

The development of a work integrated learning mentoring framework for a faculty of education

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DECLARATION

I, PRISCILLA VAN DEN BERG declare that this study: *The development of a work integrated learning mentoring framework for a faculty of education* is my own work apart from where sources are acknowledged.

This study is for the degree MASTER OF EDUCATION IN CURRICULUM STUDIES, submitted to the Faculty of Education, North-West University, and has not been previously submitted by me or any other person for a degree at any alternative institute.



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DATE: 25 November 2019

DEDICATION

This dissertation is dedicated to my dearest husband: Chris van den Berg
My greatest source of strength, inspiration and support, was and always
will be, my biggest fan.

My children Stephan,
Janicka, Dale and Dale junior, you are my pride and joy!

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SUMMARY

Current national and international reading literacy statistics for South African learners point to the fact that a substantial number of learners are unable to read at acceptable reading levels. Teachers are often seen as the frontline of defense in efforts to prevent reading problems. The International Reading Association (2003: 2) states that, “Only if teachers are well prepared to implement research-based practices and have the professional knowledge and skill to alter those practices when they are not appropriate for particular children will every child learn to read”. In order to ensure that teachers implement the curriculum of the day with fidelity will require targeting the key enactors of such reforms, namely the teachers and preservice teachers. Indeed, classroom teachers in their roles as mentors have a significant role to play for developing preservice teachers, where a significant period of time is spent within the school setting during teaching practice.

The purpose of this study was to determine how second year and fourth year preservice teachers as well as mentor teachers experience mentoring, with a specific focus on reading literacy. A mixed method design using both qualitative and quantitative methods was deemed appropriate for investigating the research aims. Participants were purposefully selected and included three schools in one educational district with the following characteristics, namely school one offers home language in English, school two offers home language in Setswana, and school three offers home language in Afrikaans. In all three schools the teachers that fulfilled the role of mentor teacher to the preservice teachers were also included in the study. Randomly selected second year and fourth year students enrolled in a BEd (Foundation Phase specialisation) programme at one university were included in the study. The group of preservice teachers were chosen specifically due to the differing experiences each group might have had in classrooms and with mentoring. At the time of the study, second year preservice teachers spent approximately 15 days with a mentor and final year preservice teachers spent 72 days over the course of their degree. The final year students also experienced two or three different mentors.

The results of this study indicated that the second year and fourth year preservice teachers did not differ practically significantly in terms of their mentoring experiences related to personal attributes, system requirements, pedagogical knowledge, modelling and feedback. The results, therefore, indicate that the hypothesis formulated for this study cannot be

supported. The results also indicated that the second-year students differed from the mentor teachers ($d=0.5$) in terms of their responses for pedagogical knowledge as well as modelling. The mean scores for the mentor teachers on these two constructs were slightly higher than those of the second-year students. The effect sizes are, however, of a medium effect. The results seem to indicate that the mentor teachers were of the opinion that they were doing a slightly “better job” of mentoring related to pedagogical knowledge and modelling aspects than that experienced by the second-year student teachers.

A framework is provided for a developmentally appropriate mentoring programme which can be utilized by faculties of education responsible for ensuring effective mentoring for their preservice teachers.

Key terms

mentoring, mentor, preservice teacher, work integrated learning, job-embedded professional development, personal attributes, system requirements, pedagogical knowledge, modelling, feedback, reading literacy teaching.

OPSOMMING

Huidge nasionale en internasionale leesvaardigheid statistiek vir Suid-Afrikaanse leerders wys daarop dat 'n aansienlike aantal leerders nie op aanvaarbare leesvlakke kan lees nie. Onderwysers word dikwels gesien as die front linie van verdediging in pogings om leesprobleme te voorkom. Die International Reading Association (2003:2) sê dat slegs as onderwysers bereid is om navorsingsgebaseerde praktyke te implementeer en oor die professionele kennis en vaardigheid beskik om hierdie praktyke te verander as dit nie geskik is vir spesifieke kinders nie, sal elke kind leer lees. Om te verseker dat onderwysers die kurrikulum van die dag met getrouheid implementeer, sal die sleutelfaktore van sulke hervormings, naamlik die indiensonderwysers en voordiensonderwysers, gerig moet wees. Inderdaad het klaskameronderwysers in hul rolle as mentors 'n beduidende rol om te speel in die ontwikkeling van voordiensonderwysers, waar 'n beduidende periode in die skool tydens praktiese onderwys bestee word.

Die doel van hierdie studie was om te bepaal hoe tweedejaar- en vierde jaar voordiensonderwysers sowel as mentor onderwysers mentorskap ervaar, met 'n spesifieke fokus op leesgeletterdheid. 'n Gemengde metodes ontwerp wat kwalitatiewe en kwantitatiewe metodes gebruik, word as toepaslik beskou om die navorsings doelwitte te ondersoek. Deelnemers is doelgerig geselekteer en sluit drie skole in een onderwys distrik met die volgende kenmerke in, naamlik: skool een bied huistaal in Engels, skool twee bied huistaal in Setswana en skool drie bied huistaal in Afrikaans aan. In al drie skole is die onderwysers wat die rol van mentor onderwyser vir voordiensonderwysers vervul het, ook by die studie ingesluit. Die willekeurig geselekteerde tweede- en vierde jaar voordiensonderwysers wat aan 'n BEd (grondslagfase spesialisasie) program aan een universiteit ingeskryf is, is by die studie ingesluit. Die groep voordiensonderwysers is spesifiek gekies weens die verskillende ervarings wat elke groep in die klaskamers en mentorskap proses kon gehad het. Ten tye van die studie het voordiensonderwysers in die tweede jaar ongeveer 15 dae by 'n mentor deurgebring en finale voordiensonderwysers het 72 dae gedurende die loop van hul graad by 'n mentor onderwyser deurgebring. Die finale jaar student het ook twee of drie verskillende mentors ervaar.

Die resultate van hierdie studie het aangedui dat die tweede jaar- en vierde jaar voordiensonderwysers nie prakties van mekaar verskil het ten opsigte van hul mentor

ervaring met betrekking tot persoonlik eienskappe, stelselvereistes, pedagogiese kennis, modellering, en terugvoering nie. Die resultate dui dus daarop dat die hipotese wat vir hierdie studie geformuleer is, nie ondersteun kan word nie. Die resultate het ook aangedui dat die tweedejaar student verskil het van die mentor onderwysers ($d = 0.5$) ten opsigte van hul ervarings met betrekking tot pedagogiese kennis sowel as modellering. Die gemiddelde tellings vir die mentor onderwysers op hierdie twee konstrunkte was effens hoër as die van die tweede jaar student. Die effek groottes is egter van 'n medium effek. Die resultate dui daarop dat die mentor onderwysers van mening was dat hulle beter aandag geskenk het aan aspekte van pedagogiese kennis en modellering as wat die tweede jaar voordienonderwysers ervaar het. 'n Raamwerk word voorsien vir 'n ontwikkelingsgerigte mentorprogramme wat deur onderwysfakulteite aangewend kan word wat verantwoordelik is vir die versekering van effektiewe mentorskap vir hul voordienonderwysers.

Sleutelterme

Mentorskap, mentor, diensleer, werkgeïntegreerde leer, professionele werks ontwikkeling, persoonlike eienskappe, stelselvereistes, pedagogiese kennis, modellering, terugvoering, leesgeletterdheidsonderrig.

TERMINOLOGY

Mentoring: Supporting the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices (Hudson, 2012).

Mentor: A teacher who serves as the primary school-based teacher educator for preservice teacher (Henning, Gut & Beam, 2019).

Preservice teacher: A preservice teacher enrolled in a teacher preparation programme.

Work integrated learning: Term given to educational activities that integrate academic learning of a discipline with its practical application in the workplace.

Job-embedded professional development: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving learners' learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009).

Personal attributes: Personal characteristic of the mentor for supporting the preservice teacher like comfortable in talking about teaching practices, attentive listening, instill confidence, positive attitudes and assist in reflection

System requirements: The aims/standard, policies, and curricula required by a school, district, education system.

Pedagogical knowledge: Specialised knowledge a mentor teacher must have for creating effective teaching and learning environments for all preservice teachers for example guiding lesson preparation, planning and implementation, timetabling, teaching strategies, content knowledge, classroom management etc.

Modeling: Teaching and demonstrating a positive rapport with enthusiasm, model appropriate classroom/syllabus language, teaching (if not what to do what not to do), effective teaching, classroom management, hands-on, well-designed lessons, hands-on/cooperative instruction

Feedback: Articulate expectations and provide advice, review lesson plans, observe teaching for feedback, provide oral and written feedback, and further feedback on evaluation teaching and the learning environment.

ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CAODAS	Computer Assistant Qualitative Data Analysis System
DBE	Department of Basis Education
DHET	Department of Higher Education and Training
EAL	English Academic Language
EBSCO	Elton B. Stephens Company
MKO	More Knowledgeable Other
NCS	National Curriculum Statement
RSA	Republic of South Africa
RSAT	Remote Server Administration Tools
SACE	South African Council for Educator
SABINET	Southern African Bibliographic Information Network
SAS	Science Analysis System
ZPD	Zone of Proximal Development

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CHAPTER 1: PROBLEM STATEMENT AND OVERVIEW

1.1 Introduction

Teaching practice is a key element in many teacher preparation programmes. Darling- Hammond and Baratz-Snowden (2007:125) looked at programmes whose graduates met two criteria: 1) report feeling better prepared than their peers and 2) are highly rated by their employers. They found strong mentoring to be a common element among programmes rated most highly. During teaching practice, supervisory support from a mentor teacher should include coaching and modeling effective practice (Darling-Hammond & Baratz-Snowden, 2007). Teacher preparation programmes need to evaluate their existing teaching practice experiences to ensure high quality mentor support is provided for preservice teachers.

The purpose of this chapter is to present the problem statement and give a brief overview of literature related to mentoring specifically focusing on reading literacy. In addition, the research questions as well as the hypothesis is formulated. Subsequently, the analysis approach is explained that was applied during the empirical investigation. To conclude this chapter, a brief outline of the study is provided, and a summary is given of the chapter.

1.2 Problem statement and motivation

Current national and international reading literacy statistics for South African learners point to the fact that a substantial number of learners are unable to read at acceptable reading levels. Teachers are often seen as the frontline of defense in efforts to prevent reading problems. The International Reading Association (2003: 2) states that, “Only if teachers are well prepared to implement research-based practices and have the professional knowledge and skill to alter those practices when they are not appropriate for particular children will every child learn to read”. In the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025, (RSA DoBE & DHET, 2011:3), it is stated that universities have the responsibility for ensuring that the programmes being offered are of high quality and lead to meaningful development for teachers. There is growing consensus that much of what teachers need to learn must be learned in and from practice rather than in preparing for practice (Hammerness, Darling-Hammond and Bransford, 2005).

According to Hudson (2010: 30), “There are only two ways to reform an education system, namely through inservice education of existing teachers and preservice teacher education.” In order to ensure that teachers implement the curriculum of the day with fidelity will require targeting the key enactors of such reforms, namely the teachers and preservice teachers. Hudson (2010: 31) states that “mentoring is where these two enacting parties meet within school settings.” In reality, teachers in the classroom as mentors play an important role in the training of preservice teachers, where a large amount of time is spent in the school environment during teaching practice.

