 2018) about the school and its learners. Therefore, the support and guidance that novice teachers receive from HoDs or experienced teachers should not be limited to teaching practices and knowledge as they also need a helping and supportive hand to understand the culture and customs of the school (Zhukova, 2018).

Below is a picture that best represents the HoDs' understanding of the support and guidance they need to extend to novice teachers. In the picture the child's hands are held by two adults who flank him. The child represents the novice teacher who needs to be guided and supported along the way by HoDs, who are represented by the adults in the picture. As a child, this image can be interpreted as representing lack of experience and knowledge of the world around you. As much as you excited to experience and experiment with that which is around you, direction and guidance is needed from those who have walked the journey and have much more wisdom and experience of the world. This picture that also relate to the novice teacher as the child and the



HoDs as the adults.

Figure 4.8: Image of a child being guided and supported by two adults

4.6.3 Lending a hand: Administrative responsibilities and teaching pedagogies.

As the HoD's acknowledged the importance of supporting and guiding novice teachers based on such experiences – or lack thereof – themselves they ensured that they also supported the novice teachers in their schools (Szeczesuil et al., 2016). Ways of supporting novice teachers were varied such as helping them compose a timetable and guiding them to develop their teaching practice. For instance, Ms Zungu stated:

It is great to be an HoD. It is enjoyable because I love what I do, which is supporting, supervising, monitoring, caring for, encouraging, and motivating educators to do the best in the field of teaching, especially the new teachers. For new educators, you need to develop them as they enter the system because everything will be new to them. Although they have teaching qualifications, it's different when you are in front of the learners... Everything is new, for example timetables and how to compose a timetable. You need to develop them on that as well as teaching methods. Although they know them, you still need to develop them on that and how to apply themselves to different learners, especially as we have large numbers of learners in our classes.

4.6.4 Always be there for new teachers.

Mrs. Ndlovu was also in agreement about the responsibility of ensuring that all teachers felt included and equal. She adopted the identity of mother to help new teachers cope and to ensure that they received the necessary support, this was her way of ensuring that she managed her responsibilities. She said:

The picture I chose is a picture of a woman carrying a baby on her shoulders. I see myself as that woman because I need to carry my teachers. I need to elevate them so that no one will feel isolated or will feel that they are not taken care of. I make sure that I carry everyone along with me so that everyone is on the same level...especially the new teachers. I need to be always there for them so that they will be able to move along with everybody, especially with those who have been in the field for a long time.... The young ones need my assistance...teachers need a lot of support. So, when I carry them with me, I know I will not have any problems.

Being “a mother” seemed to be adopted as her pastoral responsibility as an HoD in order to support her novice teachers (Philip & Cummins, 2015). The pastoral responsibilities of an HOD include support and guidance, which are qualities that are also found in a mother.

4.6.5 Providing psychological support.

Although Mr Konke did not receive much support as a new and young teacher, what he went through informed and shaped him to become the supportive HoD that he was. He stated:

HoDs play a therapeutic role, which means that they provide emotional support to the people that they manage. HoDs also provide psychological support through counselling. I also believe that the HoD’s job entails providing guidance and support. It could be guidance and support for teachers who have been working for many years or novice teachers.

The work environment of the novice teacher can expose them to situations known to manifest negative work attitudes and stress which can have a negative influence on their psycho-social well-being which in turn affects their performance as teachers (Shehaam,2021). According to Carpentier, Mukamurera, Leroux, and Lakhal (2019), teachers need support in various dimensions. These include their affective, emotional, intellectual, and psychological needs. Therefore, by supporting and addressing the psychological needs of teachers, it ensures their holistic well-being as well as the development of their self-esteem that will help them build relationships with other teachers and being socialised into the profession (Carpentier et al., 2019).

4.6.6 Additional support to enhance teaching practices and to address daily challenges.

Mrs. Nobhala also emphasised the importance of supporting novice teachers. She commented as follows:

Novice teachers must be given extra support so that they learn more effective practices to apply to daily challenges. Additional support helps to set teachers on the path to becoming effective educators By supporting novice teachers, they can develop the knowledge and skills necessary to address learners’ learning needs.

However, what stood out was that all four participants related the concept of support to the behavioural aspect of novice teachers (Evans, 2014). Such behavioural support relates to the functional aspect of the teacher which includes improving teaching practices and skills for improved learner outcomes.

4.6.7 Supporting the behavioural aspect of novice teachers.

It seemed that the HoDs understood that support of professional development means supporting the novice teacher to improve her or his teaching practices and skills only. There was hardly any emphasis on another very important aspect of novice teachers' lives that needs support, which is support for their personal development (Viteckova, Prochazska, Gadusova & Stranovsk, 2016). The narratives of the HoDs revealed the understanding that the behavioural aspect of their lives as teachers need to be developed and supported and this stance was influenced by their own early professional experiences as the people who guided and supported them (or did not) focused on their teaching skills and subject knowledge. Mrs Ndlovu stated:

It was a very difficult time for me because I had never been trained and had never practiced teaching the lower grades which is the Foundation Phase. But that did not stop me from learning because the educators that I met at school when I started helped me...They were the ones that developed me and showed me how to handle young kids and how to introduce the lesson...They developed me a lot. They would come to my class and demonstrate a lesson and show me how to introduce for example sounds or mathematics problems in a manner that would be easier for the learners to grasp.

In support of Ms. Zungu and Mrs Ndlovu's argument Mrs. Nobhala stated:

At times older teachers would laugh and give me better ways of approaching a certain topic. The support was so good. I remember there would be days when we would meet with other teachers after school in the school cottages and we would talk and joke about the day and how we would face the following day. We had those teachers who seemed to know it all. We loved them because they shared with us some good ideas on how to better ourselves as new and young teachers in the classroom.

4.6.8 The personal development of a novice teacher.

The HoD who deviated from the purely behavioural support and development of novice teachers was Mr Konke. He understood that supporting a novice teacher also included supporting them emotionally and playing the role of a therapist. Such an understanding seemed to be influenced by the frustrations he experienced due to neglect as a novice teacher. He reflected on this issue as follows:

I introduced myself to the class and the principal left me. Later on, I had to take a tour around the school with another new teacher that I had befriended. We had to find out what the culture of the school was on our own.... I was subjected to much pressure being a young teacher at a high school with learners writing love notes and how I disciplined them...

The personal aspects include the novice teacher's thoughts, beliefs, and feelings about themselves as teachers and as individuals. Viteckova et al. (2016) state that teachers essentially have three dimensions which are knowledge, experience, and personal aspirations. Evans (2014) also believes that professional development includes the attitudinal, behavioural, and aspirational aspects of the teacher that all need to be developed holistically.

The narratives of the HoDs inspired me to choose a picture that would best express the meaning of their experiences. I found a picture of a growing tree that is supported by two hands. The tree has many roots that support it and guide its growth. For the tree to grow and flourish (representing the novice teacher), it needs to be supported and cultivated in many ways, hence two hands are needed to encase and support it. Without any support, the tree becomes unfruitful and eventually dies. Likewise, HoDs believe that their responsibility is to provide guidance and support to novice teachers so that they can grow optimally.



Figure 4.9: An image of hands supporting the tree so that it will grow

It seemed that the HoDs understood the importance of providing emotional and personal support to guide novice teachers. However, because of the many roles and responsibilities that HoDs need to address as they also have to teach while managing and overseeing the school and more than one teacher, it becomes difficult for them to provide professional development at the personal and emotional levels. It appeared that they focused more on supporting novice teachers' teaching skills and practices in the classroom for improved teaching and learning practices.

The HoDs' understanding of the development of the behavioural aspect of novice teachers was also informed and shaped by education policies. The Education Labour Relations Council (1998) places the responsibility on HoDs to control the work of educators, provide them with the latest teaching techniques, and to engage in their evaluation by reviewing their teaching practices with the objective of improving teaching and learning. Therefore, what HoDs understood about their responsibility for the development of novice teachers was partly shaped by policies that guide their responsibilities as HoDs, as proposed by the Education Labour Relations Council (1998).

4.6.9 An open line of communication with teachers.

4.6.9.1 Listen to what your teachers have to say.

Having an open line of communication allows the HoDs to know what is happening in the professional lives of the teachers that they are leading. One responsibility of a HOD is to provide support to teachers by listening to what they have to say and communicating with them effectively (Alkutich, 2017). An open line of communication thus allows HoDs to feel the professional pulse

of novice teachers and understand the problems that they are faced with. Ms Zungu remembered how she received the help she needed after she had spoken out her problems when she was new in the field. She stated:

I remember the day when she [the principal] called me to the office and told me that the learners didn't do well. I explained that the main challenge I had was time. The principal then gave me a mentor who would give me tips and that helped me a lot. From that day, every tip I got, I applied them in my classroom. I was one of those teachers who wanted to excel, but I didn't know how as time was against me until I shared my problems with my colleague and she gave me some advice.

According to Laird et al. (2016), open communication creates a platform for teachers to lift their voices and it allows teachers to work together to solve a common problem. In that way all teachers and HoDs are able to offer the help that novice teachers need.

Holistically, the narratives of the HoDs revealed the importance of open communication between themselves and novice teachers because they understood the impact that this has on improving the professional lives of teachers.

Mr Konke shared the pain he felt when he was heard and when he was shut down and ignored as he was new at the school and trying to share innovative ideas about what could be done about the dilapidated school buildings. He said:

I suggested things [improvements] in meetings but they were not considered, only to be considered at a later stage when someone else, an experienced educator, would raise them. Now I'm hurt because parts of the school buildings are neglected. My school was a mission school. A new school was built and we left those old buildings. No one ever took care of them up to now.

Mrs Ndlovu briefly shared how she received help as a novice teacher after she had been heard by other teachers when she had asked for help:

...but since I love and have a passion for teaching, I was able to learn fast and I was also able to handle any challenges and any problems that I would come across. I was able to

ask experienced teachers when I found myself in a position where I didn't know how to do something.

Mrs Nobhala narrated how she received help when she expressed her frustrations to her deputy principal and other experienced teachers:

When I arrived there as a substitute teacher, she welcomed me so warmly and introduced me to the teaching staff. It was she and other older teachers who helped me when I was frustrated with the learners or struggling with teaching skills.

As a result of what they experienced in their early lived professional careers, all four the HoDs believed that good communication between themselves and teachers generated a good working relationship with them (Laird et al.,2016).

4.6.9.2 Good communication with teachers for professional development.

It was clear that good communication and an open relationship was key in securing the professional development of novice teachers and understanding the challenges that they faced so that they could be effectively addressed (Laird, 2016). All the HoDs agreed with this notion. Ms Ndlovu said:

...there must be a good relationship between you and your teachers as well as good communication skills that will assist you in knowing every challenge or problem that teachers are facing. As an HoD you need to help them and assist them whenever you can.

Ms Zungu also emphasised the importance of communication between herself as an HOD and her teachers, as this helped her to understand the challenges that they face. She shared the following insights:

Supervising is not an easy task. Sometimes I find my teachers stressed. When they are stressed, I need to calm them down. I always encourage them to speak out. Whatever problem or challenge that they come across, I need to know them because sometimes I'm in my class and I may not see them often. In my collage, I have a picture that says "#voices". In the picture, there are people wearing masks. With this picture, I am relating it to my teachers when they shut me out of their lives. So, I want them to speak out and that

is why I chose “#voices”. In picture number 6, a man is holding his ear saying “repeat that please?” I also want my teachers to say that to me when they don’t understand and when they need help...As a result, I motivate them to tell me everything that they see as a problem. For new educators, it’s worse because there’s a lot to learn. Being in an [educational] institution is not the same as being in the classroom and doing what you have been taught at an institution.

4.6.10 Sound professional relationships.

Mrs. Nobhala also emphasised the importance of HoDs having a good working relationship and openness with teachers. She stated:

An HoD should at all times demonstrate effective working relationships with all educators in his or her department so that they feel supported and valued. As much as some teachers will always be defiant and refuse to be instructed, you as an HoD should always do the right thing and be consistent. Building a good relationship with your teachers also encourages collegiality as ideas, expertise, and information will be shared among themselves. As a result, the relationship the HoD has with the teachers will in turn contribute to the school morale. There will be harmony in that school.

The above excerpt highlights that having a good relationship creates a platform for teamwork and collegiality. Teachers play a role in supporting one another and helping others to develop new skills and teaching practices (Bipath & Nkabinde, 2018).

4.6.11 Marginalising the voice of novice teachers.

As much as communication and an open relationship between HoDs and teachers are important, the voice of the novice teacher is often silenced. All four the participants seemed to refer predominantly to all teachers in general and listening to the voice of the novice teacher specifically was not highlighted or explored extensively (Centre on Education Policy, 2016). Mrs Nobhala shared the following:

An HoD should at all times demonstrate effective working relationships with all educators in his or her department so that they feel supported and valued...Building a good

relationship with your teachers also encourages collegiality as ideas, expertise, and information will be shared among them.

Mr Konke also applied his views to all teachers equally. He stated:

The third picture in the collage depicts a relationship with my teachers. I believe in openness and transparency. The relationship I have with my teachers is based on trust, keeping secrets, if need be, and helping teachers bury the hatchet.

Listening to the views, opinions, fears, and ideas of novice teachers is important in their professional development (Centre on Education Policy, 2016). Listening to the voice of novice teachers is also affirmed by Anttila (2017) who argues that the personal-emotional aspect of novice teachers needs to be considered as it is significant in the transformational and transitional stages they have to negotiate. Therefore, HoDs need to pay specific attention to fostering sound communication between themselves and novice teachers without focusing exclusively on teaching skills and subject content knowledge (Anttila, 2017).

In light of the HoDs' responses, I chose a picture I felt would represent the lack of representation of and emphasis on novice teachers' voices in their professional development. The picture is suggestive of the narrative that revealed lack of communication with novice teachers regarding good teaching and learning outcomes without consideration of their emotional and personal well-being. In other words, novice teachers need to listen to the higher power, being the HoDs and implement what is instructed to them.



Figure 4.10: Image of a person whose voice is not heard. In this case, the novice teacher

4.7 Managing the Curriculum and Improving Teaching Practices.

4.7.1 Curriculum coverage for better learner outcomes.

Most HoDs understood that the professional support of teachers related exclusively to enhanced teaching practices and pedagogies for better learner outcomes (Darling-Hamond, Hyler & Gardner, 2017). One factor that influenced this view was the HoDs' primary needs when they first started teaching. When Ms. Zungu was a new teacher, she had to ensure that her learners passed and that the subject content was well covered. She stated:

There was a large number of learners in the class who were expected to pass and all subject content taught. Remember, we were platooning which means I had to teach for 4 hours every day...The principal used to do her assessments of our work every second Friday for all grades in spelling, dictation and mental mathematics. If your class didn't perform well, then you would account to the principal.

When Mrs. Nobhala was a novice teacher, she believed in equipping herself with subject knowledge to ensure that her learners did well at school and learnt. She said:

Fortunately for me when it came to subject knowledge, I was well conversant with all the subjects and I still had resources from my college days on the subjects...During my non-

teaching time I would go and supervise unattended classes during Maths periods. I was caught by my vice principal teaching Maths in one of the Grade 6 classes. She then went and told the principal that I should be requested to assist with Maths during that period. I didn't have any problem, I was still young and vibrant, and Math was one of my favourite subjects. It made me so happy to see the learners not being idle or being left behind because they came to school to learn. When I could, I offered my help in terms of teaching the learners if their teacher was absent and none was assigned to teach them during that day.