Mentoring has gained prominence in preservice teacher education programmes as a way to develop essential knowledge and skills (Price & Chen, 2003; Walkington, 2004). Pitton (2006:1) defines mentoring as “an intentional pairing of an inexperienced person with an experienced partner to guide and nurture his or her development”. Although mentor teachers help preservice teachers grow professionally, the presence of a mentor alone is not enough (Beutel & Spooner-Lane, 2009). Mentor teachers need to be skilled and knowledgeable in mentoring, good communicators and reflective (McCann, 2013), have willingness, commitment, and enthusiasm are able to collaborate with adults, and enjoy teaching as a job (Roehrig, Bohn, Turner, & Pressley, 2008). There are many different models of ‘learning to be a teacher’ and most include practical experiences under the guidance of a mentor teacher (Valeni & Vogrinc, 2007). Since the early 1980s, when mentoring burst onto the educational scene as a broad movement aimed at improving education, policy makers and educational leaders have pinned high hopes on mentoring as a vehicle for reforming teaching and teacher education (Feiman-Nemser, 1996).

The teaching practice or “practicum” is considered a “critical component” of preservice teacher education programmes (Deacon, 2015). The time spent in schools and in classrooms is reported to be a part of the teaching degree that preservice students value highly and find most useful (Brett, 2006; Walkington, 2005). The practicum, as described by Walkington (2004:1), “is an opportunity for preservice teachers to engage in a developmental process of observing and experimenting with teaching practice, and learning about the skills, knowledge, philosophies and attitudes of the professional teacher”.

It is during the practicum that preservice teachers are placed with classroom-based teachers who assist the preservice teachers' development towards becoming equipped professionals. Mentor teachers who work in close collaboration with university reading literacy lecturers and who receive support while the preservice teachers are on teaching practicum will be in a better position to provide the reading-specific mentoring that preservice teachers need. Mentoring preservice teachers requires a specific focus on subject-specific components and not just a general approach to mentoring.

The research question guiding this study is: *How do second year and fourth year preservice teachers as well as mentor teachers experience mentoring, with a specific focus on reading literacy?*

The secondary research questions include:

- What is the difference between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers?¹
- What roles should preservice teachers undertake in the mentoring process?
- What are the essential characteristics of mentors and the roles they undertake?

1.3 Purpose of the study

The purpose of the study is to determine/develop:

How second year and fourth year preservice teachers as well as mentor teachers experience mentoring, with a specific focus on reading literacy.

In addition:

- 1.3.1 What the difference is between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers.
- 1.3.2 What roles preservice teachers should undertake in the mentoring process.
- 1.3.3 What the essential characteristics are of mentor teachers and the roles they undertake.
- 1.3.4 A framework for a developmentally appropriate mentoring programme, focusing on reading literacy that facilitates the teaching and learning journey of a teacher.

¹ The aim of the comparison was to ensure that the developed framework would make provision for developmental progression in the mentoring provided by mentors across an initial teacher education programme. Mentoring second year students should differ from mentoring fourth year students, especially related to reading literacy components.

1.4 Hypothesis

The following hypothesis has been formulated for this study:

H₁: There is a difference between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers.

1.5 Literature review

1.5.1 Theoretical framework

The confluence of sociocultural theory (Vygotsky, 1978), situated learning (Lave & Wenger, 1991) and communities of practice (Lave & Wenger, 1991) acts as a structure for analyzing and understanding the interactions of preservice teachers' as well as mentor teachers' interactions when mentoring. Mentoring preservice teachers is a social practice and the social and cultural aspects of learning are emphasized collectively by these theories. Every theory helps to explain how teachers interact with each other to improve their teaching experience and further refine it.

Vygotsky's (1986) sociocultural theory is based on three pillars, namely social interaction, the more knowledgeable other (MKO), and the zone of proximal development (ZPD) (Miksza & Berg, 2013). The key tenet of the theory is that preservice teachers' cognitive development, which includes language and reasoning processes, develop through social interactions with others with whom they share their culture and practices. Learning to teach is based on interacting with other people and, for this to happen, there should be a more knowledgeable other who assists the preservice teacher to acquire new knowledge (Shooshtari & Mir, 2014). The mentor teacher, as the MKO, has the expertise and relevant experience to support and guide the preservice teacher as they interact during mentoring. The other important concept in the socio-cultural theory is the zone of proximal development (ZPD) (Shooshtari & Mir, 2014). The ZPD refers to the difference between the potential level of development and current level of growth of the preservice teacher (Dunphy & Dunphy, 2003). The current level of growth refers to what the preservice teacher is able to do without the assistance of others, whereas the potential level refers to what the preservice teacher is capable of doing with the assistance of other people (Miksza & Berg, 2013). The other people in this case could be the MKO. Learning occurs in the ZPD and the MKO assists the preservice teacher to reach a higher level in the ZPD (Shooshtari & Mir, 2014). The MKO uses expertise and experience to help the preservice teacher understand more complex higher-level knowledge.

Teacher learning occurs in many practice situations. A situational perspective, with its emphasis on the relationship between knowledge and the situations in which it is acquired and used, provides a compelling framework for teacher learning through mentoring. This perspective draws from sociocultural theories to emphasize the social and situated nature of learning (Lave & Wenger, 1991). Beginning from traditional views, social learning theories are mainly based on the assumption that learning is an individual activity. Situated views, on the other hand, presume that awareness is inseparable from the environments and behaviours it evolves in. For this purpose, situated perspectives suggest that the physical and social context in which an activity takes place is an integral part of the activity and that the activity is an integral part of the learning in it (Borko, Peressini, Romagnano, Willis-Yorker, Wooley, Hovermill, & Masarik. 2000). One tenet of situated perspectives is that the individual, the activity in which the individual is taking part, and the environment are one inseparable unit of analysis (Rovegno, 2003). The preservice teacher (individual), the mentoring process (activity), and the school context (environment) are critical in the case of mentoring and cannot be ignored.

Practical communities provide a conceptual framework for thinking about education as a social involvement system. Kirk and Macdonald (1998: 380) provide a helpful definition when they suggest that a community of practice refers to “any collectivity or group who together contribute to shared or public practices in a particular sphere of life”. One such culture of study may be embodied by the preservice teacher and the mentor teacher. Generally, these teachers are part of a larger learning community (such as school) that includes other teachers, principals, deputy principals, staff, and learners.

1.5.2 Understanding mentoring

Mentoring may be seen as complex, social and psychological activity (Roberts 2000:162); there is ambiguity about a definition of mentoring as well as the nature of mentoring (Crisp & Cruz 2009). The term mentor is usually associated with the role of a more experienced person who guides and supports a preservice teacher; it is considered relevant for professionals at different stages of their lives (Enrich et al., 2002). Some authors use the term coaching interchangeably with mentoring (Enrich et al., 2002) however, Megginson and Clutterbuck (2007:4) see coaching as relating primarily to performance in a specific skill area with mentoring relating to the identification and nurturing of the potential for the whole person. Roberts (2000) includes coaching as part of the

mentoring role; thus, Roberts (2000:162) defines mentoring as:

a formalised process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, to facilitate that persons' career and personal development.

For Burley and Pomphrey (2011), mentoring is an intentional, nurturing, insightful process with the central aim being to develop professional learning and improve professional practice. According to Hudson (2007), mentoring is inclusive of a related set of attributes and practices, namely Personal Attributes, System Requirements, Pedagogical Knowledge, Modeling, and Feedback. These attributes and practices are briefly mentioned:

Personal Attributes: This includes being supportive of the preservice teacher, comfortable in talking about teaching practices and attentive listening to the preservice teacher. Some suggest broad ideas for mentees entering into a mentoring relationship such as the need to be sensitive, patient, and flexible, particularly as preservice teachers are “guests in the classroom”, which requires a certain level of understanding and etiquette (Ward & Wells, 2003: 42). The mentor’s personal attributes are used to encourage the preservice teacher’s reflection on practices, and instill confidence and positive attitudes in the preservice teacher. According to Thompson, Turner, and Nietfeld, 2011 preservice teachers need to show commitment and enthusiasm to enter and remain in the teaching profession.

System Requirements: In its simplest form, the mentor needs to articulate the aims, policies, and curricula required by an education system. However, the complexities for implementing system requirements may be noted in the pedagogical knowledge mentors need to articulate for effective teaching (Hudson, 2010). A sign of resilience is sustaining educational purposes after stressful situations that are generally linked to personal, relational or organisational issues (Gu & Day, 2012).

Pedagogical Knowledge: Effective mentors articulate how to plan for teaching; they timetable or schedule lessons for the preservice teacher. Effective teachers are well prepared with plans, resources and knowledge of what, when and how to prepare for teaching (Tankersley, 2010; Williams, 1993).

It is necessary to discuss the preparation for teaching, particularly with regard to the location and use of resources. The use of teaching strategies allows the teacher to structure learning environments appropriate to the age, grade, level, type of lesson, and content knowledge (Bernard, 1989; Lingard et al., 2001). A mentor must review the content knowledge of the preservice teacher to ensure that it is relevant to the

system requirements and the grade level.

Content knowledge is crucial for teaching any particular subject matter in the classroom (Ball, Thames, & Phelps, 2008) and a teacher's content knowledge can be a predictor of learner achievement (Hill, Rowan, & Ball, 2005). During the lessons, there are incidental problems that the mentor can help explain how to solve the problem. Classroom management strategies, including student behavior management, need to be discussed with the preservice teacher, especially since the mentor has insight into the different learner personalities and behavioural characteristics. Effective and efficient classroom management appears fundamental for effective teaching, particularly by ensuring learners exhibit acceptable behaviours (e.g. Bates et al., 2009; Burton et al., 2009; Martin, Linfoot & Stephenson, 1999)

Modeling: The mentor's enthusiasm as a teacher can present desirable teaching traits. Importantly, the teacher-learner relationship is central to teaching and demonstrating a positive rapport with learners can show the preservice teacher how these behaviours can facilitate learning. Modelling of practices can aid preservice teachers towards understanding their own practices (Moran, 1990: 212). The mentor teacher also needs to model appropriate language for reading, teaching (if not what to do what not to do), active teaching, management of the classroom, hands-on lessons, and well-designed lessons. Bandura (1981) argues that self-efficacy for teaching can be enhanced through modelling. There is ample evidence that effective mentoring can have a positive effect on a preservice teacher's pedagogical practices (Evertson & Smithey, 2000)

Feedback: Feedback can be understood as the hinge that joins teaching and learning (Pollock, 2012). Active mentors express expectations and guide preservice teachers, update lesson plans, observe the teaching of preservice teachers, provide oral and written input, and provide direct feedback on the assessment of their teaching and learning environment by preservice teachers.

As preservice teachers are in the school for a considerable period of time, the mentor is a very significant source of support (Caruso, 1990). Zeek, Foote and Walker (2001) reinforce the central role of the mentor teacher in noting that the thoughts and experiences of mentoring teachers inevitably affect their own practice as nurturers of preservice teachers, facilitators and skilled leaders and agents of change in the education profession. The professional experience is an opportunity for both the mentor and the preservice teacher to learn, reflect and benefit from the relationship (Field & Field, 1994; Fish, 1995).

Focusing on being a mentor promises a capacity to foster an inquiring stance towards teaching and a commitment to developing shared standards for judging good practice rather than simply contributing to the novice's wellbeing or survival (Feiman-Nemser & Parker, 1992). Mentoring should aim at improving the novice's capacity to learn in and from teaching rather than focus exclusively on developing the novice's teaching performance (Zuzovsky, Feiman-Nemser, & Kremer-Hayon, 1998). The mentor's role has moved beyond one of mere supervision of performance. Fletcher (1998:118) states that "Adequate mentoring relationships abound but mentoring which is merely satisfactory could and should become good mentoring."

1.6 Research Design and Methodology

1.6.1 Empirical investigation

The empirical research process of a systematic and focused investigation include the following; literature review, research methodology, research strategy, research design, sampling, methods of data collection, data collection procedures. and the analyses of the data as well as the quality assurance and the ethical considerations regarding this study.

1.6.2 Literature review

Rajasekar et al. (2013: 5) describe research methodology as "...the procedures by which researchers go about their work of describing, explaining and predicting phenomena". The methodological design is a general plan about what you will do to answer the research questions keeping in mind the reliability and validity of the instruments. The research method is a strategy of enquiry, which moves from the underlying assumptions to research design, and data collection (Myers, 2009). O'Leary (2004: 85) describes methodology as the framework which is associated with a particular set of paradigmatic assumptions used to conduct the research. Allan and Randy (2005) insist that when conducting a research methodology, it should meet the following two criteria: Firstly, the methodology should be the most appropriate to achieve objectives of the research. Secondly, it should be made possible to replicate the methodology used in other research of the same nature. The data reference bases EBSCHOLost, RSAT, SABINET and NEXUS were consulted in order to carry out a systematic literature review related to the subject. A scholarly search using the following key terms was conducted: mentoring, preservice teachers, mentor teachers, preservice teachers, roles and responsibilities, teaching practice.

1.6.3 Research paradigm

All scientific research is conducted by viewing one's research material in a specific way. This way of viewing or assumptions about the world is the research paradigm (De Vos, 2011; Firestone, 1987). The roots of quantitative and qualitative approaches extend into different philosophical research paradigms, namely that of respectively post positivism and constructivism (Creswell, 2003). The disparity in theoretical paradigms raised the question of whether a single research method or both methods would answer the study.

Becoming a pragmatic researcher offers a myriad of advantages for individuals. First and foremost, it enables researchers to be flexible in their investigative techniques, as they attempt to address a range of research questions that arise. Pragmatic researchers also are more likely to promote collaboration among researchers, regardless of philosophical orientation. According to Newman and Benz's (1998) conceptualization of the role of theory in quantitative and qualitative inquiries, pragmatic researchers are more likely to view research as a holistic endeavour that requires prolonged engagement, persistent observation and triangulation (Lincoln & Guba, 1985).

Pragmatic researchers also are more able to combine empirical precision with descriptive precision (Onwuegbuzie, 2003). Pragmatists link the choice of approach directly to the purpose of and the nature of the research questions posed (Creswell 2003).

1.6.4 Research approach

Research approach is a plan and procedure consisting of the steps of broad assumptions to detail the method of data collection, analysis and interpretation. An inductive approach was necessary for qualitative data collection and on the other hand a deductive approach was needed for the quantitative data. The nature and complexity of the research problem and research questions, called for both a quantitative as well as a qualitative research approach. A quantitative approach fits this study as numerical data about participants' experiences related to mentoring was obtained via questionnaires. The data was also statistically analysed to determine whether there were any differences in the experiences of second- and fourth-year students related to the mentoring they received from their mentor teachers. A qualitative approach is also applicable as narrative data (by means of semi-structured interviews, focus groups and document analysis) were obtained about both the preservice teachers as well as the mentor teachers experiences related to mentoring, specifically pertaining to their roles and characteristics during the mentoring process.

1.6.5 Research design

The researcher would not be able to make the right decisions regarding data collection and interpretation of the results without a research design. Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson et al., 2004:14). By using mixed methods, the researcher aims to research and apply combining qualitative and quantitative research components to expand and strengthen the study's conclusions and, therefore, contribute to a framework for mentoring during teaching practice.

Creswell (2014) believes that researchers need to challenge the knowledge statements and conceptual perspectives which they bring to any analysis, focus on the approaches which they plan to use in their study, which in turn will inform their methodology, and question how they will gather and analyze information. This must be done to ensure that researchers are aware of any prejudice they may bring to the study, how it will impact the choice of approach they use and the methods they choose to collect their data (Vogt et al., 2012). There are, broadly speaking, three distinct approaches to connect research — quantitative, qualitative, and mixed methods. Creswell (2014) considers research designs to be different types of inquiry within these different approaches which Denzin and Lincoln (2011, cited in Creswell, 2014, p. 12) called “strategies of inquiry”.

A mixed method research design was used in this study. This design draws from the strengths of quantitative and qualitative approaches. According to Maree (2007:261), the combination results in richer and more reliable research results. The combination will also ensure that findings are not a single reflection of a specific method and will enable the achievement of broader and more in-depth results to avoid insubstantial evidence (Denzin & Lincoln, 2005:722). The use of both approaches increased the validity of the research by the convergence of the data from the different methods as mixed methods research is regarded as a form of triangulation (Rocco et al., 2003:22, 23). A convergent parallel mixed method research design was best suited for this study (cf. chapter 3).

1.6.6 Participants and sampling

Purposeful sampling was used in this study. A total of 44 second year preservice teachers, 40 fourth year preservice teachers and 40 mentor teachers participated in the study. Patton (2002:77) argues that

“the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth”. It is a nonrandom technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002; Lewis & Sheppard, 2006). Key participants are observant, reflective members of the community of interest who know much about the topic and are both able and willing to share their knowledge (Bernard, 2002).

The following boundaries and features applied in this study:

- Three schools in one educational district with the following characteristics:
- School one offers home language in English
- School two offers home language in Setswana
- School three offers home language in Afrikaans

In all three schools the teachers fulfilled the role of mentor teacher to preservice teachers.

All second year and fourth year students (N=280) enrolled in a BEd (Foundation Phase specialisation) programme at one university were considered, however, only 44 second year preservice teachers and 40 fourth year preservice teachers that completed the consent forms were included in the study. The group of preservice teachers were chosen specifically due to the differing experiences each group might have had in classrooms and with mentoring. At the time of the study, second year preservice teachers spent approximately 15 days with a mentor and final year preservice teachers spent 72 days over the course of their degree. The final year students also experienced two or three different mentors. The aim of comparing the second- and fourth-year students given the fact that their exposure to mentoring differs is to determine if in fact there is a difference. Mentor teachers tend to approach mentoring from year 1 to year 4 in exactly the same way and this is problematic because there should be a developmental progression in terms of the quantity and type of support that is provided. There should be a gradual release of responsibility in the classroom.

1.6.7 Data collection methods

The data collection method used were both of a quantitative and qualitative nature. “Quantitative data collection methods often employ measuring instruments” (De Vos, 2011:171). A questionnaire

for both the preservice teachers as well as the mentor teachers was used. Denzin and Lincoln (2005) describe the qualitative approach as gaining a perspective of issues from investigating them in their own specific context and the meaning that individuals bring to them. It focuses upon drawing meaning from the experiences and opinions it pinpoints "... meaning, purpose or reality of participants". Document analysis, focus group discussions and semi-structured interviews were used to collect qualitative data.

1.6.7.1 Quantitative data collection methods

For quantitative data collection methods, one must rely on random sampling and structured data collection instruments that will fit diverse experiences into predetermined response categories. The advantages of using questionnaires was that it allowed for sending it to a larger number of participants and this saved the researcher time and money. According to Leedy and Ormrod (2005), people tend to be truthful when responding to questionnaires because they know their responses are anonymous and they can complete the questionnaire when they have time. With the questionnaires, data were gathered from participants (preservice teachers and mentor teachers) by presenting them with a series of statements related to their experience with mentoring (cf. chapter 3).

1.6.7.2 Qualitative data collection methods

Qualitative data collection methods include focus group interviews, semi-structured interviews and document analysis.

i) Focus group interviews

A focus group interview is a group interview with people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics, in this case interview questions that were compiled by the researcher beforehand. The researcher created an environment that encouraged the participants to share their perceptions and point of view. Focus groups are a qualitative data collection method, meaning that the data is descriptive and cannot be measured numerically. The focus group interview enabled the researcher to establish rapport with participants and therefore gain their cooperation and this yielded a high response rate. It also allowed the researcher to clarify ambiguous answers.

(ii) *Semi-structured interviews*

A semi-structured interview consists of a blend of closed- and open-ended questions, which can often be accompanied by follow-up why or how questions. Semi-structured interviews offer some extraordinary benefits as well and are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries. (cf. Appendix E; Appendix F)

(iii) *Document analysis*

Document analysis is a qualitative method in which documents are interpreted by the researcher to give voice and meaning around a specific topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen,2009). A document analysis is a social research method and is an important research tool in its own right and is an invaluable part of most schemes of triangulation; the combination of methodologies in the study of the same phenomenon (Bowen, 2009). Obtaining and analysing documents is often far more cost efficient and time efficient than conducting your own research or experiments (Bowen, 2009). Corroborating results across data sets may reduce the impact of potential bias by analyzing data collected using various methods. In this study the researcher analysed the portfolios of evidence compiled by the preservice teachers during teaching practice in order to determine the input provided by the mentors.

1.6.7.3 Data collection procedure

In this study the data were concurrently collected in a step-by-step procedure in order to fit school schedules and university coursework requirements (e.g., test and examination schedules). At the start of my studies, an independent colleague approached all second year and fourth year preservice teachers to determine the willingness to participate in the study. The independent person gave them an overview and clearly explained to them what was expected of them. Those preservice teachers that agreed to participate were then asked to fill in a consent form (cf. Appendix B) to stipulate willingness to participate in the study.

The second-year preservice teachers, fourth year preservice teachers and mentor teachers that were willing to participate were asked to complete a questionnaire (cf. Appendix C & D) on their mentoring experiences during their practicum. Upon completion of the surveys, three focus groups were held with the second year and fourth year preservice teachers as well semi- structured interviews

with the mentor teachers at the three selected schools (cf. Appendix E & F).

The portfolios of evidence of the preservice teachers were analysed to determine the input provided by the mentor teachers in assisting the preservice teachers in completing their portfolios as well as involving them in their thinking processes and the way they approach the work of teaching.

1.6.7.2 Data analysis

1.6.7.2.1 Quantitative data analysis

With quantitative data analysis the researcher must turn raw numbers into meaningful data through the application of rational and critical thinking. This process may include the calculation of frequencies of variables and differences between variables. A quantitative approach is usually associated with finding evidence to either support or reject the hypothesis formulated at an earlier stage of the research process. Fair and careful judgement is crucial in the process. Typically, descriptive statistics (also known as descriptive analysis) is the first level of analysis. It helps researchers summarize the data and find patterns. However, they do not explain the rationale or reasoning behind those numbers. Before applying descriptive statistics, it's important to think about which one is best suited for the research question and what the researcher wants to show. The specific technique used in this study are discussed in chapter 3.

1.6.7.2.2 Qualitative data analysis

Qualitative data are in the form of text and the act of analysis involves the deconstruction of the textual data into manageable categories, patterns and relationships (Neuman, 1997; Mouton, 2002). The goal of the qualitative analysis was to analyze the different elements of the data collected in order to clarify concepts and structures and to identify patterns, trends and relationships according to the intent of the study.