Mrs. Ndlovu shared a similar sentiment and explained how she had to learn fast and be equipped with pedagogical knowledge to teach her learners:

I was used to teaching the older learners who were quick to grasp content. But with the little ones in the Foundation Phase I had to start from the beginning, from scratch, and teach slowly. I had to understand their potential because some of them came without any Grade R background. They really struggled. Even holding a pen was very difficult for them. But because I love and have passion for teaching, I was able to learn fast...

The HoDs focused their views of professional development on the professional practices of the novice teacher, which include enhanced subject knowledge and teaching pedagogies that catered for the needs of the learners in the classroom to ensure good learner outcomes (Darling-Hammon et al., 2017). Ms. Zungu also stated:

For new educators you need to develop them as they enter the system because everything will be new to them...Everything is new, for example timetables. How to compose a timetable, teaching methods, you need to develop them on that. How to apply different teaching methods to different learners according to their abilities...Some educators were not taught how to do chalkboard. So, you find that their handwriting on the board is very bad and you need to develop the skill of writing on the chalkboard.

4.7.2 Developing the teaching practices of novice teachers to ensure curriculum coverage.

Prioritising teaching practices to address the need for novice teachers to develop the curriculum was raised by Mrs. Ndlovu:

Professional development for new teachers is very vital. That does not mean that the educator cannot teach...but it supports the educators to improve their teaching skills. The curriculum changes from time to time. Therefore, teachers need to be developed to adapt to the curriculum changes. It assists novice teachers to be more effective so that they will be able to perform well in the classroom in their teaching. Most of these young teachers do receive their teaching qualification through distance learning, and therefore [they] do not get enough time to do teaching practice. As a result, they require a lot of time to be able to improve their teaching skills.

Mr. Konke shared Mrs Ndlovu's sentiments and insisted that the school's curriculum as well as the practices that will ensure curriculum coverage were fundamental for both seasoned and new teachers (Mettcalfe, 2018). He also believed that such practices supported the school's curriculum and shaped the professional lives and practices of novice teachers. He stated:

As an HoD I'm responsible for controlling and monitoring both teachers' and learners' work. All teachers are monitored, but when it comes to new teachers, I must develop them and help them...I expect all teachers to submit lesson plans in the morning before they go to class. This is good standard practice for novice teachers as it shapes their profession as teachers. I must also do class visits to monitor the content in different classes. This activity also assures me that the teachers are on a par with the curriculum coverage or not. After exercise books or educator files have been submitted, I then compile a report and indicate good areas of development.

Mrs. Nobhala was in agreement with the other three HoDs who also believed that the main responsibility of HoDs was to develop teachers. Once again, such development referred to the enhancement of teaching strategies and ensuring the coverage of the school's academic curriculum. Mrs. Nobhala stated:

The HoD is responsible for leading and coordinating professional development... Undertaking appropriate professional development enhances individual expertise in the subject area...Professional development can help teachers to become better at planning their time and staying organized. It is important that newly qualified and novice teachers are developed professionally. When teachers discover new teaching strategies through

professional development, they will be able to make changes to their teaching styles and curricula to better suit the abilities of their learners and the environment in which they teach.

In general, all four the HoDs believed in the importance of ensuring that effective teaching and learning take place and that no teacher is left behind. They all understood that novice teachers need to be equipped with appropriate teaching practices and knowledge to ensure that the demands of the curriculum are met. However, the personal, emotional and motivational needs of novice teachers were not emphasised. According to Evans (2014), professional development should not only focus on the functional aspect of teachers' skills such as appropriate teaching practices and subject enhanced knowledge, but it should encompass the multidimensional development of teachers, and novice teachers in particular. This includes developing the emotional, personal, intellectual, motivational, and attitudinal aspects of a teacher (Evans, 2014). In corroboration with Evans (2014), Fernet, Trépaner, Austin and Côté (2016) also state that a novice teacher's emotional, attitudinal, psychological, and behavioural well-being must be taken into consideration as this will prevent emotional fatigue and ensure the teacher's commitment.

To illustrate my understanding of the HoDs' narratives, I chose an image of a teacher who is studying from various resources to equip himself with the knowledge that is needed to ensure curriculum coverage and good learner outcomes. The second picture is of a teacher who is teaching. I chose this image as he seems equipped with knowledge and is guiding his learners to acquire knowledge. These images can be interpreted as reflecting the quality of professional development of novice teachers, which is solely focused on the behavioural aspect of the teacher (Evans, 2014)



Figure 4.11: Acquiring knowledge



Figure 4.12: A young teacher covering the curriculum

4.8 Taking the Lead in the Professional Development of Teachers.

4.8.1 Leading for good learner outcomes.

The narratives of the HoDs reflected their understanding that their responsibility to guide teachers' professional development is solely focused on learners' achievement and to ensure good learner outcomes (McEwan, 2003). This is in line with policy guidelines of the Department of Basic Education (2000) that state that HoDs are instructional leaders who must improve the quality of teaching and learning (Harriz & Jenz, 2006). This focus on learner success was clear in Mrs Ndlovu's narrative:

As an HoD I provide strong academic leadership to ensure that teachers teach and learners learn. No time to waste. I'm also a manager and a developer because teachers, especially new teachers, need a lot of support to achieve excellent academic results.

This sentiment was mirrored by the other HoDs as well, and they therefore adhered to the notion that HoDs should assume an instructional leadership role by assisting teachers in setting professional goals that will improve teaching and learning. Hilton (2015) also stipulates that HoDs play a critically important role in building teachers' capacity to enhance teaching and learning outcomes.

4.8.2 Monitoring teachers to ensure successful teaching and learning

Monitoring and supporting teachers and helping them to develop new teaching practices and strategies (Pansri, 2008) are built on the premise that the primary purpose of teaching is good

learner outcomes. However, teachers support should also see to it that they are emotionally healthy at a personal level and that they are motivated, driven, and feel holistically developed to be their best selves and thus the best teachers (Evans, 2014). It was therefore noteworthy that the HoDs addressed teachers' problems, whether personal or professional, from the basis of their concern for learner outcomes rather than for the professional and personal health and well-being of the teachers. For instance, Mrs. Ndlovu stated:

Some educators have got their challenges and their personal problems. At times when you follow up on a particular educator's work, when you monitor her work, you find that the learners are not performing well in class. So, you then need to sit down with that educator and build mutual trust between the two of you, so that she or he can open up... You need to sit down with her and plan so that the learners in class will not suffer because of her.

Mrs. Nobhala also argued that the professional development of teachers ultimately addressed the needs of learners:

The HoD is responsible for leading and coordinating the professional development needs of the department [that I manage at school]. This in turn will assist the staff to be able to meet the needs of learners. So professional development programs can help teachers to become better at planning their time and staying organised. This will ultimately make teachers more efficient and give them extra time to focus on the students.

Ms. Zungu also emphasized the importance of being a good teacher. She also believed that a teacher needed to be developed for the benefit of the learners. She stated:

When you develop a teacher, it will be easy for them to develop the learners or to teach the learners. I always motivate them to do their best when they are teaching. I encourage them to be good teachers especially to the learners and staff, but more especially to the learners because I believe that the learners are our material.

Through the teacher identity theory of Ellis and Orchard (2014), this section looked at how early professional experiences of HoDs have shaped and continue to shape who they are and what they understand their responsibilities to be as HoDs in the professional development of novice teachers. Because of the HoDs' early experiences, they understand their duties as those of providing

guidance and support for novice teachers' practices. Looking at how they received support from their principals when they were once novice teachers (Ellis and Orchard, Ellis, 2014), HoDs therefore understand the importance of providing leadership in ensuring that teachers are on par with subject knowledge and teaching practices in order to ensure curriculum coverage and good learner outcomes. However, what has surfaced was how HoDs focused on providing support to the functional aspect of the novice teachers, by monitoring their practice and subject knowledge. Such focus was based from how in their early professional experiences, their leaders also prioritized and focused on developing their teaching capacity and subject knowledge to have a higher learner outcome.

Below is a diagram that demonstrates how early professional experiences of HoDs is intricately intertwined to how they lead and manage the professional development of novice teachers in the present to achieve higher learner outcome (Ellis & Orchard. 2014).

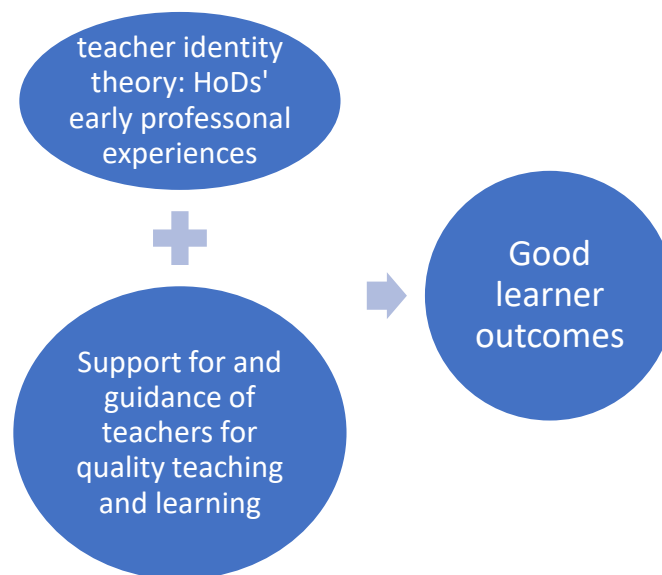


Figure 4.13: The relationship between early professional experiences, teacher support and good learner outcomes

4.9 Conclusion.

The purpose of this chapter was to understand how the HoDs' early lived professional experiences had shaped and were continuing to shape their identities as HoDs as well as their understandings of the professional development needs of novice teachers. By analysing their narratives, I have learned that the HoDs' understanding of their responsibilities for site-based teacher professional development of novice teachers had been shaped by their past lived professional experiences as teachers.

There was a link between their experiences as young teachers (the support they received, the neglect one experienced, and the factors that supported their growth) and how they approached their mandate to support novice teachers as HoDs. However, it was clear that these HoDs' understandings of the development of novice teachers were exclusively driven by their perception of novice teachers' functional needs for good learner outcomes. In other words, the HoDs focused on ensuring that novice teachers were equipped with knowledge and teaching pedagogies for the benefit of the learners and not necessarily for their personal well-being. They were aware of the importance of supporting the emotional and personal needs of novice teachers, but it seemed that the execution of their dual responsibility was difficult and they generally failed in addressing both the professional and personal needs of the novice teachers in their care. Policy undeniably contributed to the HoDs' understandings of the professional development of novice teachers. It thus contributed to their focus on the professional development of novice teachers' practices and skills to achieve enhanced learner outcomes and detracted their focus on the personal needs of novice teacher (Education Labour Relations Council, 1998).

In the next chapter the focus is on understanding the HoDs' experiences of initiating school-based professional development programs for novice teachers. In this chapter I present the HoDs' narratives on how PD initiatives were contextualised and implemented on site.

CHAPTER FIVE

THE EXPERIENCES OF HoDs REGARDING SCHOOL-BASED PROFESSIONAL DEVELOPMENT INITIATIVES.

5.1 Introduction.

In the previous chapter I analysed the data that had been generated by means of semi-structured interviews and collage inquiry. I determined how the early lived professional experiences of the HoDs had shaped their understandings of their mandate to support novice teachers.

The current chapter responds to the research question: *What are the HoDs' experiences of initiating school-based PD for novice teachers?* First, I present the HoDs' experiences regarding their efforts to enact school-based programs for the professional development of novice teachers. The analytical framing that informed the data analysis in this chapter was the multidimensional professional development theory by Evans (2014). According to Evans (2014), the professional development of novice teachers has to address their multidimensional needs and should thus involve their behavioural, attitudinal, and intellectual dimensions (Evan, 2014). Utilising this theory thus deepened my understanding of how the HoDs endeavoured to develop novice teachers and thus what professional development initiatives they utilised and devised to address these young teachers' needs at multiple levels while ensuring that their teaching practices were improved. The focus of this chapter is thus on elucidating my understandings of the day-to-day experiences of the HoDs in their endeavours to develop novice teachers in the two schools under study. The data were presented and analysed in conjunction with the theoretical views that I used to frame the study.

I present the chapter in two sections. In section A, I unpack the narratives of the HoDs to determine how they ensured the professional development of teachers that were new in their schools. I present the HoDs' narratives in the first person with the purpose of illuminating their experiences in their own voices in order to capture their authentic lived experiences through their own eyes. The HoDs expressed their experiences in words and also illustrated them in pictures and phrases in the collages that they created.

In the second section I analyse the HoDs' responses using the multidimensional professional development theory. In this section I highlight the commonalities and differences in their responses and support my findings with reference to the literature. In this section I express my deep understandings of how the HoDs addressed the professional development needs of novice teachers in various ways while also taking their respective schools' contexts into account. I also use pictures that reflect my own understanding and interpretation of the findings. The discourse will be presented under the themes and subthemes that emerged from the narratives of the HoDs.

As a collective theme I refer to the need for sturdy 'Building Blocks' in the professional development of novice teachers. The phrase 'building blocks' is used metaphorically. When constructing a building, sturdy building blocks that will not crumble are required to make it solid and to help it withstand the elements. Therefore, novice teachers need various developmental programs (or 'building blocks') just like a building needs to be constructed on a solid foundation using strong building blocks.

SECTION A

5.2 Mrs Ndlovu's Experiences.

Mrs. Ndlovu shared her experiences as an HoD during an interview and in the form of a collage. To create the collage, she selected some pictures and words that reflected her day-to-day experiences as an HoD who was tasked to professionally develop novice teachers in her school. The purpose of the collage was to illustrate and enhance understanding of the different interpretations attached to her experiences. Below is a photograph of the collage Mrs. Ndlovu referred to in her narrative. These pictures were analysed in conjunction with her story.



Figure 5.1: Mrs Ndlovu's collage

5.2.1 Behavioural competence: Identifying teachers' strengths and weaknesses through on-site workshops.

5.2.1.1 Teachers develop collaboratively on site.

Professional development is very important. It does not mean that the educator cannot teach, but rather it is designed not to criticise or find fault but to support educators in improving their teaching skills. The curriculum changes from time to time. So therefore, educators need to be developed to adapt to these changing subject curricula. It also assists novice teachers to be more effective and to be able to perform well in the classroom when they teach. Professional development also helps the teacher to identify his or her strengths and weaknesses and to learn new strategies that he or she can apply in the classroom.

As HoDs we also organise internal workshops where senior teachers in the school develop the new educators in the field. It makes them feel confident after that when they go to the classroom because they know what to do. They know how to teach and what to teach as advice and ideas are received from experienced educators.

Our internal workshops can be done in the form of class visits, whereby the HoD or the senior teacher visits educators and observes them when they present a lesson. The HoD then identifies areas that need improvement. After the lesson, we sit down together with the educators and explain to them our findings, not to criticise them but to develop them.

5.2.1.2 Lesson demonstrations: Learning through colleagues' lesson presentations in the staffroom.

Another strategy I use to develop teachers is lesson demonstrations. All the educators come together either in the staffroom or a particular class in a certain grade and one educator will present a lesson. After that, the educators will sit down and add more inputs on what has been presented. So, I can say that teacher professional development focuses more on the application of teaching skills because teaching requires different teaching and different approaches. The approaches you used in the previous years are unlikely to be used again in the following year as learners are different and have different abilities.