Qualitative data analysis works a little differently from quantitative data, primarily because qualitative data is made up of words, observations, images, and even symbols. Deriving absolute meaning from such data is nearly impossible; hence, it is mostly used for exploratory research. While in quantitative research there is a clear distinction between the data preparation and data analysis stage, analysis for qualitative research often begins as soon as the data is available.

During the interviews with the second year and fourth year preservice teachers and mentor teachers the data were recorded by means of note taking and audio recording of the preservice teachers' and mentors' responses. After the recordings and interviews, the audios were transcribed verbatim after which the transcribed text were read to obtain an overall impression of the content and context. Then the following coding methods were used: transparent coding, axial coding, and selective coding. The codes were then evaluated for relevance to the research purpose, and the codes were then classified in categories based on the research intent and the literature analysis theoretical framework. When analysing, questions were used to identify the thematic relationships from the various categories. (cf chapter 3). Thematic relationships (patterns of relevance) concluded the qualitative analysis process. The above method of qualitative analysis acted as a mechanism to ensure that the initial data are systematized to form part of the final data through thematic organization.

1.6.7.2.3 Electronic assistance for the analysis and assessment of qualitative data

Analysing qualitative data requires the researcher to read a large number of transcripts, looking for similarities or differences, and subsequently find themes and developing categories. Recently the usage of software specifically designed for qualitative data management, greatly reduces technical sophistication and eases the laborious task, thus making the process relatively easier.

In this study the ATLAS. ti. programme was utilised to analyse the qualitative data (cf. chapter3). The increasing popularity of qualitative methods is a result of failure of quantitative methods to provide insight into in-depth information about the attitudes, beliefs, motives, or behaviours of people. Qualitative research relies on extensive interaction with the people being studied, and often allows researchers to uncover unexpected or unanticipated information, which is not possible with quantitative methods.

1.7 Ethical considerations

Before the participants began the research process, the author dealt with ethical issues as follows: all participants were informed about the purpose, nature, methods of data collection, the extent of the research as well as their roles. Written consent was collected from each participant. As researcher, I made sure that no participant was physically or psychologically harmed in any way and adhered strictly to all ethical guidelines. The participants' confidentiality was ensured by the removal of any elements that could link them to any identification of any form, this included names

or any other relevant information that would make identification possible. All participants were also made aware and it was clearly indicated that the study was for academic purposes only and that participation was voluntary. Legal approval was received from the North West ethics committee of the Northwest University. Ethics number: NWU-00556-19-S2 (cf. Appendix G).

1.8 Dissertation overview

This dissertation is organised into five chapters. Chapter one serves to contextualise the study by giving a short literature background and explaining the problem statement and the motivation for the study. It also provides a summary of the main activities pertaining to the study. Chapter Two reflects on the research background and gives a review of literature relevant to the research topic. Chapter Three focusses on the research methodology and design of the study. It gives a clear and detailed description of the research paradigm, quantitative and qualitative approaches, design, the participants, data collection methods, instruments used as well as the data analysis procedures and the reliability and validity of the procedures. In Chapter Four, the collected data are presented, and research results are discussed. Chapter Five provides a summary of the study as well as the conclusions, limitations and recommendations for further research. A framework for a developmentally appropriate mentoring programme focusing on reading literacy is also presented in this chapter.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

This chapter provides an overview of the relevant literature that informed my research. I selected literature in several steps. First, I conducted EBSCO host database searches using the keywords mentoring, initial teacher education programmes, preservice teachers, and mentors. Next, I selected relevant articles and book chapters referenced in the literature from my initial search. I also included articles and book chapters related to preservice teacher and mentor teacher mentoring from my personal collection. As I read the literature on existing initial teacher education, I sought additional literature and empirical studies on preservice teacher mentoring within teacher education programmes in a South African context. The literature review is divided into several sections. In the first section, I discuss the theoretical framework that is used as a lens to discuss mentoring.

2.2 Theoretical framework

A good theory should provide both explanations of phenomena and guidelines for action. But theories about human behaviour also carry with them assumptions about human nature, the purpose of education, and desirable values. The better you understand the various theories, therefore the better decisions you will be able to make regarding learning experiences (Knowles, 1978: 2)

The social and cultural contexts of teacher development were examined in order to explore mentoring from the viewpoint of the school mentor teachers as well as that of preservice teachers. Mentoring preservice teachers is a social practice and because the nature of this study is to examine mentoring experiences, the study is grounded in Vygotsky's sociocultural theory and Lave and Wenger's situated learning theory as well as their communities of practice which emphasize social engagement in learning.

2.2.1 Sociocultural theory

Vygotsky's (1986) sociocultural theory presents the development of the human mind as occurring through participation in activities that lead to individual change. It emphasises that learning occurs through individuals' interaction with their social environment. According to Vygotsky (1986), social experience shapes the ways of thinking and interpreting the world, and individual cognition

cannot be separated from the social situation in which it occurs. His theory further proposes that individuals will acquire the ways of thinking and behaving by interacting with a more knowledgeable person. A key construct in sociocultural theory is the zone of proximal development (ZPD). According to Vygotsky, ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). The ZPD provides all the knowledge and skills that a person is currently unable to independently understand or execute but is able to learn with guidance. The proximal development area of Vygotsky extends the constructivist viewpoint by including the social learning context and is relevant to preserving the growth of teachers as mentors help preservice teachers achieve a level of learning beyond what they could achieve on their own. Vygotsky's sociocultural theory is based on the notion that learning and knowledge are situated within the context they occur, therefore, situated learning theory is examined in the next section as an additional theoretical lens used for examining mentoring within preservice teacher training programmes.

2.2.2 Situated learning

Situated learning theory is a useful tool for this analysis as a socio-cultural theory which stresses that learning happens through the interaction of individuals with their social environment. Initial teacher education programmes situate teacher development through their interactions with more experienced teachers, particularly mentor teachers. New learning and understanding for preservice teachers will be socially situated within these relationships and the school community, therefore it is appropriate to examine situated learning theory as a framework for examining the construct of mentoring in initial teacher education programmes.

Situated learning emphasizes that much of what is learned is specific to the situation in which it is learned. It suggests that learning takes place through the relationships between people and connecting prior knowledge with authentic, contextual learning (Lave & Wenger, 1991). Learners are believed to be enculturated into their learning community and to appropriate knowledge, based on their existing understanding, through their interaction with the immediate learning environment. Through active participation, learners engage in constructive and meaningful learning. Learning is thus considered to be a largely situation-specific and context bound activity (Woolfolk, 2001). New learning for preservice teachers is contextual and embedded into their daily activities through the social interaction and collaboration with mentor teachers, colleagues, and school community.

Preservice teachers enter schools with prior knowledge, beliefs, and experiences they then use to construct their own understanding of instructional practices. As a result, what they learn and how they learn are influenced by both the experiences they bring with them and the environment in which they learn. Preservice teachers adjust to the local school culture and develop professional identities as they engage with mentors to plan collaboratively, reflect on teaching, and discuss new ways of approaching teaching and learning. Mentors are not the “transmitters” of new knowledge, they are the “facilitators” of learning by encouraging reflection, providing feedback on teaching practices, and collaborating on ways to improve (Othman & Senom, 2019:30).

2.2.3 Communities of practice

In further applying sociocultural theory and situated learning theory to the context of mentoring, this research introduces preservice teacher learning as situated within a “community of practice” through their interaction with more knowledgeable others, such as university lecturers, mentor teachers, colleagues, and local school administrators. Support from other colleagues is important in creating a sense of belonging and identity, as well as providing learning opportunities through information, skills and expertise sharing and collaboration. Lave and Wenger (1991) describe “community of practice” as a context where learning and meaning making occur as individuals engage in activities, interact with one another, share common goals, assume varying roles, and develop relationships over time. Becoming a member of a community of practice is associated with participating in social practice, which in turn facilitates learning. Communities of practice is relevant to initial teacher education programmes and preservice teacher development because it emphasises the point that facts about teaching and learning are not merely transferred to preservice teachers, it is created through sharing and collaboration of knowledge. Wenger (2000) has argued that although individuals learn through participation in a community of practice, more important is the generation of newer or deeper levels of knowledge through the sum of the group activity.

The confluence of sociocultural theory, situated learning, and communities of practice serve as a framework to examine and interpret preservice teachers as well as mentor teachers experiences with mentoring. Mentoring is a social practice and collectively these theories emphasise both social and cultural aspects of learning. Each theory assists with describing how preservice teachers engage with mentor teachers to learn and further develop their teaching practice.

2.3 An overview and definition of mentoring

The concept of mentoring had its origin in the Greek mythology (Poden & Denmark, 2000). In the epic poem “The Odyssey”, the main character, Odysseus, was preparing to fight the Trojan war when he realized he would be leaving behind his infant son Telemachus. Odysseus then asked his good friend to mentor, watch and guide over his son while he was away (Green-Powell, 2012). Green-Powell (2012: 100) states that “the first mentor was an older, more experienced and trusted individual who took an active interest in developing a younger person in every facet of his/her life and career”. Today, the term mentor has been used within literature to define a person who is responsible for guiding and nurturing others early on in their profession. Mentors change their roles to fit the needs of their preservice teachers (Dzickowski, 2013) and therefore to define the term mentoring has not been an easy task for researchers over the years.

A review of mentoring literature has repeatedly called attention to the fact that there is no single definition of mentoring that is widely accepted by those who practice mentoring or those who study it (Mullen & Kochan, 2000). Although many researchers have attempted to provide concise definitions of mentoring, definitional diversity continues to characterize the body of mentoring literature. The literature also reveals that the phenomenon of mentoring and its function is not clearly conceptualized, leading to confusion as to just what is being measured or offered as an ingredient in success. The meaning of mentoring varies depending on the context (Merriam, 1983). For instance, mentoring connotes one perspective to developmental psychologists, another to business people, and yet another to those in academic settings (Merriam, 1983: 169). This display of diverse mentoring definitions supports Merriam’s (1983) notion that mentoring will vary as a function of multiple factors. Despite the variety of connotations, one consistent aspect is that the mentor is a source of knowledge and support. Siu and Sivan (2011:797) describe mentoring as a “... voluntary and mutually beneficial relationship in which one person who is experienced and knowledgeable supports the maturation of a less experienced person”. Mentoring can be described as being a necessarily beneficial relationship between two people with different levels of skills, knowledge and experience. Also, in a mentoring relationship, support is seen as flowing in a unidirectional route from the more experienced, skilled, knowledgeable and experienced (mentor) to the one who “lacks” in these attributes (preservice teacher). Such a view of mentoring negatively suggests that mentoring involves social cloning, in that the mentoring relationship seeks to turn the mentee into a replica of the mentor (Sundli, 2007:204). If this is the case, mentoring may be seen as a limiting

relationship, confining the preservice teacher within the mentor's level of skills and knowledge; thus, mentoring would regrettably and disappointingly cease to be a developmental relationship. Additionally, the above definition portrays mentoring as involving a skewed and asymmetrical power relationship between the mentor teacher and the preservice teacher. This difference in power largely stems from the difference in skills, knowledge and experience as well as usually the ages of the mentor teacher and preservice teacher. According to this view, mentoring is seen as a hierarchical relationship, which Jackson (2002:5) disapprovingly describes as a traditional top-down relationship. However, research is starting to recognize that mentoring is a reciprocal relationship, meaning that both mentor teachers and preservice teachers have something to contribute to and gain from the relationship (Heirdsfield et al., 2008, Kamvounias et al., 2006).