5.2.1.3 Ensuring the establishment of communities of practice.

As a team leader, or the captain of the team, my job is to mobilise my team to work hard to win the game or to stay at the top of the league. Therefore, for my collage, I chose a picture of two people holding hands. This picture to me speaks about unity or teamwork. Teamwork is very important, that's what I emphasise and encourage my teachers to do; to work as a team so that they'll achieve a common goal at the end. When you work as a team, you share ideas and you share knowledge. You don't work in isolation. With teamwork, you stay focused, you have direction, you know what to do and when to do it. If you're struggling as a teacher, you know that you have got other colleagues, other peers to help you. Even as an HoD I network with other HoDs from other schools too. We have meetings and discuss ideas so that I can transfer the knowledge to my teachers at my school.

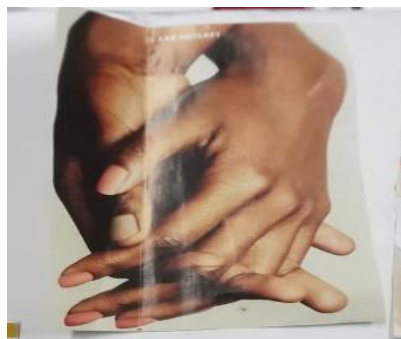


Figure 5.2: Image of people joining hands to work together.

5.2.2 Attitudinal competence: Being happy in the workplace.

In my collage another phrase that I chose was “Be the reason someone smiles”. As an HoD I need to see people happy at work. When you come to work you must come with a smile. When you go back home, you go with a smile even though we work so hard. I need my teachers to be happy at work. One of the ways of keeping my teachers united and happy is through prayer meetings. It is through them that we get time to be together, encourage each other, share each other’s problems, and pray together. That is one of the important things that keep us united and happy at school as colleagues. We become a family.



Figure 5.3: Mrs Ndlovu’s picture representing the importance of making the school a happy space for teachers

5.3 Ms. Zungu’s story about professionally developing novice teachers on site.

Ms. Zungu also illustrated her experiences by creating a collage using different pictures and words that reflected her experiences as an HoD. These words and pictures supported her semi-structured interview narrative.



Figure 5.4: Ms Zungu’s collage to illustrate and enhance her experiences.

5.3.1 Adhering to the changing needs of the education system.

Professional development is important whether you are young or old in the field because we need to grow every day. We need to adapt to the changes in the system of education. Education policies and curricula change time and time again, and so should the teaching methods and teaching strategies for teachers. So, as HoDs, we need to help develop teachers so that they can produce what is required of them by the Department of Education.

5.3.2 Behavioural competence: Becoming a professional teacher.

To encourage the young teachers, I always tell them a good teacher prepares work before teaching because the learners will see if you did not prepare your work. Secondly, I tell them that they have to use resources when they are teaching, whichever resources it does not matter as long as it is in line with what they are teaching. I encourage them to use resources as most learners learn better when they see something and also touch it. It then becomes easy for them to understand what they are learning.

When it comes to time, I always encourage the newcomers that time is very important. I tell them that when it comes to teaching, every minute counts. They must not extend breaks and must not be late for work. Should any personal crisis come up and they cannot make it to school, I tell them to report to me as soon as possible so that I can see what I can do with that teacher's learners for that day.

5.3.3 Resource-based teaching.

5.3.3.1 Working collaboratively.

Another way of encouraging young teachers to develop themselves is through networking with other teachers to get more information and advice that could help them to grow. In my collage, picture number 8, I have a group of people who are talking, where they seem to be getting tips from each other. So, it is the same for my new teachers. I want them to network a lot so that they can get tips from other people and hear how they do things and how they cope with certain problems.



Figure 5.5: Ms Zungu's picture of the importance of networking

In picture number 9 there's a team of a soccer club. The reason why I chose that picture is that I believe that when you are a team, you don't want to excel on your own but with others too. You help each other to win. So, even with my teachers, I want them to work as a team.



Figure 5.6: A soccer team representing teamwork

5.3.3.2 Using multiple resources as a teaching tool.

One of the stresses that these new teachers have is a lack of resources. At times you find that they need to improvise when they teach because we do not have many resources as the new teachers had at their schools when they were younger. So that's another stress they come across. It is very important that I, as their HoD, am notified about such challenges that they have. For example, let's say Ms. Mkhize has 38 learners in her class, but only has 12 desks. She needs to tell me because it will be hard for the learners to learn in that class and for the teacher to teach. She needs to report that to me and I have the responsibility of attending to her problem. Even if she has any broken windows, broken cupboards, or doors, she needs to report that to me.

5.3.4 Teacher evaluation: Peer evaluation.

5.3.4.1 IQMS.

For professional development in my school, educators learn from each other. As we do demonstrations in a meeting or presentations, we learn from each other. When we do IQMS on a certain day, the peer and the senior teacher can also learn from the educator that is doing the IQMS. We also provide that educator with feedback about how we believe she carried out her lesson. It is through the IQMS that the new teachers in the field will be able to understand his or her weaknesses or strengths when it comes to teaching and gain the skill of knowing their learners; their strengths and abilities.

5.3.4.2 The behavioural aspect of the novice teacher: Monitoring professional development through class visits.

I do class visits for all teachers, old and new in the field. I do class visits at least once a quarter because I can't do them every month end. I think that will stress the teachers out and me too since I also have classes to teach. I will not have enough time. So, I do class visits once a quarter just to see how they are teaching in the class and to give them support wherever they need it.

5.3.5 Nurturing the self.

5.3.5.1 Being an attentive listener: listening to the voice of the novice teacher.

When I develop these new teachers in the field, I need to know first what they know so that I can develop them on that which they know and also add to it. I make sure that I communicate with them frequently either verbally or in writing to see where they stand and how they are coping. I also encourage them to network a lot for information and advice. They must not wait for the department to develop them or me as their HoD. I want them to tell me what they know because we learn from each other.

5.3.5.2 Motivating novice teachers to be the best.

I always motivate the new teachers to do their best, especially when they are teaching. I also motivate them to take the initiative in whatever is happening in the school. I try to encourage them

to be good teachers especially to the learners and staff, but most importantly to the learners. I believe that learners are our or their material.

5.3.5.3 Teaching novice teachers to be passionate so they can grow.

In picture 10 of my collage there's a dancing instructor who is teaching the two ladies how to dance. Next to that picture I have the word "passion". I chose that word because the two ladies are learning and want to learn how to dance because the instructor is very passionate. As a result, the two dancers also become passionate and want to learn more. So, the instructor is helping them learn how to dance. I relate the instructor as me and the ladies learning to dance as my teachers, especially the new ones. When they see me passionate about what I do, that will encourage them to also love what they do and be passionate teachers.



Figure 5.7: An image reflecting passion and motivation.

5.3.6 Appreciate your teacher.

Another picture that stands out for me in my collage is the picture of a person planting a tree. That is me planting them [novice teachers] as young as they are. As their HoD there's a seed there that I am planting within them so that they will grow like that tree. As they grow, the learners will also flourish and grow. The learners are represented by the branches of that tree. As their teacher grows, they also grow and become the best and also do their best. My young teachers are growing and they are amazing. I also used the word "amazing" because I am relating it to them. They work very hard when teaching their learners and in my eyes they are victorious.

5.4 Mr. Konke's Views on School-Based Professional Development Initiatives for Novice Teachers

Mr. Konke also illustrated his interesting narrative using a collage. The pictures in the collage he created and his narrative were used to illustrate his experiences as an HoD. Mr. Konke's narrative is also presented in the first person as this allowed me to capture his story from his world view. The themes and subthemes emerged from the data interview and collage data that I obtained.

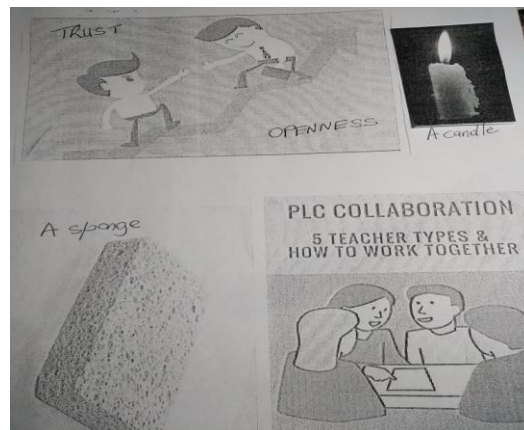


Figure 5.8: Mr Konke's collage

5.4.1 Subject knowledge and good teaching practice.

5.4.1.1 Attendance of site-based subject committee meetings.

As an HoD I must make sure that teachers in my department belong to various school committees. This will improve their teaching skills and make them more competent. Such developmental committees include subject committees which are held regularly and include both novice and experienced teachers. Novice teachers must attend them and they must observe how things are done. It is in these subject committees that novice teachers acquire knowledge and skills from experienced teachers. As a result, they are professionally shaped and nurtured. Not only should they be part of the subject committee meetings, but they must also be actively involved.

In subject meetings, both novice and experienced teachers are taught how to plan a lesson, how to mark a summary concerning English formal assessment tasks. Issues relating to the subjects are thoroughly discussed and solutions proposed. It is therefore through these subject committee

meetings that novice teachers become more involved and feel part of the department. Their professional journey is shaped and their development enhanced.

5.4.1.2 One-on-one meetings with teachers.

I believe that having one-on-one meetings with your staff is a positive thing to do that will enhance professional development. This is where I as an HoD sit down with the educator and discuss all the issues that they might have about their work. It is during such one-on-one sessions that I also devise a strategy of sorting out the teachers' problems and I get to know where they are experiencing any challenges in their teaching practice. Through one-on-ones, it is where I could also have discussions with the educator, or getting them to account as to why something was done wrong, or hear where I as an HoD I'm failing in supporting them.

5.4.1.3 Monitoring and control: Teachers must know what is expected of them.

As an HoD I believe in openness and transparency, even in monitoring and controlling. I must first show the teachers templates of control and what devices I will use in monitoring and evaluating their work. This allows the teachers to familiarise themselves with the tools that I will use for control, monitoring, and evaluating. This is also done before the monitoring and evaluation process. In other words, teachers, young and old, become aware of what is expected of them, what they need to work on, and develop themselves to improve their teaching skills. By the time I am evaluating them, they are more than ready and know what is expected of them.

5.4.2 Collaborative development.

5.4.2.1 Learning communities and communities of practice.

I think that belonging to different school committees or learning communities helps both novice teachers as well as experienced teachers. Here, they get much needed information that develops them professionally as teachers. I also encourage my teachers to study further as the knowledge they get from learning communities will be very useful for their professional development on site.

5.4.2.2 Networking.

Most teachers in my school believe in the power of networking within the school and with teachers from neighbouring schools.

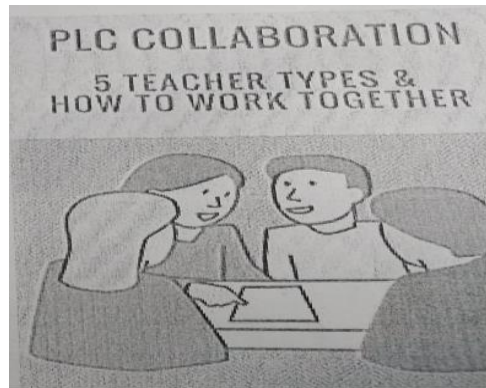


Figure 5.9: Teachers working together and networking for professional development

5.5 Mrs Nobhala's Experiences of Site-Based Professional Development Initiatives for Novice Teachers.

Mrs. Nobhala narrated how she initiated the contextualised professional development of her novice teachers. Her narrative was presented in a semi-structured interview and she created a collage to illustrate her views. The collage contained pictures that she believed best interpreted her experiences and supported her comments in the interview. The purpose of the collage was also to assist in analysing her experiences as an HoD as she engaged with novice teachers. Below (Figure 5.10) is Mrs Nobhala's collage.



Figure 5.10: Mrs Nobhala's collage

5.5.1 Involving relevant stakeholders to develop teachers' skills and educational knowledge.

5.5.1.1 Improving the subject knowledge and teaching skills of novice teachers.

It is important that newly qualified and novice teachers are developed professionally. When teachers discover new strategies through professional development, they will be able to make changes to their teaching styles and curricula to better suit the abilities of their learners and the environment in which they teach. Undertaking appropriate professional development enhances individual expertise in the subject area, administration, and management. Professional development can help teachers to become better at planning their time and staying organised. This ultimately makes teachers more efficient and gives them extra time to focus on learners.

5.5.1.2 Attending workshops organised by the Department of Basic Education.

As HoDs, we ensure that all the teachers attend workshops organised by the Department of Education because this will capacitate them and allow them to do well in the specific subject area. Through these workshops teachers are equipped by experts in the education field such as subject advisors. They get advice on various teaching strategies for different subjects and also acquire subject knowledge. I believe that through workshops, teachers are developed because they are allowed to participate and do classroom demonstrations. They return to school feeling equipped to try the taught strategies from the workshops they attended.

5.5.1.3 Mentoring and coaching novice teachers.

The school also designs professional development programs within the school. These encourage professional development for themselves and others. Such teacher development programs are usually done in fortnightly sessions, where I visit teachers and find out about any challenges they are facing. We can also assign a qualified mentor or a more experienced teacher to mentor and coach newly qualified teachers who will assist them to learn the skills required by the profession. Staff development programs allow educators to work as a team in developing their profession as well as the profession of other teachers.

5.5.1.4 Inviting experts to inform teachers about education policies.

For our school programs, we even seek professional support through networking and inviting experts from outside the school, even the subject advisors or anybody who is an expert from the Department of Education. I've recently had Dr Mnguni who came to educate teachers about how to support our learners through school-based support teams [SBST].

Through school-based development programs we unpack all documents from the department on educational legislations and educational issues, like leave measures. Teachers will know about the types of leave if you have gone through the leave measures. You won't have anybody refusing to sign for early departure or late arrival. During these school-based programs we also unpack alternatives to corporal punishment, time management, and budgeting as per PFMA. We develop teachers on computer literacy or information technology as it is now called SASAMS, which is the administrative system that all schools are working on. I also make sure that teachers have a good understanding of the principles of Batupele. Such principles shape a teacher's profession and they know what is expected of them by the department. As a teacher, you need to know that.

5.5.2 Developing teachers' administrative and teaching skills.

I also have days when I meet up with teachers as their HoD in that phase and give them feedback about my observation of their work in the classroom. Most teachers, both the old and the new ones, struggle a lot with classroom management. It is a mess in our schools. People don't know how to manage their classes. Planning an assessment and how to assess are still a struggle for some teachers. Record keeping and filing...my goodness, chalkboard writing for the primary school teachers. They need to know and be trained on that one because it is a skill we need to teach to our learners. Regularly, I hold meetings with teachers to remind them and teach them about the maintenance of learners' books and textbooks within the class, completion of registers, class registers, etcetera. This helps to minimise the problems before they start.

5.5.3 Attending workshops initiated by teacher unions.

As an HoD you need to allow teachers to attend workshops and courses offered by teacher unions or other stakeholders. They need to understand the legislation and they need to know to work as class teachers or subject teachers. You have to persuade the SMT that teachers must attend such workshops and as the HoD I should know the workshops that are run or that are conducted by

teacher unions or other stakeholders or sister departments. Attending these workshops broadens the mind and the knowledge of teachers knowing that education is not only about teaching in the classroom, but you must know the laws and principles that govern you as a teacher so that you do a better job.