Collaboration occurs within mentoring relationships when a mentor teacher supports the preservice teacher who is learning how to teach (Briscoe & Peters, 1997; Fairbanks, Freedman & Khan, 2000). A preservice teacher develops many basic teaching skills in this work-focused partnership that may mirror the actions and experience of the mentor. In this type of collaboration there is a "great deal of team-building, and intense communication and information sharing" (Fullan, 1999: 37), which aids the preservice teacher to learn about school operations, school structures, grade levels, subject matter, the education system, and the profession. Through a collaborative relationship, a knowledgeable mentor who articulates teaching practices can elicit effective teaching skills from a capable preservice teacher at a renewed level of awareness (Corcoran & Andrew, 1988). If this partnership can be used to facilitate the development of teaching practices in general, then it can also be used to facilitate the development of foundation phase reading literacy practices.

2.3.1 Understanding the role of the mentor teacher

Feiman-Nemser and Parker (1992:16) identify three key areas that pertain to the mentor's role as a "local guide". Firstly, the mentor helps the preservice teacher understand practices and the culture of the school. Secondly, the mentor serves as an educational companion for developing the preservice teacher professionally. Thirdly, the mentor acts as an agent of change by fostering an environment of collaboration and shared inquiry. According to Hudson (2010:43), the mentor's role may be connected by five key factors underpinning effective mentoring. The five key factors are personal attributes, system requirements, pedagogical knowledge, modelling and feedback.

2.3.1.1 Personal attributes

Mentors need to be encouraging and understanding when communicating with the preservice teachers to instill self-confidence. Bandura (1981) states that having positive attitudes and confidence to teach may be related to developing self-efficacy and autonomous teaching practices. Mentors need to be supportive and attentive to the preservice teacher's communication (Ackley & Gall, 1992). Therefore, these personal attributes need to instill positive attitudes and confidence for teaching language, specifically reading literacy (Kennedy & Dorman, 2002). These personal attributes outline the value of support a preservice teacher receives from his/her mentor (Bird & Hudson, 2015:2). Displaying personal attributes that would better promote the creation of reading teaching practices by the preservice teacher is an important part of the mentor's role. Learning takes place within the social context (Kerka, 1997), and in a profession that has a focus on social interaction, interpersonal skills are seen as a basic requirement for effective performance as a teacher (Bybee, 1978; Loucks-Horsely, Hewson, Love, & Stiles, 1998) and, therefore, the mentor's personal attributes are essential for mentoring preservice teachers (Ackley & Gall, 1992; Ganser, 1996). If, for example, the mentor takes a keen interest in the preservice teacher's discussion of lesson plans and the preservice teacher is supported with positive comments and constructive advice, the preservice teacher may then gain more confidence in teaching a language lesson. The opposite can also be said, that if the mentor does not display supportive and positive personal attributes it may limit or even reduce the preservice teacher's confidence to teach. Mentoring involves complex personal interactions "conducted under different circumstances in different schools" (Wildman, Magliaro, Niles, & Niles, 1992). The mentor must also assist the preservice teacher to reflect on specific teaching practices (Abell & Bryan, 1999; Upson, Koballa, & Gerber, 2002). These practices can include good communication between teachers and learners or encouraging interaction amongst learners. Providing opportunities for active participation and giving timely and appropriate response and feedback to the learners are also crucial. Looking at emphasizing the time spent on a task whilst motivating learning by communicating expectations to the learners, is valuable teaching practices that the mentor can model or explain to the preservice teacher. Lastly, the mentor can teach the preservice teacher to respect the learner's diverse talents and way of learning within the classroom and school environment as a whole.

2.3.1.2 System requirements

Once preservice teachers begin to work in an educational system, they will need a thorough understanding of system requirements. Mentors can provide valuable assistance with the preservice

teacher's understanding of key practices associated with system requirements. The curriculum, its aims, and the related school policies for implementing system requirements are fundamental to any educational system, as they provide uniformity and direction for implementing, for example, reading teaching practices. Bybee (1997) discussed the need to have systemic reform, which must stem from a central system. Teaching frameworks must emanate from a common source if language teaching is to be collectively uniform. Mentors need to be familiar with the content of current curricula and how it can be implemented in the school. This requires mentors that provide their mentees with clear and obtainable goals (Abu Bakar & Tarmizi, 1995; Harlen, 1999), and relevant school policies (Riggs & Sandlin, 2002) to present the fundamental requirements of an education system. The mentor's role must include addressing system requirements to enable the preservice teacher to be more focused on planning and implementing quality educational practices in language, specifically reading literacy. They need opportunities to gain theoretical and practical understandings of schools as organizations (Achinstein, 2006) and need help navigating the school site and the district. Mentors provide important information about school routines and cultural norms (Bartell, 2005). It needs mentors to clarify the language policy and curriculum of the school in order to enable the preservice teacher to take note of the application of system requirements within the school setting. UCCS Teach (2014:9) indicates that mentors who invest time in helping the preservice teacher to understand various system requirements necessary to implement national, provincial, district and school initiatives would serve as a coping mechanism in their new profession. Indeed, without including system requirements as a key factor, the argument for systemic reform and the development of reading literacy within the CAPS curriculum would be pointless.

2.3.1.3 Pedagogical knowledge

Preservice teachers, similar to beginner teachers, require pedagogical knowledge in order to manage their classrooms, time allocation and planning (Bird & Hudson, 2015). Educators (Kesselheim, 1998; Odell, 1989) agree that mentoring programmes are intended to allow preservice teachers to interact with someone more skillful and knowledgeable. Pedagogical knowledge can differ from subject to subject and lesson to lesson; hence mentors need to conceptualize what constitutes subject-specific pedagogical knowledge in order to articulate this clearly to the preservice teacher. Bishop (2001), for example, argues the necessity for “professional practical knowledge”, which subsumes practical knowledge, teacher practical knowledge, personal practical knowledge, and knowing-in-action. The term “pedagogical content knowledge”, is a way of “representing and formulating the subject that makes it comprehensible for others” (Shulman, 1986: 9). In the

foundation phase, the mentor's pedagogical knowledge needs to focus on planning, timetabling, preparation, implementation, classroom management strategies, teaching strategies, language/reading, teaching knowledge, questioning skills, problem solving strategies and assessment techniques that can be used in a Foundation Phase context (Nel, 2019). The mentor with specific pedagogical knowledge can more effectively assist the preservice teacher to improve specific reading literacy teaching practices.

2.3.1.4 Modeling

Mentors are defined as experts who model practice (Barab & Hay, 2001; Galvez-Hjoernevik, 1986); also, it is argued that the skills for teaching are learned more effectively through modeling (Bellm, Whitebook, & Hnatiuk, 1997; Carlson & Gooden, 1999). If included in authentic classroom experiences, modeling of teaching practices will have a profound effect on the development of a preservice teacher. Preservice teachers view the mentor as a model to develop a greater understanding of their own strengths and weaknesses (Moran, 1990); additionally, self-efficacy for teaching can be enhanced by observing the modeling of practice (Bandura, 1981). Enochs et al. (1995) also emphasise the importance of developing self-confidence “among preservice elementary teachers for teaching reading practices”, but to do so requires well-planned and modelled language lessons. Apart from displaying enthusiasm for teaching (Feiman-Nemser & Parker, 1992; Van Ast, 2002), mentors need to model: a rapport with their preservice teachers (Krasnow, 1993; Ramirez-Smith, 1997); lesson planning (Ball & Feiman-Nemser, 1988; Fraser, 1988); syllabus language (Jarvis et al., 2001; Williams & McBride, 1989); hands-on lessons (Asunta, 1997; Raizen & Michelson, 1994); and classroom management (Gonzales & Sosa, 1993; Smith & Huling-Austin, 1986). The mentor's analysis of reading teaching practices must be compatible with the current requirements of the educational system. To do this in the classroom, mentors need to be enthusiastic about reading and involve preservice teachers, not only in teaching reading, but also effectively teaching it with well-designed, hands-on lessons that demonstrate management strategies in the classroom as well as report with learners. In particular, the distinction drawn between modeling teaching practices (Enochs et al., 1995; Little, 1990) so that preservice teachers may observe what works and what does not, and modeling effective teaching practices (Monk & Dillon, 1995), which demonstrate high levels of teaching competency. The mentor's language when modeling reading teaching must be compatible with the current Curriculum and Assessment Policy Statements (CAPS) curriculum, which will assist in scaffolding the interpretation of teaching by the preservice teachers. For example, the existing Curriculum and Assessment Policy Statements for the

Foundation Phase allows for instructional time, specifically for the integration of children's literature into the daily or weekly timetable and indicates a range of stories as well as information and graphical text (Department of Basic Education, 2011). Such modeling allows the preservice teacher to conceptualize effective teaching practices towards developing their own knowledge and skills.

2.3.1.5 Feedback

Feedback is an essential ingredient in the mentoring process, as this allows mentors to articulate, in a constructive manner, expert opinions on the preservice teachers' development towards becoming a teacher (Bellm et al., 1997; Haney, 1997; Bishop, 2001). Numerous researchers (e.g., Little, 1990; Riordan, 1995; Denley, 1997) have reported that constructive feedback in preservice teacher education is a vital ingredient in the mentoring process.

Specifically, mentors need to observe practice in order to provide oral and written feedback on aspects associated with their pedagogical knowledge (Ganser, 1995; Rosaen & Lindquist, 1992), which also includes reviewing plans (Monk & Dillon, 1995), and assisting in developing the mentee's evaluation of teaching (Long, 1995). Hudson and Skamp (2001) noted that no feedback from mentors may have a similar impact to negative feedback. Therefore, the mentor's willingness to provide constructive feedback can contribute to instilling confidence in the preservice teacher. In the classroom context this requires mentors to review the preservice teacher's reading lesson plans and unit plans in order to provide more comprehensive and specific feedback. Observing the preservice teacher's teaching of reading provides content for the mentor to express oral and written feedback on the preservice teacher's reading teaching. Linked to the provision of feedback is the mentor's articulation of expectations (Klug & Salzman, 1990; Koki, 1997). The mentor also needs to show the preservice teacher how to evaluate the teaching of reading, so that the preservice teacher can more readily reflect upon practices.

2.3.2 Attributes and practices of preservice teachers

In a study conducted by Hudson (2013), experienced mentor teachers identified desirable attributes and practices for preservice teachers when engaging in teaching practice. Responses indicated little doubt that teaching required high levels of interaction for developing positive relationships; hence developing personable attributes that lead towards facilitating such relationships was considered desirable. These teachers identified particular skills associated with being personable, including attentive listening, high-level communication skills, and having a sense of humour. Importantly, being personable contributes to developing positive relationships, which can increase preservice

teacher engagement in learning (Pianta, Hamre, & Allen, 2012). Teaching is a relationship-based occupation in which teachers connect consistently throughout any given day of work, not only with preservice teachers but also with colleagues, parents and the wider community. As a result, mentors in the Pianta et al. (2012) study acknowledged that preservice teachers needed very specific attributes to help them become part of the educational system.