5.5.4 Working as a team to address site-based professional development needs.

5.5.4.1 Encouraging collaboration and teamwork among teachers.

As an HoD, I ensure that there are committees where teachers will work as a team and where they will accomplish specific goals as a team. I like the old saying which says "the whole is greater than the sum of its parts" because it is very true for a team. Remember, good teams are grounded in collaboration and cooperation. So, the culture of every school should embrace the concept of working together. Working in teams is a way for an HoD as a manager to accomplish more with less. HoDs are team leaders, so they should know how to build and motivate the staff to work together to accomplish a certain objective.

For my collage, 6 pictures spoke to me about professional development. One of the pictures I chose is a picture of people working in a team. I believe when you work in a team you get to share ideas that can help you to grow as a teacher. You also learn that you are not alone when you have certain challenges. In this 6th picture, the team looks excited to have come with different bright ideas which is what I encourage my team to do. If one of their own is failing, help them, give ideas and advice on how they can improve their teaching practice.



Figure 5.11: An image of people working together to professionally develop themselves

5.5.5 Guiding novice teachers by giving them advice and assistance.

5.5.5.1 Providing teacher performance feedback.

I believe that the most rewarding thing about managing and developing both seasoned and new teachers is the ability to nurture them and guide them along the way while watching them achieve their goals and growing in the field of teaching. This I can do through effective training, honest and regular feedback, and by allowing teachers to access the information and tools they need to make good decisions.

5.5.5.2 Having a plan as a team leader to develop and guide teachers.

As an HoD I am a team leader. I don't allow my team to begin a project without a common goal and I encourage a positive attitude amongst all team members. I give instructions not orders and ensure that I delegate minimally. I avoid abdicating my responsibilities for the outcome of goals as I am not a dump and run, but I foster collaboration and teamwork. I always strike the right balance of supporting and also challenging my teachers to be the best and do the best, while helping and guiding them under my supervision.

I strongly believe that, as a team leader, one should create an inspiring environment with an open communication culture. Setting clear team goals, delegating tasks, and setting deadlines are very helpful in achieving your objectives. I also develop my teachers by teaching them the importance of setting their own goals of what they would like to accomplish as a teacher and to work towards achieving them. The first picture in the collage shows a leader leading a team. For me to develop my teachers, I need to stay focused and teach them to set clear goals and objectives before tackling their tasks.

5.5.5.3 Grouping teachers according to their strengths and abilities for teamwork.

As a team leader, I have since learned to determine the strengths, talents, and weaknesses of my teachers and I assign them appropriately when we're working as a team. Each team member is viewed as unique so I usually match team members' roles to their capabilities. For example, I assign creative people the duty of generating ideas as they are the ones who will spark the team to think. I don't believe in forcing people into roles for which they are not suited and which they

are not comfortable with. I also identify someone with subject-matter expertise and ask them to lead the team in terms of developing them on that particular subject.

5.5.5.4 The importance of being a good listener.

I have learned to listen to other teachers' opinions and ideas. I cannot stress the importance of being a good listener for professional development because we learn from each other to grow. I also learn especially from those who had travelled the road before me to get the wisdom on how to lead and develop teachers. People who have travelled farther than me know something valuable that I don't yet know. I believe that learning to follow other leaders one step at a time will help me not to slide and fall in my job. That is why I also chose a picture of an ear in the collage. Mind you, as an HoD I also learn from teachers. Many times, have I also received and listened to great ideas on how we can improve teaching and learning or how to improve the school. So learning is not always one way, but two ways.



Figure 5.12: Image of an ear representing the importance of listening as an HoD

In light of the experiences shared by the HoDs, it has come to light that HoDs' professional development for novice teachers is about developing the behavioural aspect of the teachers, particularly the novice teachers, where there is more focus on developing their practices and subject knowledge. However, there is less focus on other important aspects of the novice teacher which includes the attitudinal or motivational as well as intellectual aspects of the novice teacher.

SECTION B

5.6 Analysis of the Findings: The Role of Experienced Teachers in the Professional Development of Novice Teachers.

In this section of the chapter, I provide an analysis of the findings based on the HoDs' narratives. The main purpose of this section is to provide a deep analytical understanding that is supported by the literature of the HoDs' experiences in ensuring the professional development of novice teachers. I provide an analysis based on the narratives of the HoDs and a collage. All the subthemes in this section originated from the data.

5.6.1 The top-down approach versus the bottom-up approach in developing novice teachers.

According to the HoDs the professional development of novice teachers requires the participation and involvement of experienced teachers. Teachers with more experience are encouraged to share knowledge and teaching practices with novice teachers so that they can improve on their teaching practice (Agbayahoun,2016). Mrs Ndlovu stated:

As HoDs, we also organise internal workshops where senior teachers in the school develop the new educators in the field. It makes them feel confident after that when they go to the classroom because they know what to do. They know how to teach and what to teach because advice and ideas are received from experienced educators.

Mrs. Nobhala agreed with Mrs Ndlovu when she stated:

Teacher development programs can be done in fortnightly sessions or you can assign a qualified mentor or a more experienced teacher to mentor and coach newly qualified teachers and that will assist them to learn the skills required by the profession.

The top-down approach to the professional development of teachers also surfaced in Mr Konke's narrative through his collage. It was interesting to note how Mr Konke used the metaphor of a candle to represent the knowledge that the HoD must have to lead, inform, and develop teachers. He also saw the candle as the light that the HoD must have to lead teachers. He stated:

As an HoD I need to lead the way. This candle is a symbol of knowledge. It could be a symbol of showing skills, experience, or the qualification that an HoD must possess. This is a must for HoDs. Without the light, there will be doom. This light shines and brightens the way for all teachers to see.

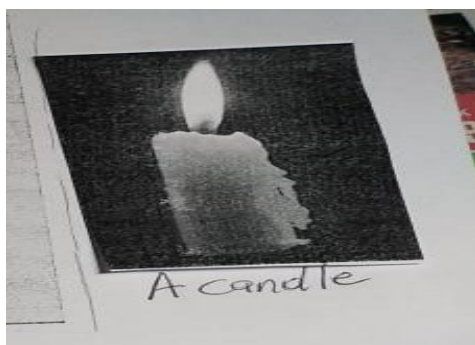


Figure 5.13: Image of a candle

According to the HoDs, professional development is implemented through a top-down approach (Agbayahoun, 2016) that allows knowledge and skills in teaching practice to be transmitted from those who are considered experts and knowledgeable (such as experienced teachers and HoDs) to new beginner teachers (Agbayahoun, 2016). The HoDs' use of the top-down approach was also informed by the education policy that states that senior teachers must contribute to the professional development of teachers and novice teachers by sharing information, teaching practices, and resources with them (Education Labour Relations Council, 1998). Professional development was not solely placed in the hands of the SMT which includes the principal and HoDs, but it was distributed with teachers with many years of experience and the relevant information, knowledge and skills to support novice teachers (Harris & Deflaminis, 2016).

However, an issue that arises from the top-down approach is whether the personal, intellectual, motivational, and aspirational needs of novice teachers are taken into consideration as proposed by Evans (2014). It is also questionable whether novice teachers have a voice in constructing their knowledge and practices when such a top-down approach is used exclusively (Khaled, McDonald, Elgendy & Shenouda, 2020). According to Khaled et al. (2020), HoDs need to give novice teachers a platform to express themselves and their needs and also to construct their knowledge and practices, but the narratives revealed that this was not the case and the multidimensional needs of novice teachers might therefore have been neglected (Evans, 2014). If their voice is not given prominence, novice teachers become passive recipients of information (Jin, Tongnji & Meirink,

2019). The HoDs seemed to view novice teachers as lacking in knowledge and skills and thus believed that they needed help from expert and experienced teachers (Jin et al., 2019). None of the experienced HoDs referred to the bottom-up approach to professional development as proposed by Agbayahoun (2016). Novice teachers seemed to be given only a limited voice in constructing their knowledge and practices and in determining what worked best for them through reflective practices (Agbayahoun, 2016). Evans (2014) argues that it is when novice teachers construct their knowledge that they are best able to address their needs at various levels.

Most of the HoDs did not emphasise or even mention the importance of giving novice teachers the power to come up with strategies that suit them best and that work for them. Instead, they were viewed as lacking in development skills and thus needed support (Ahmed, Faiza & Akbar, 2020). They HoDs believed that academic and administrative support needed to be provided by senior teaching staff which is a notion that Ahmed et al. (2020) also revealed. Below is a diagram that depicts the top-down approach to knowledge and skills transfer.

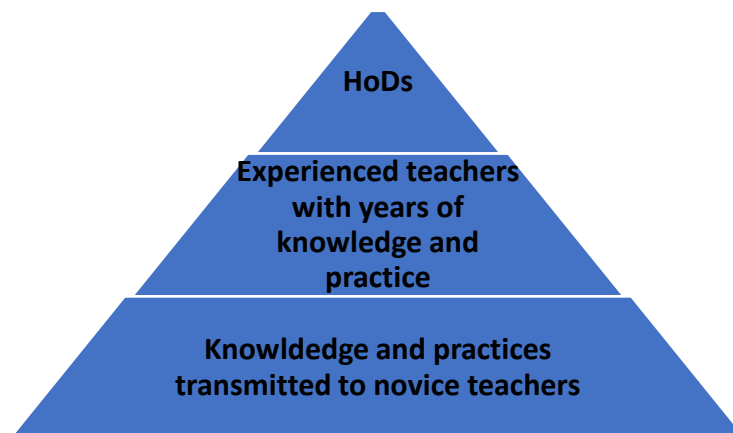


Figure 5.14: Top-down approach: Novice teachers as recipients of knowledge and skills.

However, Ms Zungu seemed to demonstrate an element of being a transformational leader (Cornelissen & Smith, 2022). She supported and encouraged novice teachers to have a voice, to speak up, to share their ideas that can lead to the professional development of other teachers too. She did not support the top-down approach in the professional development of novice teachers. She highlighted the importance of being a leader who needed to listen to all teachers (Agbayahoun, 2016). She argued that a leader can also learn and get ideas from novice teachers, and vice versa, if they work together. Ms. Zungu stated:

When I develop these new coming teachers in the field, I need to know first what they know so that I can develop them on that which they know and also add to it. I make sure that I communicate with them frequently either verbally or in writing to see where they stand and how they are coping. I also encourage them to network a lot for information and advice. They must not wait for the department to develop them or me as their HoD. I want them to tell me what they know because we learn from each other. I also do hear interesting views from them because they are young and still energetic and new from college.

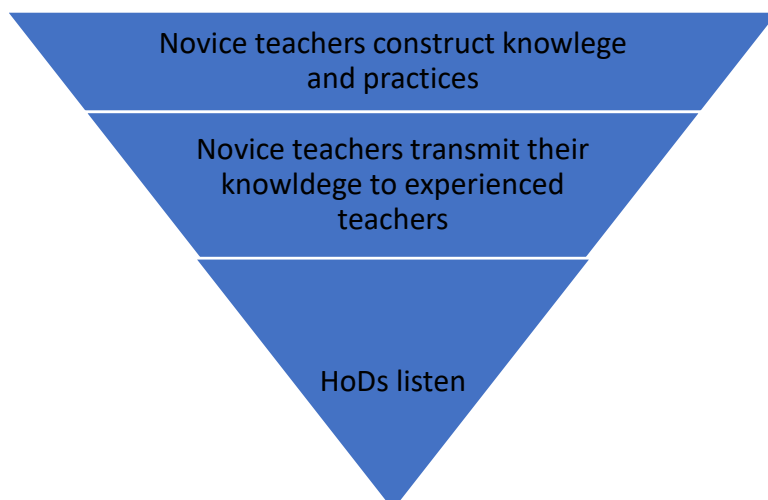


Figure 5.15: Illustration of the bottom-up approach to professional development.

A valuable initiative that HoDs should adopt for the professional development of novice teachers is to listen to them and to give them a voice during meetings and workshops where seasoned teachers should also listen to their views and learn from their experience. It is therefore not only the experienced teachers who should have the power to develop novices' practices and skills as the latter should be given enough freedom to make their own discoveries and share their findings with their more seasoned colleagues. However, when the narratives of the majority of the HoDs were considered, it appeared that novice teachers had little power or voice in constructing their knowledge and practices in the schools under study.

5.6.2 Continuous feedback on teacher performance.

5.6.2.1 Identifying teachers' strengths and weaknesses.

Most HoDs agreed on the importance of providing continuous feedback to novice teachers and also to teachers who have many years of teaching experience (Liu & Huang, 2015) as it is through feedback from HoDs that novice teachers can improve in their practice (Kruger, 2003; Seobi & Wood, 2016). In this regard Mrs Ndlovu said:

The HOD identifies areas that need improvement and after the lesson, we sit down with the teacher and explain to him what the findings are. The aim is not to criticize him but to develop him.

Ms Zungu agreed with Mrs Ndlovu on the importance of providing feedback:

I strongly believe that it is through constant feedback that teachers, especially young teachers, know and understand their strengths and weaknesses when it comes to teaching and get a better understanding of the learners that they teach.

About supporting teachers through feedback, Mrs. Nobhala said:

The HoD needs to hold and lead regular departmental meetings and ensure that minutes are taken in every meeting. Normally, it is during weekly or monthly meetings that we discuss things on teaching and learning, issues in the classroom, and when we also provide feedback on areas that need attention in the classroom in teaching and learning and help devise strategies to help teachers to do better.

It is therefore through feedback sessions with both new and experienced teachers that the HoDs can gain a better understanding of what is happening in the life of a teacher in the classroom. They can also offer advice on what can be done to develop the novice teacher (Kruger, 2003).

5.6.2.2 One-on-one sessions to hear teachers' voices.

Mr Konke argued that one-on-one sessions with teachers and novice teachers do not have to be limited to discussing issues relating to developing teaching practices only. Feedback through one-

on-one sessions can also concern the personal aspect of the teacher and not be limited to teaching expertise (Khaled et al.,2020). He stated:

One-on-ones with an educator can be a positive. This can be a good strategy for professional development, where the HoD sits down with his teacher and they discuss all the issues of the department. I must devise a strategy for sorting out the problems. It could be through having a disciplinary hearing, or a one-on-one session, where any teacher discusses with me or indicates to me what the problem is or what is wrong.

What stood out from the HoDs' experiences was that they did not ask how novice teachers would like to be developed and which areas were of concern to them, whether the personal, intellectual, or emotional. It seemed that, from the HoDs' perspective, feedback sessions solely concerned the teachers' performance and how they should improve. Although they were aware of the need to care for the novice teacher and hear what their personal issues were, there was extensive focus on the novice teacher's classroom practice and how subject content was delivered to the learners. Mr Konke, however, believed that professional development was also about hearing what the teachers wanted and needed (Chigonga & Mutodi, 2019). Professional development ought to focus on and prioritise needs that have been identified by the teacher to improve their knowledge, skills, values, and beliefs (Chigonga & Mutodi, 2019).

What surfaced from the HoDs' narratives is the importance of providing feedback to both novice and experienced teachers, which is a notion that is supported by Khaled et al. (2020). This requires meaningful dialogue and interaction to support the novice teacher appropriately. But such support through feedback often focuses on the technicalities of teaching – i.e., what the novice teacher does and how she does it. Information about what is right or wrong in their practice in the classroom is filtered down from the HoD to the novice teacher in a top-down manner (Agbahoun, 2016).

Below is a picture I chose that illustrates the HoDs' view on the need to provide feedback to teachers. The picture shows a person of authority, perhaps the HoD, briefing or providing feedback to the subordinate (the novice teacher) on her performance. His finger is in the air in an emphatic

manner while the subordinate listens without expressing her needs. She appears to be the passive recipient of information.