Developing resilience, as a desirable attribute, attempts to negate unfavourable experiences and allows preservice teachers to “bounce back”. Developing resilience was noted as a possible solution for addressing stressful situations, particularly as teachers continue along their career paths (Howard & Johnson, 2004). Brodtkin and Coleman (1996: 28) define resilience as “the ability to develop coping strategies despite adverse conditions, positive responses to negative circumstances, and a protective shield from continuous stressful surroundings”. A sign of resilience is sustaining educational purposes after stressful situations that are generally linked to personal, relational or organisational issues (Gu & Day, 2012). In their study Gu and Day (2012) state that preservice teachers need resilience because they can receive critical feedback, they can have “bad days,” and they can worry about their chosen career. Teacher resilience can, in some way, help to forge stronger teacher identities and dedication to the profession.

The desirable preservice teacher practices noted by these mentor teachers such as planning, preparation, behaviour management, and having a repertoire of teaching strategies are discussed in various research studies (Muijs & Reynolds, 2011). However, these teachers regarded awareness of national and school policies as practices that would assist the participation of the preservice teachers in schools, particularly as policies not only dictate what should happen in schools but can also have legal implications if they deviate from these directives. Some of these educators required their preservice teachers to have observation skills with the willingness (and courage) to ask the mentor teacher about teaching and learning to understand the context of the classroom and pedagogical decisions.

The knowledge of novice teachers as adult learners is considered a prominent, but still underdeveloped component of the knowledge base of mentoring (Jones & Straker, 2006). The preservice teacher is gradually introduced into the teaching role for a particular class by a mentor. A core element of novice teachers’ development is the reconciliation of the personal and professional domains of becoming a teacher (Pillen, Beijaard, & den Brok, 2013). The preservice

teacher begins as an observer and gradually eases into the role as the teacher with the help and assistance of the mentor. The main objective of the preservice teacher is to plan and present subject matter in a manner which will promote the interest, sense of purpose and an understanding process of learner's growth. The preservice teacher must in this phase be open to be introduced to principles underlying teaching, such as the aims of education, curriculum, nature and characteristics of child development, methods of teaching and learning and resources on which pupils and teachers can draw for the purpose of teaching and learning. Objectives such as proper understanding regarding the aims and objectives of education, the basic principles of child growth development and process by which pupils learn forms a major part of understanding the learner in the class.

Preservice teachers will also be expected to develop communication and psychomotor skills and abilities conducive to human relations for interacting with children in order to promote learning both inside and outside the classroom. It is crucial for the preservice teacher to develop understanding, interests, attitudes and skills which would enable him/her to promote the all-round development of children under his/her care. Preservice teachers must realise that they will be expected to engage in an apprenticeship of observation that provides them with a frame of reference for deciding what is appropriate and inappropriate classroom behaviour. The only way to change teaching practice assumptions that the preservice teacher may have is by changing the way teachers interpret particular situations and decide how to respond to them. Throughout the practicum period alongside the mentor, the preservice teacher must acquire a clear frame of reference for interpreting and evaluating classroom situations. Mentor teachers, as the prime socialising agents of novice teachers (Staton & Hunt, 1992), are deeply involved in these tensions of their mentee teachers between the personal and the professional domains of becoming a teacher.

2.3.3 Issues affecting the mentoring process

There are negative aspects of mentoring preservice teachers during teaching practice, and negative experiences can affect the mentoring process (Sudzina & Coolican, 1994). For example, McLaughlin (1993), Fullan and Hargreaves (1996), and Long (1997) have found collaborative environments that stifle innovation and reinforce traditional practice, even though this appears not to be the norm (Little, 1993). Although problems vary from preservice teacher to preservice teacher (Bullnough, 1989; Jonson, 2002), there appears a lack of solidarity and agreement on all the issues. For example, Breeding and Whitworth (1999), and Veenam (1984) report on four prominent issues that emerged as needs for preservice teachers, namely strategy sharing, access to facilities and

supplies, effective classroom discipline, and appearing competent. Yet, according to Campbell and Kovar (1994), typical mentoring problems occur in these four main areas: mentee's academic preparation, mentee's accountability, mentor's skills, and appropriateness of the teaching practice site. Regardless of the different perspectives, negative experiences in any of these areas have implications for learning how to teach successfully and can have a negative effect on the mentee's development as a teacher.

Other pitfalls to mentoring include an over-dependence on the part of the preservice teacher that may hinder the mentor (Heller & Sindelar, 1991). Conversely, a preservice teacher who excels may receive positive affirmations from others and even comparisons with the mentor's teaching ability which may "show up" the mentor and, hence, create ego problems on the part of the mentor (Long, 1997). The mentor's dual role as confidant and assessor may also create dilemmas. Benton (1990) claims that assessment procedures for determining the preservice teacher's ability and application to teaching, and the whole process of assessment can be very stressful, which may lead to negative experiences if not managed successfully.

Broader concerns of preservice teachers range from poor planning of the mentoring process to a lack of understanding of the mentoring process (Long, 1997). More specific concerns of preservice teachers include: classroom management/discipline, learner motivation, teaching techniques and catering for individual differences (Carpenter, Foster & Byde, 1981; Ellis, 2001; McCahon, 1985). These concerns are the reasons why there must be sound, sequential planning and an understanding of the mentoring process, which requires mentors to have knowledge of effective mentoring practices.

2.4 Teacher preparation: A need for reading literacy-specific mentoring

There are many divergent views on the nature of teaching and learning literacy in the home language and that of a first additional language, so the task of the teacher becomes increasingly difficult and sometimes unquestionably confusing, which has implications for developing effective mentoring. In the UK, Jarvis et al. (1997) found that nearly all mentoring occurring in professional development programmes was generic. While there are standard approaches to mentoring, actual mentoring can differ from subject to subject. That is, learning literacy mentoring will vary from mentoring math and life skills instruction. Mentoring approaches for a lesson in reading literacy would allow the teacher to consider how to successfully teach reading literacy in the home language and how to

handle these types of activities within specific settings.

Teaching a foundation phase reading literacy lesson will require the mentor teacher to have very specific knowledge appropriate to the activity in order to direct the preservice teacher on successful practices. Feiman-Nemser and Parker (1990: 42) have shown that content knowledge is different from one subject to the next and, therefore, mentoring must “address content-related issues in content-specific terms.” Peterson and Williams (1998) also claim that unique mentoring processes are required for specific subject teachers. Subject-specific mentoring is beginning to be recognised as a more effective way to educate preservice teachers into the profession (Curran & Goldrick, 2002). Despite the differences required for mentoring specific foundation phase subjects, there are of course generic mentoring strategies that can be used from one subject to the next, particularly in the method and manner of mentoring.

Moats (2020) argues that the preparation and professional development of teachers who teach reading must be more rigorous and better aligned with evidence-based research on the science of reading. Moats (2020: 7) states that:

Unfortunately, much of this research is not yet included in teacher preparation programs, widely used curricula, or professional development, so it should come as no surprise that typical classroom practices often deviate substantially from what is recommended by our most credible sources.

If mentor teachers are to have an impact on the support and guidance they provide to preservice teachers it seems clear that they also need professional development which highlights the science of reading. The DHET (2015) indicates that preservice teachers need extensive and supervised teaching practice within schools. These practical teaching experiences should be well integrated with university coursework and must involve supervision by highly knowledge, skilled mentors. Without expert reading literacy specific mentoring, preservice teachers will not receive the modeling, guidance and feedback they require to learn how to teach reading effectively, administer reading assessments appropriately, and engage learners (Spear-Swerling, 2015).

2.5 Collaboration between university and mentor teachers

The teaching practice experience provides opportunities to reinforce what preservice teachers learn in their courses (National Research Commission, 2010). Often, however, mentor teachers are

unaware of the content of previous or concurrent coursework (Kiraz & Yildirim, 2007). This limits mentor contribution to preservice teachers' learning and also creates a feeling that mentors are not university partners, but rather on their own (Feiman-Nemser & Parker, 1993). Mentors play a significant role in forming a new teacher's identity, in particular their understanding of norms, standards, and expectations associated with teaching (Hobson et al., 2009). With respect to instructional practices and teaching philosophies, it is important for the mentor teacher to be aligned with the university programme or at least flexible in their opinions so that they can validate the training student teachers receive through their coursework (Hertzog, 1995). Mentors, who maintain that their way of teaching is best, may undermine the knowledge student teachers gain from their coursework (Browne, 1992; Hobson et al., 2009). Cooperation between the mentor and teacher education institution supports preservice teachers in applying theory to real classroom situations (Kiraz, 2003; Kiraz & Yildirim, 2007). Research on teaching practice suggests that programmes that link teaching practice with the study of theory in the classroom may be more effective than those that fail to make the connections (Browne, 1992; Darling-Hammond & Baratz-Snowden, 2007; Gardner, 2005; NCATE, 2010).

Although communication between lecturers at the university and mentors in schools is important, it often does not occur until student teachers begin their teaching practice experience and is minimal at best (Beebe & Margerison, 1995). The university and mentor should collaborate and communicate with one another early and often as partners who share responsibility for preparing the next generation of teachers. When there is no collaboration, student teachers are negatively affected (Kiraz, 2003). Universities should clearly articulate the objectives of the teaching practice to mentors (Kiraz & Yildirim, 2007). Hobson et al. (2009) support this and recommend the goals of both the preservice teacher and the mentoring relationship be made clear upfront and revisited throughout the experience. Browne (1992) described the successful efforts of one teacher preparation programme that brought mentor teachers together periodically to share concerns and offer suggestions. The meeting led to increased communication among mentors and between school-based mentors and university faculty. Browne (1992) reports an increased understanding on both sides, a decrease in theory-practice dissonance for preservice teachers, and an increase in quality and quantity of feedback from mentors.

Establishing a learning community is often suggested as a way to support the professional learning of teachers in schools (Hsu & Sharma, 2008; MacDonald, 2008). Most of the research on such

professional learning communities has considered communities of school teachers only (Stoll & Seashore Louis, 2007). Nonetheless, a number of participants such as universities and industry partners may be involved in such societies. In particular, the roles played by different organizations in the community and the benefits provided from community involvement for all participants may be important. Productive professional development is now occurring through collaborative partnerships set up between schools and universities. Some models of university/school collaboration have focused on the relationship between the teacher and the academic in regard to teacher professional development (Groundwater-Smith & Marsh 1999; Perry, 2000). The importance of university-school partnerships has been recognised for many years (Brady, 2002). As suggested by Mullen (2000), while it is beneficial for school and university practitioners to build professional communities, research on these partnerships has typically focused on the university's research or training needs (Edwards, 1995; Walsh & Backe, 2013) and the benefits to teachers of the university's involvement. What is more useful for both teachers and university educators is when partnerships provide benefits for both partners. Additionally, when teachers and teacher educators collaborate with each other in a community, there arises the opportunity to examine and reflect on practice. The significant role of reflection supporting teachers' professional learning is supported by Cuesta, Azcárate and Cardeños (2016). It is the opportunity to engage in reflection that may lead to changes in pedagogy grounded in collaborative research. Similarly, such reflection is beneficial for the participating teacher educators. "Engaging in critical transformative dialogue provides a mechanism of rigor in the development of the knowledge base and practices. "Such conversations allow members of the community to constantly reconsider, challenge and renew the quality of practice in their field" (Potter, 2001, Daniel, Auhl and Hastings, 2013: 160 state that the opportunity for teachers to work with the university can greatly benefit the teacher to develop as mentors. The partnership provides a stimulus for teachers to share innovative ideas from different perspectives as well as providing an opportunity to learn more about the challenges and successes of mentorship in the schooling context. Teachers' learning is scaffolded and supported by the university team. The teachers can provide ideas and feedback to the university staff on how the pedagogical framework worked in their situations. It will give the mentor teacher a chance to see how practice informed theory.