Figure 5.16: A picture illustrating a feedback session from the HoD to the teacher

5.6.3 HoDs' instructional leadership role in development of novice teachers.

Although the analytical framing for this chapter is the multidimensional professional development by Evans (2014), for this part of the chapter I found it relevant to include the instructional leadership theory by Islam et al. (2019) for the purpose of interpreting and analysing the data. The instructional leadership assists me in understanding the leadership role that HoDs take and their initiatives in ensuring the professional development of novice teachers on site.

5.6.3.1 Leading to ensure a conducive working environment.

An interesting aspect that some of the HoDs mentioned was how important it was to provide a conducive working environment for all teachers, new and old (Bahtila, 2017). According to Bahtila (2017), where the school environment is conducive, teachers are interested and motivated to work. What emerged from the data was that the HoDs endeavoured to create a conducive environment to encourage and motivate teachers to perform their duties effectively (Bahtila, 2017). I noticed that Ms Zungu in particular believed that it became easier for teachers to work if they had enough physical resources in the classroom. Ms Zungu stated:

It is very important that I as their HOD am notified about challenges that they have. For example, let's say Ms Mkhize has 38 learners in her class, but only has 12 desks. She needs to tell me because it will be hard for the learners to learn in that class and for the teacher to teach. She needs to report that to me and I have the responsibility of attending to her problem. Even if she has any broken windows, broken cupboards, or doors, she needs to report that to me.

Mrs Nobhala also believed in creating a conducive working environment for teachers. She said:

HoDs should ensure that timely and adequate provision of LTSM and equipment needed for effective teaching of the subject or subjects across the school or the phase are supervised. It has to be there on time and that it is enough...for learners and enough for the teachers so that there are effective teaching and learning. I need to prepare the specifications and budget for the required subjects, specific teaching tools, and equipment like the science kits. You have to go around and ask the teachers which equipment or which tools do they need.

For these HoDs, a conducive environment related to the availability of teaching and learning materials for all teachers. According to Karacobey (2021), proper physical support and learning materials and a sound school building increase teachers' motivation. The HoDs in the current study also believed that teachers were motivated to teach if teaching and learning resources were available, and they viewed it as their task to support the teachers in this regard to improve their teaching practices.

It has been argued that a conducive working environment includes creating an environment that takes care of all teacher's multiple needs (Evans, 2014) so that they will grow and perform their duties appropriately. These include taking care of the self, nurturing one's emotions, and creating an environment that stimulates the intellectual and personal aspect of teachers, particularly those who are new in the profession (Zhukova, 2018). However, this study found that the HoDs generally focused on ensuring the availability of teaching and learning resources while they neglected other areas in which a conducive working environment needs to be created in order to stimulate the multidimensional aspects of the novice teachers' development. According to Zhukova (2018), the well-being of novice teachers and the development of their skills, beliefs, attitudes, and knowledge are intricately connected to the environment in which they teach.

5.6.3.2 Taking the lead in monitoring and evaluating teachers' work.

Two HoDs differed from the other two with regards to engendering professional development among teachers. On the one hand, Mr. Konke guided professional growth for all teachers by

regularly monitoring and evaluating their work, as proposed by Islam, Karmaker & Pau (2019). Mr. Konke shared the following insights:

In monitoring and controlling, I must first show the teachers templates of control and what devices I will use in monitoring and evaluating their work. This allows the teachers to familiarise themselves with the tools that I will use for control, monitoring, and evaluating. This is also done before the monitoring and evaluation process. In other words, teachers young and old become aware of what is expected of them, what they need to work on and develop themselves on to improve their teaching skills. By the time I am evaluating them, they are more than ready and know what is expected of them.

What stood out regarding Mr. Konke's experiences was that he believed in equipping and supporting new and seasoned teachers by informing them about what would be expected of them when he evaluated and monitored their work. He did this by providing the teachers with the tools that he would use when assessing them (Islam, Karmaker & Paul, 2019). By informing both his novice and experienced teachers in advance of what he expected, he gave them time to prepare themselves and thus be able to set targets and goals (Seobi & Wood, 2016). However, these targets and goals were limited to the functional aspect of novice teachers as, according to Mr. Konke, such tools and information was provided to improve their teaching skills and not to address their individual and personal needs.

On the other hand, Mrs. Nobhala took a rather interesting approach to the professional development for all teachers, but not specifically that of novice teachers. For Mrs. Nobhala, professional development was ensured by allowing teachers to set their professional and personal goals and she helped them by monitoring their achievements (Seobi & Wood, 2016). However, the responsibility was also placed on the teacher to monitor the level of achievement of his or her goals. She said:

I strongly believe that, as a team leader, one should create an inspiring environment with an open communication culture. Setting clear team goals, delegating tasks and setting deadlines is [sic] very helpful in achieving your objectives. I also develop my teachers by teaching them the importance of setting their own goals of what they would like to accomplish as a teacher and to work towards achieving them. Looking at the first picture

in the collage shows a leader leading a team. For me to develop my teachers, I need to stay focused and teach them to set clear goals and objectives before tackling their tasks.

The experiences of the four HoDs revealed that there were two different approaches towards professional development. On the one hand, professional development was solely guided by ensuring the availability of teaching and learning material to create a conducive working environment and to motivate all teachers to enhance their teaching performance. On the other hand, some HoDs engaged in professional development by helping teachers set their own professional goals and then guiding them to monitor their progress themselves while they also engaged in monitoring their teachers.

Below are images that I chose to depict my understanding and interpretation of the HoDs' differing views on their role as the professional developers of teachers. Figure 5.17 depicts images of what some HoDs believed a conducive working environment for teachers' professional development entailed which included ensuring the availability of teaching and learning materials. Figure 5.18 depicts images of what two HoDs believed professional development was as they ensured that teachers set their own professional goals which they monitored themselves and with the HoD (Seobi & Wood, 2016).



Figure 5.17: Images of the focus on teaching and learning materials for a conducive teaching and learning environment.

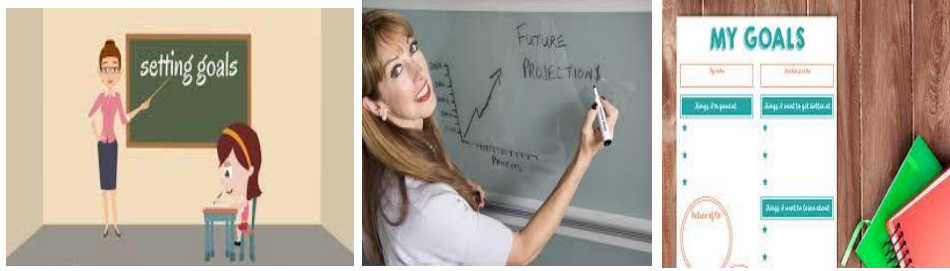


Figure 5.18: Creating an environment that allows teachers to set personal and professional goals for their professional development.

5.6.4 Contextualised professional development initiatives for novice teachers.

5.6.4.1 Initiating internal workshops.

Site-based workshops need to address the needs of all teachers within the school while presenters should also take the context of the school into consideration (Kayapinar, 2016). It is through internal workshops that strategies for the professional development of teachers are devised (Mansor, Yunus & Baharom, 2017). Most of the HoDs initiated internal workshops for all teachers at their respective schools. However, there was also emphasis on internal workshops for the professional development of novice teachers as the HoDs understood that they would face various challenges in the new and unfamiliar environment of the school (Zhukova, 2018).

The HoDs mentioned that the internal workshops emphasised the development of novice teachers' practices and skills (Gumbo, 2018). They were in agreement that such internal workshops need to ensure that novice teachers (and experienced teachers) employed sound teaching strategies and that they were assisted in becoming more knowledgeable in a specific subject area. This notion is supported by Gumbo (2020) who states that site-based workshops tend to focus on capacitating teachers' skills and knowledge so that they can become subject experts. In this regard, Mrs. Ndlovu commented as follows:

Our internal workshops can be done in the form of class visits, whereby the HoD or the senior teacher visits an educator and observes them when they present a lesson. The HoD then identifies areas that need improvement. After the lesson, we sit down together with the educators and explain to them our findings, not to criticise them but to develop them.

The focus on developing the functional aspect of teachers by means of internal workshops was also expressed by Mrs. Nobhala, who said:

As HoDs in the school, we develop professional development programs within the school that will encourage the development of the self and others. Such development programs can be fortnightly, or you can assign a more experienced teacher to mentor and coach newly qualified teachers. Such workshops will assist the new teachers to learn new skills required by the profession.

In Ms. Zungu's experience internal workshops focused on developing the teaching practices and skills of novice teachers. Such workshops included teachers meeting and observing demonstrations or presentations so that they would learn from one another. Ms Zungu stated:

For new educators, you need to develop them as they enter the system because everything will be new to them...Everything is new, for example how to compose a timetable and teaching method. You need to develop them on that...Educators learn from each other as we do lesson demonstrations and presentations. The other educators learn from those presenting...That is where an educator can start to understand his or her weaknesses and strengths when it comes to teaching.

My analysis of Ms. Zungu's experiences concerning internal workshops revealed that she believed that teachers, including novice teachers, need to construct their own knowledge and share ideas with one another on how to improve their teaching skills and practices, which is a notion that Khaled et al. support (2020). However, it was noteworthy that the HoDs believed that teachers should collaborate to capacitate one another in terms of teaching skills and subject knowledge. During such meetings they would identify the problems they experienced during teaching and learning and devise solutions to improve their practices (Hardy, Rönner & Edwards, 2018). However, arranging site-based workshops to develop the personal and intellectual aspects of teachers, and more especially novice teachers, did not come to light.

5.6.4.2 Developing communities of practice.

When they engage collaboratively teachers can help one another by sharing their different ideas, knowledge, practices, and skills and this can also assist novice teachers in their teaching career (Darling-Hammond, 2017). All four of the HoDs agreed on the importance of collaboration for the professional development of teachers. Mrs. Ndlovu reflected on her collage as follows:

For my collage, I chose a picture of two people holding each other's hands. This picture to me speaks about unity or teamwork. Teamwork is very important, that's what I emphasise and encourage my teachers to do; to work as a team so that they'll achieve a common goal at the end. When you work as a team, you share ideas and you share knowledge. You don't work in isolation. With teamwork, you stay focused, you have a direction, you know what to do and when to do it. If you're struggling as a teacher, you know that you have got other colleagues, other peers, to help you...So unity and teamwork are very important. That is what I emphasise always in my grade.

Mrs. Nobhala also stressed the importance of teamwork:

Staff development programs allow the educators both old and new in the field to work as a team in developing their profession as well as [that of] their colleagues. I ensure that there are committees where teachers work as a team and where they will accomplish something specific. I like the old saying that says, "The whole is better than some of its parts" because it is very true for a team. Remember that good teams are grounded in collaboration and cooperation. So, the culture of every school should embrace the concept of working together.

In her collage she shared a picture of people working collaboratively. An interesting perspective from the image was how Mrs Nobhala explained the nature of strategic teamwork. She emphasised the importance of motivating the team members to have a common goal and to work towards achieving it. However, her statement raised an issue of uniformity among teachers' professional needs and goals. Mrs Nobhala stated:

As a team leader, I don't allow my team to begin a project without a common goal. I also encourage them to have a positive attitude towards all team members so they will be able to work together in reaching their common goal.

Based on Mr. Konke's experiences, he also believed that teachers need to work together with the HoD. Developing teachers should not be done in isolation as all team players are needed to achieve a common goal (Darling-Hammond, 2017). Mr. Konke used the metaphor of a candle to illustrate his role as and HoD:

This light shines and brightens the way for all teachers to see and together we plan for the future. I can't be too bright as an HoD because teachers will not see. I must put on dim lights so that the other teachers can see the way [forward] and we plan together.

Mr. Konke's clearly believed in the full participation of all team players (in this case teachers) for continued growth and development (Darling-Hammond, 2017). Ms. Zungu also corroborated the views of the other three HoDs in this regard as she stated:

In picture number 8, I have a group of people who are talking to each other and sharing tips. So, I want my teachers to network a lot so that they can get tips from other people and hear how they cope with their problems. In picture number 9 there's a team of a soccer club. The reason why I chose that picture is that I believe that when you are a team, you don't want to excel on your own but with others too. You help each other to win. So, even with my teachers, I want them to work as a team. I want that team to look at me and say that I always encourage them to grow.

5.6.4.3 On-site induction: Developing the functional aspect of novice teachers.

Novice teachers are faced with the challenge of adapting to the school environment as soon as possible. Therefore, it becomes important that these new teachers, under the leadership of their HoDs, are guided, supported, and mentored to ease the stress of the challenges they encounter daily (Alhamad, 2018). Some HoDs highlighted the importance of induction for the new teachers in ensuring their professional growth. Mrs. Nobhala stated the following:

Beginner teachers are normally faced with many unfamiliar issues, such as classroom management, instruction, school culture, curriculum, test preparation and learner-parent relations. If they are not supported, they may be counter-productive. Novice teachers must be given extra support so that they can learn more effective practices to apply to daily challenges...As an HoD, I need to provide mentorship and induction programs for novice

teachers. In my experience, I had learned that new teachers who received intensive mentoring had a significant effect on learner performance and achievement...

What stood out the most in some of the HoDs' responses about induction was that novice teachers were not fully trained, mentored, and equipped in aspects other than the academic sphere. This means that the self of these teachers, which includes their attitudinal, personal, and intellectual needs (Evans, 2014) seemed to be marginalised. Thus anxiety, stress, and self-esteem issues that novice teacher experience when they first start their teaching profession were seemingly not addressed which means that the HoDs did not focus on their personal and emotional capacity building as well, as posited by Evans (2014). Instead, the HoDs focused on developing their professional ethics and encouraged them to be responsible teachers in the academic sphere (Kusumaningrum, Sumarsono & Gunawan, 2019). The importance of professional ethics was highlighted by Ms. Zungu:

To encourage the young teachers, I always tell them a good teacher prepares work before teaching because the learners will see if you did not prepare your work. Secondly, I tell them that they have to use resources when they are teaching; whichever resources it does not matter as long as it is in line with what they are teaching. I encourage them to use resources as most learners learn better when they see something and also touch it. It then becomes easy for them to understand what they are learning...When it comes to time, I always encourage the newcomers that time is very important. I tell them that when it comes to teaching, every minute counts...I also tell them that good teachers manage the classroom. They must make sure that the class is neat, make sure that the chalkboard is clear and writing neatly for all to see. She must also make sure that the register is marked every day and keep the records...

The on-site induction of novice teachers by HoDs needs to foster sense of professional ethics and professional responsibility within new teachers (Kusumaningrum et al., 2019). Induction serves the purpose of ensuring that novice teachers are sufficiently armed with relevant knowledge, skills, and practices and that they fully prepare their work before engaging with learners (Kusumaningrum et al., 2019). Such preparedness relates to effective teaching and learning during

teaching time for better learner outcomes. However, when induction does not prioritise the novice teacher's emotional or personal level of preparedness the approach to development is not holistic.