2.6 Teacher preparation programmes

Teacher preparation programs are wise to consider how the implementation of high quality mentoring can contribute to the growth of the student teacher, while also impacting the entire school.

Determining the best way to prepare pre-service teachers to effectively reach all students in the classroom has been highly debated in education for decades. Teacher education programmes have long been criticized for having too little connection between educational theory and the realities of teacher practice (Darling-Hammond et al., 2005). Over the years, preparation programmes have been reformed to include a more integrated programme between coursework and the field-based practice in which preservice teachers participate. The integrated model includes an attempt to reinforce a common set of standards for professional practice, rather than leaving it up to chance according to the methods of the identified mentor teacher. Use of this shared, public knowledge about teaching and learning became the vision for the preservice teacher, so as to be able to articulate what good teaching looked like (Darling-Hammond, 2006).

Contemporary teacher preparation is based on the assumption that learning to teach is acquired through collaboration with others and evolves over years of practice, from preservice through to the end of the last phase of the teachers' career. Darling-Hammond (2006) suggests that learning about teaching develops through participation in a community of practice. This view supports teachers' ability to develop their craft over the course of a professional lifetime, rather than expecting it to occur exclusively during the initial teacher preparation programme. Within the community of practice, cohorts of teachers engage in joint observation, analysis, and evaluation of lessons. They use inquiry-based opportunities to learn in contexts where new techniques can be immediately applied in teaching. Breaux and Wong (2003) refer to this as a network of learners with a culture of collaboration and continuous learning.

Learning to teach is a life-long process (Caroll, 2005). Good teachers understand that classroom effectiveness is a quest they must continue to pursue and that the education field and preservice teachers all inevitably change. Support systems that include mentoring can be used during the preservice teachers' transition from university classroom to the school classroom. Good teacher education programmes not only enhance the understanding and skills of new teachers, but increases the likelihood of them staying in the profession. Kosnik and Beck (2009) argue that teacher preparation should be given sharper focus, identifying seven priority areas: planning, pupil assessment, classroom organization and community; inclusive education; subject content and pedagogy; professional identity; a vision for teaching. Initial teacher education is ideally situated to foster such a shift in thinking. It is located squarely between teachers' past experiences as preservice teachers in classrooms and their future experiences as teachers in classrooms. From their

experiences, preservice teachers' develop the ideas and skills that guide their future practices. Improvement in teaching is tied integrally to thoughtful, spaced, deliberate practice of quality instruction of foundation phase learners. As Elmore (2004: 73) said, "Improvement is more a function of learning to do the right things in the settings where you work." If these ideas are not altered during initial teacher education, teachers own continuing experiences will reinforce them, cementing them even more strongly into their understandings of teaching, and reducing the likelihood that these ideas might ever change.

2.7 Teaching practice

Teaching practice has typically been viewed as the most important part of the initial teacher preparation programme. Identified as the period of time that culminates the preservice teachers' training, teaching practice is seen as a practical approach to teaching by providing preservice teachers with an opportunity to integrate theory with practice in the classroom. Campbell and Williamson (1973: 168) were among the first researchers to find that the most significant person for preservice teachers during teaching practice is the mentor teacher with whom they are assigned. The relationship between the mentor teacher and the preservice teachers is so important for the success of mentoring. When preservice teachers first entered the classroom, they were expected, essentially, to emulate the classroom teacher. Brodbelt and Wall's (1985) study showed that whether the model was good or bad, preservice teachers conformed to the behaviour and expectations of the mentor teacher. The influence of the mentor teacher was, and still is, significant.

Teaching practice experiences for students in the BEd programme typically range from 24-32 weeks in duration. The policy on the Minimum Requirements for Teacher Education Qualifications places an emphasis on students learning in and from practice in order to develop tacit knowledge of the world of teaching (cf. DHET, 2011). They typically follow the university calendar, meaning preservice teachers may miss out on early entry into the classroom at the beginning of the school year, or end of year activities, such as school closure. Preservice teachers are assigned to a classroom on the basis of what the mentor teacher teaches or the specific phase. Placement decisions are typically made by school officials such as an administrator, principal, often as an open invitation to staff members to volunteer for the task. Instructionally, preservice teachers gradually acquire responsibilities for the preparation and delivery of lessons, or portions of lessons, and typically culminate their teaching practice with a period of solo-teaching time, such as a week or two. Researchers argue that this type of teaching practice in and of itself is not enough to equip preservice

teachers with the essential skills to succeed in their own classrooms. Currently, teaching practice models have become more collaborative in nature. Teaching practice still consists of the facilitation of teaching responsibilities and tasks, but also grounds the preservice teachers' experiences with reflection on practice. Collaboration with the mentor teacher in the classroom allows for the integration of the experienced teachers' expertise, with the multiple sources of knowledge that preservice teachers come with. It allows them to make personal sense of concepts, theories, research, and beliefs to guide their teaching decisions.

2.8 Summary

In this chapter an overview was provided of the relevant literature that informed my research. Vygotsky's sociocultural theory. Lave and Wenger's situated learning as well as communities of practice which emphasizes social engagement in learning formed the point of departure for the discussion on mentoring. The origin of mentoring and the process of mentoring itself was defined to outline the concepts clearly. The role and the characteristics of mentors as well as that of preservice teachers was discussed by using Hudson's (2007) five constructs, namely personal attributes, system requirements, pedagogical knowledge, modeling and feedback. In addition, an overview was given of the need for mentoring preservice teachers on the crucial aspects related to reading literacy; specifically given the emphasis currently being placed on how teachers are taught to teach reading in the foundation phase (Barends & Nel, 2017). In Chapter Three the research methodology and design of this study is discussed.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

Research methodology is a systematic way to solve a problem and a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. The research methodology and design are important for any study as it structures the content and supports the specific research paradigm of the study (Hofstee, 2015:110). The purpose of this chapter is to explain the research methodology and design used in this study to gather information and draw conclusions about the second- and fourth-year preservice teachers as well as mentor teachers' experiences of mentoring.

This chapter provides the outline for the empirical research process of a systematic and focused investigation according to the following topics: research paradigm, research approach, research design, sampling, data collection methods, data collection procedures, data analysis as well as the quality assurance and the ethical considerations regarding this study.

3.2 Literature review

The function of a literature review is to find and describe theoretical perspectives and previous research findings regarding the topic of research (Leedy & Ormrod, 2005:64). The literature review process began with identifying keywords linked to the topic of research. These identified keywords are reading literacy, mentor, mentoring, preservice teacher, work integrated learning, and teaching practice. As suggested by De Vos (2011:139), all available standard reference sources such as the internet, journal articles, scholarly books, accessible software databases, research reports and peer-reviewed publications were searched according to the identified keywords.

The NWU library offers a powerful search platform through the electronic interface Onesearch which automatically searches through many databases such as EBSCHO Host, RSAT, SABINET and NEXUS, to name but a few. In addition, the Google Scholar database, as well as the catalogue of the NWU library was also consulted. The reference lists of relevant articles were also thoroughly searched for additional relevant information pertaining to the identified themes. The research process furthermore entails focused reading and sifting through all the information to obtain the

maximum amount of information relevant to the current study. This approach is supported by Leedy and Ormrod (2005:65) who suggest that the researcher should endeavour to cover an extensive scope of the literature on the topic being researched.

Once an extensive amount of literature pertaining to the topic had been studied, the next step was to critically evaluate and integrate all information, methods and conclusions. An overview of the research indicates that mentoring is regarded as a crucial aspect for preservice teachers during teaching practice. Research indicates that the input and guidance from a knowledgeable and experienced mentor teacher can have a positive effect on the preservice teachers' development and professionalism. An overview of the research indicated that five core constructs are relevant to the mentoring process, namely personal attributes, system requirements, pedagogical knowledge, modeling and feedback (cf. chapter 2).

3.3 Research methodology

The methodological design is the logic through which a researcher addresses the research questions (Mason, 2002), and gains data for the study (Denzin & Lincoln, 2005). Research methodology encompasses the complete research process: the literature review, the research approach, design, procedures and data collection methods and data analysis used in the study (McMillan & Schumacher, 2001). Therefore, the aim of research methodology is to understand the processes and not the product of scientific inquiry (Cohen & Manion, 1994).

3.3.1 Research paradigm

Kuhn (1977: 25) defines a paradigm as “an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools....” Paradigm, therefore, refers to a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research. The research problem, accompanying research questions and hypotheses are of a multifaceted nature. For this reason, both quantitative and qualitative approaches were selected for this study. The combination of research approaches led to the adoption of a pragmatic position to conduct the research (Creswell, 2003:11-12). Pragmatism has been considered the best philosophical foundation for justifying the combination of different methods within one study (Maree, 2007:263). Pragmatists believe that the truth is “what works” best for understanding a particular research problem. According to Creswell (2003:12), “...pragmatism opens the door to multiple methods, different worldviews, and different

assumptions, as well as to different forms of data collection and analysis.” Creswell (2003) furthermore deliberates that in a pragmatic paradigm, no method is specifically dominant, as the focus is not on the methods, but on the problem.

A major argument of *pragmatism* is also that quantitative and qualitative methods are compatible. Thus, a pragmatic approach offers a practical, “middle ground” orientation in relation to the post positivism paradigm of quantitative research and interpretivism which is the paradigm of qualitative research (Johnson & Onwuegbuzie, 2004).

Finally, according to Creswell and Clark (2011), pragmatism is characterised by the practicality of what works best for the researcher regarding the data that has to be gathered. As a result of all these attributes, the pragmatic paradigm was chosen for this study which aims at determining the experience of second- and fourth-year preservice teachers as well as mentor teachers by creating a framework for a mentoring programme that facilitates the teaching and learning journey of a teacher. Through adopting the pragmatic paradigm for this study, the researcher was able to apply what was the best practical approach.

3.3.2 Research approach

The study’s research problem is multifaceted. It will focus on the experiences of second year and fourth year preservice teachers, as well as that of the mentor teachers responsible for mentoring these preservice teachers. Questionnaires as well as focus groups, interviews and document analysis were utilized to collect data on the participants’ experiences related to mentoring.

The nature and complexity of the research problem and research questions motivated the researcher to consider the suitability of either a quantitative approach or a qualitative approach or a mixture of the two approaches. Quantitative research aims to objectively measure variables in some numerical way (Firestone, 1987; Maree, 2007; Leedy & Ormrod, 2005). The description, explanation and prediction are the most common research aims in quantitative research. The concept of analysis is an attempt to study behaviour under controlled conditions in quantitative research. Variables are measured with structured and validated measuring instruments to collect data, which is analysed by means of statistical computer programmes. These programmes determine statistical relationships between variables whereafter a quantitative report is compiled which includes different numbers, calculations and results of statistical importance in order to accept or reject the stated hypotheses (Johnson & Christensen, 2010; Leedy & Ormrod, 2005).