5.6.5 Motivating and appreciating novice teachers to encourage professional growth.

As much as the HoDs seemed to focus on equipping teachers with skills, practices, and knowledge, Ms. Zungu also tried to ensure that her teachers were motivated and encouraged. An interesting strategy she used was to acknowledge and appreciate the work new teachers which encouraged them to do even better (Karmaker & Paul, 2019). She depicted this purpose in her collage and discussed it as follows:

*Another picture that stands out for me in my collage is the picture of a person planting a tree. That is me planting them [novice teachers] as young as they are. As their HoD there's a seed there that I am planting within them so that they will grow like that tree. As they grow, the learners will also flourish and grow. The learners are represented by the branches of that tree. As their teacher grows, they also grow and become the best and also do their best. My young teachers are growing and they are amazing. I also used the word "**amazing**" because I am relating it to them. They work very hard when teaching their learners and in my eyes they are victorious.*

Mpane (2017) agrees with Karmaker and Paul (2020) that HoDs play a vital role in encouraging and motivating their teachers to achieve their goals. Such encouragement boosts the confidence of novice teachers. Such qualities of a transformational leader, helps to keep novice teachers motivated and encouraged personally and professionally. Demonstrating love, care and appreciation was key to ensuring that. (Cornelissen & Smith, 2022).

Planting a tree requires care and attention. For Ms. Zungu this was a metaphor for her efforts to be an emotionally attentive leader who understood what novice teachers experienced and she encouraged them to be the best.

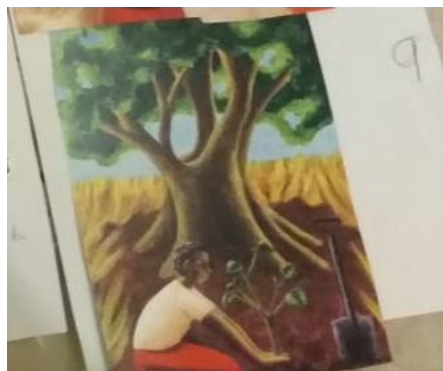


Figure 5.19: A picture in Ms. Zungu's collage of a person planting and nurturing a tree.



Figure 5.20: Key words used by Ms Zungu to motivate and encourage her novice teachers.

Showing teachers that one loves and respects them as their HoD was also reflected in Mrs. Ndlovu's narrative of her collage:

*In my collage, another phrase that I chose was "**Be the reason for someone's smile**". As an HoD I need to see people happy at work. When you come to work, you must come with a smile. When you go back home, you go with a smile even though we work so hard. I need my teachers to be happy at work. One of the ways of keeping my teachers united and happy is through prayer meetings. It is through them that we get time to be together, encourage each other, share each other's problems and pray together. That is one of the important things that keep us united and happy at school as colleagues. We become a family.*

Some HoDs share similar views regarding the induction of novice teachers while others had differing ideas. All agreed, however, that the induction of novice teachers was important as it was

used to introduce them to the school environment and culture and prepared them for teaching in the classroom. Through induction the HoDs developed novice teachers' skills, practices, and subject knowledge. However, for some HoDs it was also about inspiring, motivating, and encouraging novice teachers as they felt that acts of love, encouragement, and motivation helped novice teachers to feel at ease and inspired them to always do better as new teachers.

5.7 Conclusion.

The purpose of this chapter was to analyse the four participating HoDs' experiences of initiating school-based PD for novice teachers. I viewed these experiences through Evans's (2014) lens to determine if they catered for the multidimensional needs of the novice teachers. The data were obtained from transcripts of semi-structured interviews and collages that the participants had created. The data were presented under the themes and sub-themes that emerged from the data.

My analysis of the data revealed that the HoDs focused primarily on the professional development of novice teachers' teaching practices, classroom skills, and subject knowledge for the purpose of enhancing learner outcomes and that care and attention to their other multiple needs were not prioritised, except in some instances. Based on these findings I endorse the notion that any professional development initiatives in schools need take the context of the school as well as the needs of the novice teachers into consideration when crafting and designing professional development initiatives for them. It is important to allow novice teachers to be active participants in their professional development and not merely passive recipients of information. By adopting elements of transformational leadership as a HoD, novice teachers were encouraged to actively participate in their professional development and they are better able to address their multiple needs and also share their challenges, ideas, and practices with other teachers. Sharing means that professional development becomes a social process as teachers, new and seasoned, interact and construct knowledge themselves.

In the following chapter I discuss the constraints that the HoDs experienced when they enacted their role as personal developers of novice teachers. I look at the challenges that they faced and how they negotiated these challenges to ensure that the novice teachers in their care were professionally

CHAPTER SIX

ANALYSIS OF THE RESEARCH FINDINGS: HoDs' CHALLENGES

6.1 Introduction.

In the previous chapter I evaluated the HoDs' narratives and explored their experiences as the initiators of school-based professional development for novice teachers. The data were generated by means of semi-structured interviews and collage inquiry. I focused on the HoDs' initiatives to enact site-based professional development of novice teachers and explored both their views on and practices in this regard.

In this chapter I respond to the research question: *What contextual barriers did the HoDs encounter that impeded their efforts to advance the professional development of novice teachers?* The purpose of the discourse in this chapter is to understand the constraints the HoDs experienced in enacting professional development initiatives for novice teachers and how they negotiated these challenges. I also highlight what support the HoDs themselves needed to be capacitated to enact their complex responsibilities in order to optimally support novice teachers. The data were generated by means of semi-structured interviews and collage inquiry.

The analytical framing that informed the analyses of the data that are discussed in this chapter was the instructional leadership theory of Islam, Karmaker and Paul (2019). It helped me to look specifically at the challenges the HoDs faced as instructional leaders in the two primary schools under study. I also make reference to writers such as Tshepo, Tapala, Van Niekerk and Mentz (2018) who specifically highlight the constraints that HoDs are facing in South African schools. According to Islam et al. (2019), the purpose of instructional leadership is to provide direction to teaching staff, manage resources, and to assist and support teachers and learners. Instructional leaders also have to create a conducive climate for supporting teaching and learning (Islam et al., 2019). Both the works of Islam et al. (2019) and Tshepo et al. (2018) indicate that a common challenge faced by HoDs is the multiple responsibilities they have as managers, administrators, and teachers. When teachers are promoted to the position of HoD they assume more responsibilities without being relieved of their normal duties as teachers. The pressure of executing

teaching responsibilities, developing teachers, and heading the department is often overwhelming (Slabbert, 2019).

In this chapter I thus focus on the challenges that the HoDs experienced as instructional leaders with dual responsibilities. Multidimensional professional development (MDPD) refers to the development of various aspects of teachers that include their intellectual, functional, emotional, and attitudinal domains (Evans, 2014). Such development remains critical for novice teachers because how they experience development is influenced by what is happening internally (emotionally or psychologically), which in turn influences their attitude and performance. It is through the lens of the instructional leadership theory that I understood how contextual influences impacted what the HoDs did and why they did it.

In section A I present an analysis of the constraints the HoDs experienced in enacting site-based multidimensional professional development initiatives for novice teachers. In Section B I look at how the HoDs negotiated these barriers and in Section C I discuss the themes that foreground the support the HoDs required to effectively support the development of novice teachers in the primary school context.

SECTION A

6.2 Site-based Constraints Experienced by HoDs.

6.2.1 Limited time to provide feedback and do follow-up monitoring.

One of the themes that surfaced was that the HoDs experienced time constraints due to multiple administrative and teaching responsibilities. Lack of time thus often hindered them from comprehensively supporting the professional development of novice teachers (Islam et al., 2019).

Mrs Ndlovu shared her views in this regard as follows:

Being an HoD is a very challenging job because at times you have to know how the learners and teachers are performing in the grade. As HoD, you need to monitor every class and every teacher in the phase, and understand the challenges that the learners and the teachers are facing...As an HoD, in most

cases, some of us have got our class to teach especially in the Foundation Phase. It becomes really hard for me at times to do follow-ups and give feedback to the experienced and new teachers.

The issue of follow-up class visits or meetings and giving novice teachers feedback is a critical aspect of their development. According to Hammond, Hyler and Gardner (2017), feedback is pivotal in the developmental cycle because it assists novice teachers to work thoughtfully towards improving their practice. Feedback, whether formal or informal, gives the novice teacher a sense of direction and the confidence to execute new reforms and to know which professional areas need to be improved (Imants & van der Val, 2019).

Conducting follow-up sessions as a form of site-based professional development is also stressed by Uygulama (2019), who argues that teachers need to become proficient in applying new knowledge and skills in their teaching practice. Therefore, when HoDs do not have sufficient time to provide feedback to and arrange follow-up sessions for novice teachers, it can negatively affect their professional growth and their everyday work as there is a lack of guidance at the functional level at which the novice should operate (Imants & van Der Val, 2019).

6.2.2 Barriers to effective supervision.

6.2.2.1 Not enough time for teaching and supervision.

While Mrs. Ndlovu highlighted the constraints, she experienced in providing ongoing feedback to novice teachers to develop their confidence and psychological well-being, Ms Zungu stressed that it was a struggle to manage her own teaching workload while supervising novice teachers appropriately and doing “*that job properly*”. She stated:

HoDs’ teaching workload needs to be reduced...because supervising has got a lot of work if you want to do that job properly. When I say HoDs’ workload, I’m talking about having to teach all subjects you are required to teach for all classes in Grade 4. You still need to carry out formal and informal assessments for all the learners. Really, it can be too much for HoDs but the job must be done and be done well.

The supervision of novice teachers is “*a job that needs to be done properly*” if it is to enhance the development of novice teachers at a multidimensional level. It is a delicate and sensitive task that requires time and effort from the HoD. Therefore, when the issue of time constraints becomes a barrier, the complex nature of the needs of novice teachers in their personal, emotional, and intellectual domains may cause barriers to their development (Evans, 2014). While the HoDs’ supervision of novice teachers focused on their teaching practices and subject knowledge (Brandon, Hollweck, Donlevy & Whalen, 2018), Mrs Ndlovu struggled to effectively manage the many facets of supervising novice teacher development.

6.2.2.2 Lack of novice teachers’ professional ethics.

The HoDs found that some novice teachers were rebellious and aggressive and avoided taking accountability. HoDs encounter challenges when novice teachers do not want to take full responsibility and feel that they are not always accountable to their HoDs (Kusumaningrum, Sumarsono & Gunawa, 2019). They don’t take ownership of their profession and refuse to comply with instructions. In this regard Mrs Nobhala stated:

Some teachers do not submit their work on time and they are usually aggressive when instructed to submit.

According to Kusumaningrum et al. (2019), teaching is a profession that requires moral responsibility and it is teachers’ ethical obligation to carry out their professional duties in a dignified manner. Teachers are required to plan their work and to be always on time. If they do not adhere to these requirements, the professional relationship is soured and it makes it difficult for HoDs to provide the necessary support.

It was interesting to see that novice teachers also played a role in increasing the HoDs’ workload as a result of late submissions. These delays placed strain on them, as Mr. Konke testified:

Being an HoD can be very strenuous, especially when teachers fail to submit their work on time. As much as I usually tell them in advance, maybe a few days before submission day, they still find excuses of workload or personal problems that hindered them from producing their work. This makes it very hard at times to monitor their work because I am unable to see how far they

are so I can give them constructive feedback on time. It also delays me from doing my work as their HoD as I need to postpone my work and attend to their late submissions.

Delayed submissions had a negative impact on the HoDs' work schedules and delayed the feedback they provided. The comment, *"I am unable to see how far they are so I can give them constructive feedback on time"* highlights why giving informative feedback on critical aspects of planning and teaching is important. Feedback regarding novice teachers' performance was imperative for Mr Konke because he understood that teaching is a cornucopia of various critical, interrelated elements for quality teaching and learning. One aspect is that novice teachers need to plan their lessons ahead of time so that their work is of a high standard. They also need to accept accountability for their work (Kusumaningrum et al., 2019). Any lack of professionalism in the planning process may have consequences for the novice teacher's personal development while accepting accountability is critical. If novice teachers work on a trial-and-error basis and without cultivating responsibility for their status as professionals who work within a community of teaching (Kusumaningrum et al., 2019), HoDs may become anxious and frustrated because they may not really know what to do and how to support the new teacher.

6.2.2.3 Negative influence and behaviour.

Having to work with and motivate teachers with a negative attitude towards their professional growth and development became a challenge for some HoDs and they found it difficult to move forward (Islam et al., 2019). Ms. Zungu stated:

Another stressful challenge that I deal with daily is working with teachers who are so negative and have their own agenda at times. You know, people are not the same, so you find that the negative ones, usually older teachers, cause a lot of problems. They are also able to influence other teachers to have the same negative views and behaviours as well. That makes it very difficult to go forward.

According to Islam et al. (2019), teachers' negative attitude and a lack of commitment to their work are some of the challenges HoDs face as it hampers the effective professional development of their teachers. Monyai (2019) shares this view, arguing that teachers who are nearing retirement

or who are more seasoned become increasingly reluctant to participate in development initiatives and many seem unwilling to commit to career growth initiatives (Monyai, 2019). Having to lead experienced teachers with a negative attitude is difficult for HoDs because it poses the risk that these negative teachers may influence the attitudinal and motivational levels of novice teachers (Islam et al., 2019). When novice teachers have a negative attitude and are demotivated by others' negative influences, their professional development is delayed and it also impacts the execution of their daily tasks negatively.

6.2.3 Some novice teachers resist change.

Some of the HoDs shared Ms. Zungu's experience as they also encountered teachers who were resistant to change and made it difficult for the implementation of change and improved teacher performance and learner outcomes. Mrs. Nobhala stated:

Dealing or working with teachers at times is not always that easy, because one has to deal with different personalities every day. Sometimes my plan to achieve a specific goal does not work because of teachers who are defiant or who do not adhere to a plan. At times you even find teachers who are very much against change; many do not want to evolve and try new things for them to grow as educators.

Mr. Konke also had to deal with teachers who were resistant to change:

As an HoD I've had good and bad experiences. One of the challenges that I can recall very well is that there were teachers who were against me when I was promoted to being HoD. They were disappointed when a particular teacher that they had favoured did not get the post. So, they were very rebellious and did not want to take any orders from me. They rejected any initiative or idea that would lead to their professional development or improved learner outcomes.

Teachers who are resistant to change and who refuse to work collectively as a member of a teacher community pose a challenge to any reforms that may be implemented for their benefit (Snyder, 2017). What surfaced from the data was that the HoDs had to deal with novice teachers who resented their ethical responsibility to develop professionally and it was thus difficult to initiate professional development programmes that addressed these teachers' multidimensional,

attitudinal, intellectual, and functional development. The manner in which teachers perform their daily responsibilities is influenced by their emotional and psychological condition (Snyder, 2017), and if it is negative, it will affect the novice teacher's attitude towards professional development and the implementation of reforms which will in turn make them lose interest in and passion for their work.

My analyses revealed that the HoDs faced multiple constraints that hindered the effective professional development of novice teachers. The issue of time constraints was perhaps the most prominent as it posed a great threat to the professional development of novice teachers. It was reportedly difficult for the HoDs to provide comprehensive support and feedback to guide novice teachers as they had to balance administrative and teaching responsibilities with the additional task of supervising new members of staff.

However, some novice teachers' lack of professionalism and unwillingness to comply with instructions and reasonable requests contributed to their ineffective professional development. When novice teachers failed to accept accountability, submitted their work late, or were aggressive when they were required to adhere to due dates it posed a great challenge for the HoDs because they were unable to provide the required professional knowledge, feedback, and guidance to support such foolhardy novices.

SECTION B

6.3 Negotiating Constraints.

In this section I discuss how some HoDs confronted the constraints they faced. According to Shawyun (2018), the emotional intelligence of a leader is very important when he or she is faced with various challenges that impact their productivity or the execution of their tasks. This section highlights the solutions the HoDs found to address this problem.