Qualitative research aims to obtain, analyse and understand rich descriptive data pertaining to a specific subject or context (Maree, 2007). This research approach is concerned with understanding the processes and the social and cultural contexts which underlie behavioural patterns. Qualitative approaches focus on phenomena that occur in natural settings as well as studying these phenomena in all their complexity (Leedy & Ormrod, 2005). Qualitative research is not simply the analysis of a few open-ended questions and quotes from transcripts but is directed at thorough analysis of the data. Strauss and Corbin (1990) claim that qualitative methods can be used to better understand any phenomenon about which little is yet known. They can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information that may be difficult to convey quantitatively. For example, in the present study little is known about the experience of second- and fourth-year preservice teachers as well as mentor teachers' experience of mentoring. The ability of qualitative data to more fully describe a phenomenon is an important consideration not only from the researcher's perspective, but from the reader's perspective as well. "If you want people to understand better than they otherwise might, provide them information in the form in which they usually experience it" (Lincoln & Guba, 1985:120).

From a pragmatic viewpoint, it is possible to use components from both a quantitative and a qualitative research approach in this study. This is called a mixed method research approach (Creswell, 2003:18; Leech & Onwuegbuzie, 2009:266). As both quantitative and qualitative data needed to be collected and evaluated, the mixed method approach can prove more time-consuming. The researcher, however, was convinced that this combination of qualitative and quantitative data would yield the best possible results. Furthermore, the researcher anticipated that the structure provided by quantitative research and the flexibility of qualitative research would complement one other.

3.3.3 Research design

According to Creswell and Clark (2011), a research design is a procedure for collecting, analysing, interpreting and reporting data in research studies. Deciding on a suitable research design is a crucial step in the research process, as it underlies the appropriate collection of data and the interpretation of the findings. Without a research design, the researcher would be unable to make the right choices about collecting data and interpreting the findings.

For the purpose of this study, the terminology of Creswell and Plano Clark (2011) was used when referring to the mixed method design. The convergent parallel mixed method design was used in this research study. According to Creswell and Plano Clark (2011:77), this is the most well-known design. The intent in using this design was to merge the trends and generalizations of quantitative methods with smaller samples, details and in-depth enquiry of qualitative methods. The choice of this design was based on the way that the quantitative and qualitative strands of the study related to each other, as proposed by Creswell and Plano Clark (2011:63). The typology of triangulation was the motivation for selecting a convergent parallel mixed method design. According to Greene et al. (1989:259), “triangulation seeks convergence, corroboration and correspondence of results from the different methods”. The convergent parallel design was initially called a triangulation design because quantitative and qualitative methods were used to get triangulated results (Creswell & Plano Clark, 2011:77; Rocco et al., 2003:22, 23). This design was applicable in this study as both quantitative and qualitative data were collected during the same phase of the research process and then merged for an overall interpretation. Creswell and Plano Clark (2011:64-68) identify four procedural considerations that are important in all mixed method research designs, namely level of interaction between strands, the relative priority of the strands, timing of the strands and the procedure for mixing the strands. The level of interaction refers to the extent to which the quantitative strand and the qualitative stand were kept independent or interact with each other. In this study, there was an independent level of interaction. The quantitative and qualitative data collections were kept separate. The researcher only mixed the results of the two strands when conclusions were drawn, and interpretations made at the end of the study.

The relative value of the strands refers to the significance or weighting of the methods of quantitative and qualitative answer to the research questions. In this analysis, the weighting of qualitative and quantitative approaches has been similar, as both components play an equally important role. Timing shows the temporal relationship between the components of qualitative and quantitative research and describes the order in which the data sets were collected, analyzed and interpreted by the researchers. The timing can be synchronized where qualitative and quantitative data are collected at about the same time and evaluation and interpretation did not take place until all data were collected. This study made use of concurrent timing as the data from the questionnaires and the focus groups, the interviews, as well as the document analysis were collected concurrently. The fourth procedural consideration was how the quantitative and qualitative methods were mixed. Mixing indicates the procedure for combining the different data sets. Creswell and Plano Clark

(2007:83, 84) identify three strategies for mixing quantitative and qualitative data, namely merging, embedding and connecting the data sets. After presenting, evaluating and interpreting the individual data sets, this analysis combined the two data sets as part of the interpretation process.

A mixed methods research model for this study was developed as a conceptualisation of the research design and process. Figure 3.1 is a model of the convergent variant of the triangulation mixed methods research design.

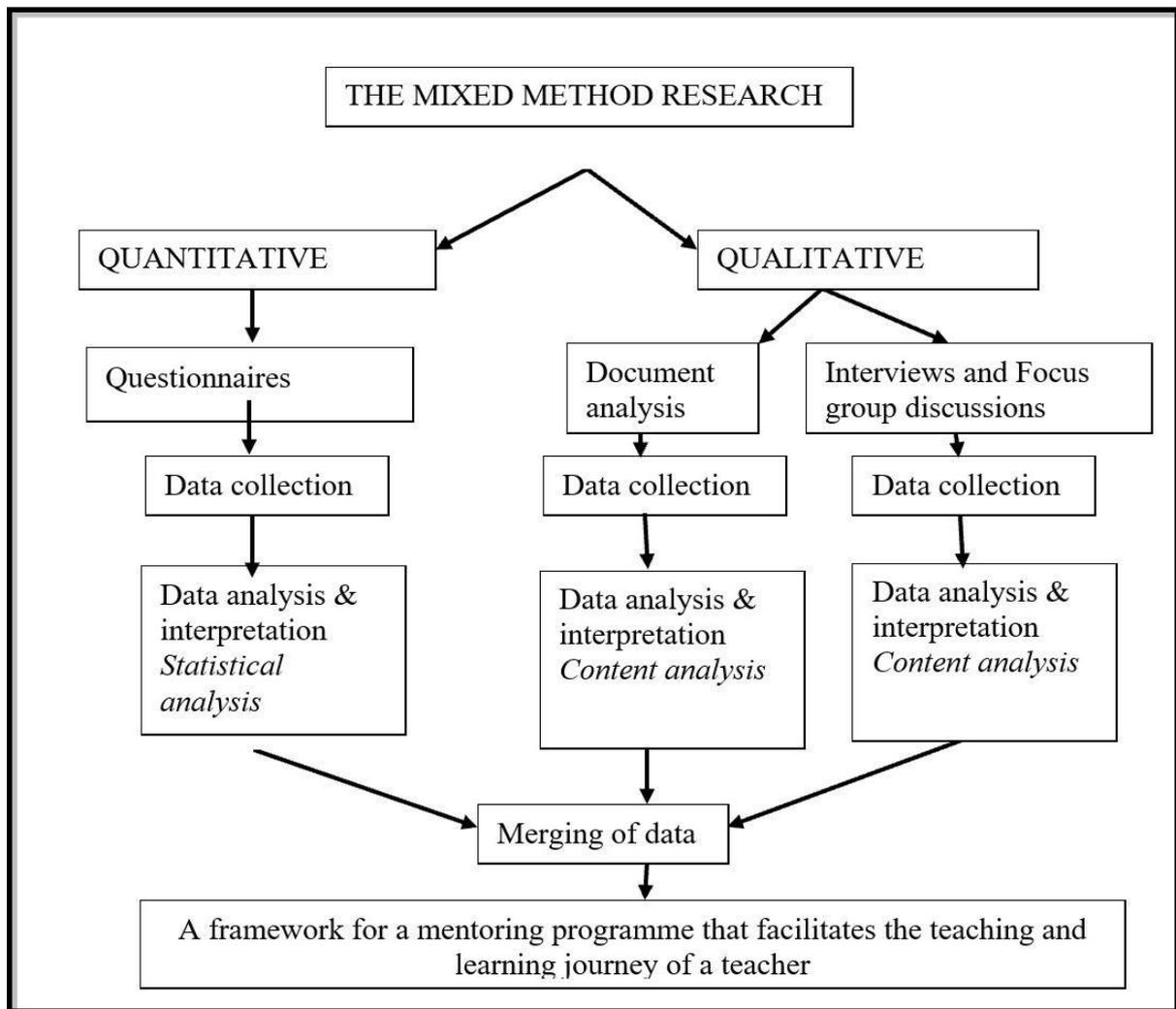


Figure 3.1: The mixed methods research model

3.3.4 Participants and sampling

Sampling refers to the selection of participants from the total population with which the research problem is concerned (De Vos, 2011:223). The team of participants is much smaller than the population, but it represents the population as a whole. According to Teddlie and Yu (2007:87), creativity and flexibility in the sampling design of mixed method research is important. For this

research project, the researcher used purposive sampling and non-probability sampling. The power of purposeful sampling is to pick in-depth study cases that are rich in data. The following limitations and characteristics are included in this analysis:

- Three schools in one educational district. Each school offered a different home language in the foundation phase in order to ensure that mentoring to all our students were noted (i.e., English, Setswana and Afrikaans). The students in the Foundation Phase are placed at schools according to their Home Language specialization.
- All 40 teachers fulfilling the role of mentor teacher to preservice teachers in the selected schools.
- 44 second year and 40 fourth year preservice teachers enrolled in a BEd (Foundation Phase specialisation) programme at one university. The two groups of preservice teachers were chosen specifically due to the differing experiences each group had in classrooms and with mentoring. At the time of the study, second year preservice teachers spent approximately 15 days with a mentor and final year preservice teachers spent 72 days over the course of their degree. The final year preservice teachers also experienced two or three different mentors at that point in time. The aim for selecting the two groups of students with diverse mentoring experiences was to ensure that the development of a mentoring framework for the Faculty of Education would take cognizance of the need for developmental differences in the approach to mentoring required for different year levels.

There were three sets of participants in this study:

The mentors at the three selected school (English, Afrikaans and Setswana) in the North West Province. These schools were chosen as it was a convenient location for the researcher and is a good example of a well-organized ex-model C schools. The second- and fourth-year students were selected from the entire population of second- and fourth-year students in the BEd programme, namely two hundred and eighty. From the population, forty-four second year and forty fourth year preservice teachers were selected to participate. Only those participants who agreed to participate and signed the consent forms were included in the study.

3.3.5 Data collection methods

I used a variety of data collection instruments, including questionnaires, focus group interviews, semi-structured interviews and document analysis (i.e., preservice teacher portfolios) to gain an understanding of how preservice teachers and mentors experience mentoring. By triangulating data

sources, I ensured that their mentoring experiences were not explored through a singular lens, but through a variety of lenses to allow multiple facets of the mentoring phenomenon to be revealed and understood (Baxter & Jack, 2008). Yin (2009) stresses the importance of using multiple sources and that data must be triangulated.

3.3.5.1 Quantitative data collection methods

Three questionnaires, adapted from Hudson (2003; 2010) were used to determine (1) second- and fourth-year preservice teachers' and (2) mentor teachers' experience with mentoring, specifically related to reading literacy within the Foundation Phase.

A questionnaire is an instrument that takes the form of a document with questions and/or statements designed to gather information appropriate for analysis (De Vos, 2011). In this study the questionnaire was used to gather data from participants (preservice teacher and mentor teachers) by presenting them with a series of statements related to their experience with mentoring.

For each item on the two questionnaires, the participants indicated on a Likert scale "strongly agree," "agree," "uncertain," "disagree," or "strongly disagree." Scoring was done by assigning a score of one to items receiving a "strongly agree" response, a score of two for "agree" and so forth through the five response categories. A five-factor model for mentoring has previously been identified