6.3.1 Being role-models and visionaries.

6.3.1.1 Maintaining one's personal and emotional well-being.

The data revealed that the many responsibilities that the HoDs had were accompanied by emotional challenges. However, effective leaders need to overcome such challenges if they wish to have a positive impact on the professional development of more junior teachers (Issah, 2018). Emotional intelligence is thus very important for a leader when faced with various emotional and personal hindrances that will impact the execution of their responsibilities (Shawyun, 2018). Maintaining one's emotional and personal well-being is therefore central to one's responsibility as an HoD. Mr. Konke supported this notion as follows:

There is bound to be personal conflict that can affect my work. But I must be able to soak pressure as an HoD. I should be able to soak blame or soak failure like a sponge and keep on working as if nothing has happened. Sometimes I have problems at home and I must put on a happy face at school, which can be extremely difficult because there are teachers who are looking up to me to lead them and be strong in doing so.

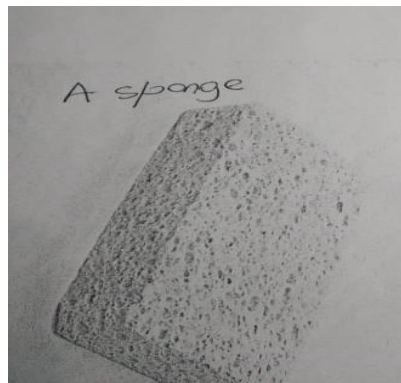


Figure 6.1: The picture of a sponge in Mr Konke's collage.

Being able to remain emotionally composed when dealing with conflict is important (Dale & James, 2011). The latter authors argue that for individuals with leadership and management responsibilities in schools, “controlling one's feelings and feelings experienced by others can be very difficult” (2011, p. 119). They emphasise that a more productive way of working with feelings is through “affective containment” (2011, p. 119), which is when feelings can be ‘held’ individually and collectively to be reflected upon, learned from, and used to good effect.

Mr. Konke's efforts to enhance his effectiveness as a role-model or mentor was important for cultivating capacity in the novice teachers in his care. According to Issah (2018), having emotional

skills in dealing with feelings influences the way one sees oneself as a leader, which in turn influences the way in which social and professional relationships with others are developed and maintained.

6.3.1.2 Do not lose sight of your goal.

While Mr. Konke's focus as an HoD was on being in touch with his feelings in order to create a conducive, productive and supportive environment for novice teachers, Mrs. Nobhala's goal as an HoD was about being a visionary. She commented on this role as follows:

It is in times like these where I need to be like an eagle, have a strong vision, and the ability to focus on objects that are far away. I ensure that I don't move my focus from the set goal until it is successfully achieved. Like an eagle I choose to remain patient, ever-present, and always keep my eyes on the future, and not forgetting my present situation. When teachers are defiant, I have to move fast and remind myself to be focused. An eagle gets excited when storm clouds gather. I use depressing situations and teachers' defiance to lift myself higher, far above the clouds. Such storms can be used to rise to greater heights. I thrive on such challenges and use them to my benefit. That is why I chose a picture of an eagle for my collage. It truly speaks to me of how I view myself as an HoD so I can effectively equip and capacitate teachers to meet our goals.



Figure 6.2: The image of an eagle in Mrs Nobhala's collage.

By containing and controlling her feelings, Mrs Nobhala was able to value what she needed to focus on in the present in order to achieve her goals for the future. As Dale and James (2011) explain, containing one's feelings is more productive than becoming defensive or controlling. This

opens up space for creativity and “to rise to greater heights...and thrive on such challenges so that I can effectively equip and capacitate teachers to meet our goals”.

6.3.1.3 Cultivating good discipline and learning to persevere.

It was enlightening to see how Mrs Ndlovu linked emotional intelligence to mental toughness. Mrs Ndlovu believed that the courage to persevere and deal with challenges in order to attain one’s set goals starts with one’s mental strength (Hougaard & Carter, 2018). However, she trained her mental capacity by taking part in sport, particularly jogging. She believed that this recreational sport taught her to be disciplined and strong. She stated:

First of all, when you’re an athlete or a sports person, you need to be disciplined. You know what to do, when to do it, what to drink and what to eat, because in the end you want to achieve that goal you have set for yourself. Running also taught me to persevere in life.

According to Hougaard and Carter (2018), a good leadership begins in the mind which will then project externally and influence the people you lead. Affirming Mrs Ndlovu’s views, Hougaard and Carter (2018) further state that it is important for a leader (e.g., an HoD) to understand how the mind works so that you will understand how to lead yourself effectively and, in this way, you will be able to lead and manage others well. Therefore, Mrs. Ndlovu believed that capacitating novice teachers effectively started by first understanding herself as a leader and knowing her strengths. This helped her to exert a positive influence on the novice teachers’ attitudinal and emotional development.

What also emerged from the data was that the HoDs all understood that values, discipline, emotional stability, intelligence, and mental strength were important qualities in an HoD. However, they seemed to believe that these qualities should be prioritised for themselves as HoDs to function effectively (Hougaard & Carter, 2018). Therefore, as much as they possessed these qualities, they struggled to impart the value of emotional and mental discipline to their novice teachers because of the lack of available time as well as the multiple and conflicting responsibilities they had that forced them to focus on the technical and academic support of novice teachers while marginalising their emotional and psychological well-being.

It became clear that HoDs need to lead themselves first in order to lead others. Emotional and psychological growth and discipline are aspects that are critically important for HoDs to face and overcome the many challenges they experience that might hinder the progressive growth of novice teachers. In essence, HoDs need to model positive and progressive professional behaviour when they engage with novice teachers (Hougaard & Carter, 2018).

6.3.2 Self-inquiry for intellectual growth.

6.3.2.1 Developing the leader within you.

A mindful leader is a leader who always pays attention to the needs of those he/she leads and is attentive and curious about these people in order to manage or influence them and also to know what really matters to them (Hougaard & Carter, 2018). Ms Zungu negotiated the challenge of working with defiant teachers by reading books. This helped her to understand the importance of developing herself in order to learn how to manage people with different issues and personalities (Hougaard & Carter, 2018). She stated:

I love reading because I believe in growing every day and that reading is food for the mind. The book I read few months ago was by Florence Ritow. It was about how to deal with difficult people, because as an HoD, as a leader, sometimes people are not the same. So, I find difficult people and I want to know more about them, how to deal with them. The one that I'm reading now is by John C Maxwell. This one is about developing the leader within you.

A leader can understand people by first learning to understand herself and her emotions. Only then will she learn how to lead teachers in an effective way as she will have full knowledge of who they are (Hougaard & Carter, 2018). In doing so, it becomes easier for the HoD to understand the needs of teachers and to identify possible areas that need to be developed at the emotional or attitudinal levels.

6.3.2.2 Armed with a positive mindset and professional knowledge.

Self-inquiry and growth were also alluded to by Mrs. Nobhala when she stated that, by reading books, she had learnt the importance of being a brave HoD with the purpose of achieving self-growth. Only then could she positively influence her teachers and encourage them to want to grow. She shared the following insights:

Challenges at school do not mean that I should throw out my present level of leadership but build on it. I always focus on growth. There are several articles that I read and they helped me to adjust to my job. In most cases I always refer my situation to a small plant and an article by Scott Cochrane titled "Don't settle for, change, push for growth". This article has taught me not to settle for change when it is growth that is called for. From this article I have learned that armed with the growth mindset one is poised to maximise learning and development opportunities. It helped me to acknowledge that I want to build upon the solid foundation already in place and to recognise that the core of who I am is of great value, albeit with room to develop and improve.

It seemed that the HoDs commonly believed that, to be a good leader and HoD and to be able to facilitate positive growth in the teachers they led, they needed to be emotionally and intellectually capacitated themselves (Shawyun, 2018). If leaders have emotional intelligence, they are able to contain and control their feelings, respond appropriately to challenges, remain focused on the vision or goal to be achieved, and are able to think deeply about how to respond and support teachers (Shawyun, 2018). Despite the constraints of having to work with defiant teachers who are resistant to growth and who are demotivated, HoDs can choose to focus on their own emotional and intellectual well-being through reading and learning to persevere.

6.4 Developing Organisational and Professional Skills.

6.4.1 Having a proper plan.

The HoDs negotiated time by having a blueprint to ensure that it was allocated appropriately for the execution of their multiple responsibilities (Cheruiyot, Ngeno, Joash & Kibbet, 2019). Mrs Ndlovu believed that the only way to navigate her way as a teacher and an HoD was by planning her time to ensure that effective teaching and learning occurred while she also attended to her HoD responsibilities. She shared the following in this regard:

If time is lost, you need to have a proper plan on how you are going to cover time lost due to maybe unforeseen circumstances. Where there is no proper plan, you find yourself struggling as HoD and a full-time teacher to even finish your curriculum in class.

Cheruiyot et al. (2019) also state that planning is one of the vital functions of an HoD to ensure curriculum coverage and to attain all the set goals. Ms Zungu shared this sentiment as she also focused on the importance of time management as an HoD.

6.4.2 Stick to the supervision schedule.

Mrs. Zungu stated:

As an HoD you need more time to communicate with and supervise your team, especially new teachers. What I usually do is send a circular to the teachers in my phase to tell them when I will be visiting their class or see their files and learners' work. That is also motivating for me and for them because I know I have to stick to the schedule so that I see them and supervise them. But to be honest, I don't have sufficient time. Although I see them, although I develop them and supervise them, I still don't have enough time.

Mrs. Ndlovu on the one hand planned her time to ensure curriculum coverage but, on the other hand, she seemed to consider the functional pulse of her novice teachers more important. In other words, although available time for teacher development was limited and posed a challenge, she planned her schedule to see where her teachers were lacking in terms of subject knowledge and teaching practices. To do this she did class visits and monitored their work by perusing their files.

6.4.3 One-on-one discussions

Similar to Ms Zungu, Mr Konke also scheduled his time to see the teachers and assess their work. He then gave feedback as a tool to develop them:

I have one-on-one sessions with the teachers where they will have to account for their work. So that helps me a lot. It has helped me since I became an HoD ten years ago.

By scheduling time to have one-on-one discussions, these HoDs created a safe environment for novice teachers to discuss their challenges and for the HoDs to gain knowledge of any specific

professional needs that had to be addressed (Hanan, Mac Donald, Elgendy, Shenouda & Ghanim, 2020). It allowed the HoDs to craft developmental strategies that addressed the needs of the novice teachers in their departments.

6.4.4 Learning collaboratively.

Mrs. Nobhala acknowledged the need to set aside time for the professional development of her teachers (Islam et al., 2019). Although finding time to perform all her duties was a challenge, she believed that it was important to ensure that teachers were capacitated and, more importantly, that they played an active role in their own professional development. To facilitate this, she allowed them to work collaboratively in order to generate new ideas for creative teaching practices (Ismail, Kanesan & Muhammad, 2018). In this regard she stated:

Although I struggle with getting enough needed time, I do my best in making time available. To find time for professional development, a school can schedule time for educators' learning in many ways. These include arranging daily schedules to allow for common planning times, teachers can meet in learning teams or can observe their peers in their classroom as they teach. I also try to have a timeslot for outsourcing experts to come and develop our teachers at school.

The analysis revealed that the HoDs negotiated their time constraints by devising plans to manage their responsibilities regardless. To build professional relationships with the novice teachers, the HoDs arranged one-on-one sessions with them. During these sessions they were able to offer the necessary support and guidance and they avoided the frustration of operating in a trial-and-error mode all the time. By building collaborative relationships, they supported novice teacher development as these new teachers were given a platform from which they could operate as active participants in their professional development.

The data revealed that *what* the HoDs did every day to support novice teachers and *how* they did it helped them to negotiate the constraints they experienced. The dilemmas they referred to highlighted the complexity of negotiating both teaching responsibilities and managerial support. In section A my analysis of the data foregrounded the point that the HoDs faced multiple personal and professional constraints which hindered the effective professional development of novice

teachers to some extent. In section B my analysis revealed that the HoDs negotiated their challenges and that they thus provided effective guidance to support the novices. In Section C I an analysis of the various needs that the HoDs highlighted which they believed needed to be addressed for their effective support of novice teachers at both personal and professional levels.

SECTION C

6.5 HoDs' Professional Development Needs.

Common themes surfaced from the generated data that revealed what the HoDs needed and should do to enact meaningful site-based professional and multidimensional development of novice teachers (Muriuki, Onyongo & Kithinji, 2020). The HoDs also shared what channels and strategies they employed to assist them in addressing their own professional development needs.

6.5.1 Development by external bodies

HoDs are faced with many challenges and responsibilities related to addressing the professional development needs of teachers, particularly novice teachers. What emerged from the HoDs' narratives was their own need to be developed and supported (Muriuki, Onyongo & Kithinji, 2020). Ms Zungu expressed her desire to be developed as an HOD as follows:

I also wish that the department can frequently capacitate us as HoDs for both new and old HoDs in the field. This is because, in our field of education, many changes are made frequently. Even though we network with other HoDs from different schools to seek information, the Department of Education still needs to develop us, to capacitate us so we can excel in what we do as HoDs, which is to supervise. In that way, it will also be easier for us to develop our teachers.

HoDs are hardly adequately trained and equipped with knowledge and administrative skills that an HoD requires (Islam et al., 2019). According to Adjei (2016), many HoDs in other countries are not adequately developed professionally for their HoD responsibilities as most of them need to learn 'on the job'.

6.5.2 Initiating professional development for self-identified needs.

Mr Konke seemed to take a different approach to Ms Zungu as she focused on receiving professional development from the Department of Basic Education (an external source) while Mr Konke took control and initiated his own professional development by sharpening his management skills and dealing with the pressures of being an HoD as a member of a learning community. He stated:

I feel that my work as a HoD is strenuous and challenging and that I must consult with other HoDs to better improve my management skills. Without support from other leaders, it will not be easy...As a, HoD I subscribe to professional learning communities, for example my fellow postgraduates at UKZN. This group of students gives me ideas and strategies on my role as an HoD. This helps to strengthen my management skills. I discuss and I network with other HoDs and educators within my school and beyond.

Mr Konke's notion that participation in learning communities is vital is also supported by Brodie (2019), who argues that professional learning communities are formed when a group of teachers meet and engage in systematic inquiry-based learning to enhance both their individual and collective expertise. The members of that learning community therefore seek to become more competent and confident in the knowledge and skills they acquire in their profession (Brodie, 2019). Mr Konke's role in such a learning community helped him to develop his instructional and managerial skills so that he was able to take the lead for the benefit of developing, guiding, and influencing the novice teachers in his school in a positive way (Zackar, Fulmer & Trucans, 2018). As school leaders it is important that HoDs take the initiative in keeping themselves informed with relevant information that will impact the professional and personal growth of new teachers in the school (Nasreen & Odhiambo, 2018).

6.5.3 Taking control of one's intellectual growth.

Mrs. Nobhala had a different approach towards addressing her need to be professionally developed as an HoD. She believed in acquiring information and knowledge that would capacitate her and make her a better leader and HoD. Mrs. Nobhala said:

Challenges at school do not mean that I should throw out my present level of leadership but build on it. I always avoid the temptation to fall into change thinking but I always focus on growth. There are several articles that I read and they helped me to adjust to my job. In most cases I always refer my situation to a small plant and an article by Scott Cochrane titled "Don't settle for change, push for growth". From this article I have learned that arming myself with the growth mindset is poised to maximise learning and development opportunities. It helped me to acknowledge that I want to build upon the solid foundation already in place and to recognise that the core of who am I is of great value, albeit with room to develop and improve.

As school leaders, it is important that HoDs take the initiative and keep themselves informed by acquiring relevant information that will enhance their professional and personal growth. In this manner they will be able to support the personal and professional growth of novice teachers (Nasreen & Odhiambo, 2018).

In the HoDs' attempt to face and address the daily challenges they experienced, they believed that they also needed to be effectively capacitated. On the one hand, Ms Zungu believed in being the recipient of professional development from external bodies such as the Department of Basic Education, while on the other hand Mr Konke believed in being an active participant in his growth by constructing his own knowledge in collaboration with his peers. He took the initiative and became a member of a learning community which helped him address his identified needs. In this manner he also obtained relevant knowledge and skills for his position as an HoD.

6.6 Conclusion.

The data revealed that the HoDs faced various personal and professional challenges, some of which were disabling. This made it difficult for them as instructional leaders to develop novice teachers at multidimensional levels. One of their challenges was a heavy workload. I learned that, due to the pressure of their administrative, managerial, and teaching responsibilities it was difficult for

them to heed the call to support the development of novice teachers as comprehensively as they would have liked.

Another challenge was that some teachers, even novices, were demotivated and many resisted change and growth. The teachers also tended to influence one another negatively and they thus stunted the professional growth and interest of others. The HoDs therefore highlighted the point that novice teachers need to commit personally to their professional and ethical responsibilities as this will contribute to their professional development. However, the HoDs also had to negotiate various constraints that stunted their support of new teachers. The analysis highlighted the HoDs' need to attain emotional, intellectual, and psychological well-being as role models and visionaries.

A close scrutiny of the data guided my understanding that the HoDs also needed to be capacitated as the participants expressed the need for support and development. The HoDs clearly had to deal with pressures, constraints, and various responsibilities as instructional leaders. One HoD negotiated self-directed professional development as a member of a learning community where he enriched his knowledge as a leader and an HoD. Self-inquiry was another tool that the HoDs used to enhance their professional growth. In this manner they defined and redefined themselves as leaders and gained new knowledge that supported their professional growth. Therefore, for HoDs to develop teachers, they also need to develop continuously to address their own emotional, attitudinal, and intellectual needs. In this manner they will be able to address the multiple professional development needs of novice teachers in their schools. It emerged that HoDs experience complex constraints in their everyday professional lives, and such constraints often have a disabling effect on their time and ability to provide comprehensive support to novice teachers whose educational experiences need to be positive and enriching.

CHAPTER SEVEN

SUMMARY AND CONCLUSIONS

7.1 Introduction.

As a Master's student my curiosity regarding the research topic was stimulated by my own personal experiences and struggles as a novice teacher. Due to the lack of support from HoDs and the frustration of trying to balance the personal and professional dimensions of being a teacher, I became curious and wanted to understand what support was available to novice teachers at school. Furthermore, I wanted to develop a deeper understanding of what HoDs can and should do to ensure that novice teachers are appropriately supported in and beyond the functional dimension of a teacher's work. As a South African student and novice teacher, I understood that site-based PD programs initiated by HODs as well as externally driven models for development do not allow for the active participation of novice teachers. When exposed to such external models and PD programs in their schools, novice teachers are not inspired to own their professional development which leads to a technicist, instrumentalist approach that inadequately equips them to negotiate the complexities of their everyday lives. I was concerned that professional development in the way it was currently enacted by HoDs meant that the multiple needs of novice teachers were not met.

7.2 Responding to the field of novice teacher professional development.

In Chapter Two I surveyed relevant literature that looked at various challenges that were faced by novice teachers in schools to argue for HoD's experiences of supporting novice teacher's site-based professional. I presented debates on and highlighted theories regarding various perspectives on the role of HoDs. The studies and ideas that I perused also unpacked HoDs' experiences with respect to their mandate to support the professional development of novice teachers. From an interpretive stance, I gained insight using the teacher identity theory by Ellis and Orchard (2014), whereby I had a deeper understanding of what informs who they are and what they do as HoDs more particularly in the professional development of novice teachers. It was through the teacher identity theory that was able to learn how their early professional experiences shapes who they are and what they do in developing novice teachers on site. Through the instructional leadership theory of Islam, Karmaker and Paul (2019), I viewed the leadership role of HoDs to understand how they need to initiate and lead the professional development of teachers, and novice teachers in particular. The various leadership roles of HoDs were elucidated and seemed to focus on their mandate to initiate courses of action that will create an environment that encourages professional

growth. Drawing from the instructional leadership theory to explain HoDs' understanding of their responsibilities as heads of their respective departments and as managers and leaders of teachers, I needed to explore how they implemented such initiatives and what site-based programmes they devised to support novice teachers. The theory further guided my understanding of the various contextual factors that impact HoDs' functionality and I discovered how debilitating these can be. Furthermore, Evans's (2014) theory of multidimensional professional development enabled me to deepen my exploration of HoDs' enactment of professional development initiatives from a multidimensional perspective. Looking through Evans's lens of the multidimensional theory, I was enabled to zoom in on HoDs' lived experiences and to thus gain an understanding of what and how each individual negotiated the professional development of novice teachers. I needed to discover if their interventions were one- or multi-dimensional.

7.3 Research philosophies that framed my study.

In Chapter Three I utilised a new space to think differently about the knowledges I wanted to generate through this case study approach. By giving space to the HoDs for their voice through the narratives of their everyday PD initiatives for novice teachers, I was able to generate authentic and rich data. The qualitative approach allowed interactive experiences with the HoDs and, by listening to their experiences and practices using semi-structured interviews and collage enquiry, I was able to interpret and analyse their experiences and to discover what lay behind the images, captions, and phrases in their collages. Moreover, by opening up the space for the HoDs to voice their professional insights and realities, my perspectives were deepened and I was able to learn what the HoDs did and why they did so in their efforts to develop and support the novice teachers in their schools. During the semi-structured interviews, I was able to probe deeply to understand their responses regarding the multiple dimensions of site-based PD and the needs of novice teachers.

The multiple case study was my methodology of choice because it allowed me to zoom in on the experiences of the HoDs in their different respective schools and try and understand and even find commonalities of how context has an impact in how HoDs professionally develop novice teachers. It was through multiple case study that I elicited detailed and rich data of their experiences and insights. The narrative mode further allowed me 'to get into' the minds of the HoDs and to

understand their respective and common realities as managers in their schools, with particular focus on their engagement with novice teachers. The visual images that the HoDs provided contained metaphors that enable me to gain understanding of their views, earlier experiences, and daily lives as managers and leaders at a deeper level.

7.4 Linking the HoDs' Past and Present Experiences.

7.4.1 Discovering deeper meaning in the HoDs' narratives.

In Chapter Four I analysed the data pertaining to the first research question: *How did the HoDs' early professional experiences shape their understanding of the professional development of novice teachers?* Supported by the interpretative paradigm, I was able to analyse and understand the HoDs' everyday experiences as they narrated them. This approach acknowledged their respective voices and contributed to the authenticity of the data and the findings. These narratives, supported by the metaphoric nature of the visuals in the collages, revealed their innermost insights and deepened my understanding beyond the verbal narratives that I listened to during the interviews. I learnt that what the HoDs had experienced and needed as novice teachers when they first started teaching had shaped what they did and how they developed the novice teachers in their respective school contexts. I also learnt that policies have a certain power and that they contributed to the construction of the HoDs' meanings regarding the professional development of novice teachers.

7.4.2 The personal -professional identity of the HoD.

The teacher identity theoretical framing by Ellis and Orchard (2014) guided my understanding of the HoDs' thinking and understanding of novice teacher development and I acknowledge through my analysis that their views were inextricably tied to their past experiences as novice teachers who had to make sense of their chosen career. I had to acknowledge that these HoDs' individual lived experiences as novice teachers - their struggles, desires, wishes, and feelings - had shaped and continued to shape their beliefs about and perspectives on novice teacher development. In other words, their responsibilities as HoDs were informed by their past experiences. For instance, Mrs. Ndlovu assumed the identity of a mother which was a position that had been shaped by her own need of support and care by her principal when she was still a novice teacher. Another HoD, Mr. Konke, adopted the role of 'pastoral carer' as he had experienced neglect from his principal when

he was a novice teacher. Ms. Zungu assumed the identity of a nurturer as she had received the love, support, and guidance that she needed from her principal when she was a novice teacher. Mrs. Nobhala was the coordinator as she had been influenced by senior teachers and a supportive deputy principal who had guided her to plan and manage her duties and her class.

I thus concluded that who the HoDs were and what they did to contribute to the professional development of the novice teachers in their care was intricately connected to what they had experienced as novice teachers in their respective schools.

7.4.3 The technicist approach to professional development of novice teachers.

In Chapter Five I responded to the research question, *what are the HoDs' experiences of initiating school-based PD for the growth of novice teachers?* To address this question, I drew on the multidimensional professional development theory of Evans (2014) to analyse the data. This theory assisted me to gain access, explore, and analyse the multiple strategies and initiatives the HoDs employed to support the professional development of novice teachers in their respective schools. The data were generated by means of semi-structured interviews.

My analysis of the data revealed that the HoDs assumed a technicist approach as they focused predominantly on developing novice teachers' teaching methodology, knowledge of subject content, and the improvement of their classroom practices. The HoDs' initiatives were also informed by the context of the schools in which they worked. For instance, the various needs of these two schools, which included coverage of the curriculum, learner outcomes, and the resources available to them, played a pivotal part in the HoDs' support strategies.

7.5 The personal, contextual and professional challenges the HoDs Experienced.

In Chapter Six I presented my analysis of the data that addressed the research question, *what contextual barriers did the HoDs encounter that impeded their efforts to advance the professional development of novice teachers?*

The data that were applicable in this chapter were generated by means of semi-structured interviews and collage inquiry. The images that the HoDs selected to share their vision and their stories about the various constraints they experienced in guiding the professional development of

new teachers in the school were metaphorical and insightful. The analytical framing that informed the data analysis in this chapter was the instructional leadership theory by Islam, Karmaker, and Paul (2019). This analytical framing enabled me to draw from the stories of the HoDs to determine how their respective professional and personal contexts impact the manner in which they executed their responsibilities as the professional developers of novice teachers. It was found that the school contexts posed multiple disabling factors that were inextricably connected to the HoDs' inability to comprehensively execute their mandate to professionally develop novice teachers. This means that not all the needs of the novice teachers were addressed, particularly as the issues of time constraints and heavy workloads were pivotal disabling factors. Because of the HoDs' multiple responsibilities as teachers, administrators, and managers, finding adequate time to support novice teachers at both personal and professional levels posed a major challenge. It was a struggle to gain full knowledge and understanding of the needs of the novice teachers and to support them at every level. The HoDs also highlighted the importance of novice teachers' sense of professional ethics and accountability as the absence of these qualities often contributed to conflict and thus posed a barrier to their full support of both seasoned and novice teachers.

However, I also explored how the HoDs negotiated these barriers to ensure that their novice teachers were exposed to professional development initiatives. It was clear that emotional intelligence, self-discipline, and being a visionary were important qualities in these HoDs who were role models that influenced and steered novice teachers' behaviour at the beginning of their teaching profession. As much as the HoDs wanted to influence and craft novice teachers to emulate their values, their conflicting responsibilities forced them to centre professional development on the technical aspects of novice teachers' careers, and they thus neglected the nurturing part of their engagement with these teachers.

7.6 Research Implications.

It is imperative to observe the professional development of novice teachers as their educational experiences may be influenced by personal and professional factors. The way in which novice teachers respond to professional development is based on their personal state of being which includes their emotions and attitudes. Their emotions, values and attitudes have a direct influence

on how they respond to their duties and responsibilities as novice teachers and how they perform their day-to-day work on site.

7.7 Policy Imperatives.

The fact that the HoDs were not able to provide effective site-based professional development that addressed the multiple needs of novice teachers seemed to be linked to existing policies. These policies demanded multiple responsibilities and thus overburdened the HoDs to the point that they could not perform all their nurturing duties due to time constraints and a heavy workload. It was difficult for the HoDs to balance their responsibilities as they had to prioritise classroom activities and curriculum demands. The Education Labour Relations Council (1998) specifies that HoDs have teaching, administrative, and managerial responsibilities that include leading the professional development of novice teachers and ensuring that effective teaching and learning occur.

As far as professional development is concerned, the policy foregrounds the enhancement of skills and classroom practices and marginalises the personal needs of teachers and, by extension, novice teachers. As a result, the HoDs focused on the development of teaching techniques, skills, and subject knowledge.

7.8 Practical Implications.

It is important that HoDs establish structures and devise programs that will create a platform for novice teachers to identify the personal and professional areas that they feel need to be supported so that they can negotiate the challenges they face on a day-to-day basis. Through site-based programs such as school-based workshops, mentoring, and feedback sessions HoDs can ensure that novice teachers are empowered to be actively involved and that they take ownership of their own personal and professional development. In doing so, they will realise that any professional development initiative is intertwined with the personal attitude and motivation of the teacher. Therefore, by acknowledging the affective as well as the professional needs of novice teachers, HoDs will ensure that their early years in the profession are a positive foundation on which they can build their careers.

7.9 Recommendations.

From the findings of the study, it is recommended that further research be conducted on the professional relationships between the HoDs and the novice teachers and how such a relationship can be cultivated to ensure that novice teachers are agentic in exercising their voice and participating in their professional development. There is also room for conducting further research on the social and personal development of novice teachers, and professional initiatives that focus on such development.

7.10 Conclusion.

This research project was intended to contribute to the knowledge in the field of leadership with specific focus on the contextualised professional development of novice teachers. At the end of this journey, I wish to offer my newly gained and insightful understanding of professional development.

The first five years of a novice teachers' career are generally very stressful years that are filled with anxiety, low self-esteem, and many personal and professional demands. The multidimensional professional development theory (Evans, 2014) gave me the opportunity to reflect deeply on the data that I had generated and to understand the intense and complex nature of the professional development of novice teachers. Throughout my journey, Evans' (2014) theory illuminated my understanding that the professional self of a novice teacher can never be isolated from the person that the novice teacher is, and therefore contextualised support is required to assist novice teachers to merge their personal and professional selves in order to make their entry into the profession a valuable and formative educational experience.

I believe that this research project gave me an invaluable opportunity to develop insightful ideas about the personal and professional experiences of HoDs and to better understand their challenges. More specifically, if HoDs are themselves supported by less stringent policy demands and time constraints, they may be better able to ensure that novice teachers are effectively and holistically supported at both professional and personal levels. This study allowed me to step into world of the HoD and to learn how they negotiated the many constraints they experienced as managers who were responsible for leading the professional and personal development of novice teachers. I may

say with conviction that I view their role with better understanding and more compassion in the many years that I hope to be in this role in the teaching profession myself.

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APPENDIX A

PARTICIPANT DECLARATION

I.....(Full names 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 that I am at liberty to withdraw from the project at any time, should I so desire.

I also understand and give permission for the use of the following recording devices during the interview and data production process.

	Willing	Not willing
Audio recording:		
Collage Inquiry – and transcribed data		
Interview- and transcribed data		

SIGNATURE OF PARTICIPANT:

DATE

.....

.....

APPENDIX B



01 June 2020

Miss Zandile Hazel Mhlophe (206515912)
School Of Education
Edgewood Campus

Dear Miss Mhlophe,

Protocol reference number: HSSREC/00001386/2020

Project title: School-based professional development initiatives by school management team in public primary schools: Narratives of heads of department.

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 19 May 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

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

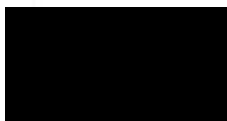
This approval is valid until 01 June 2021.

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

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

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd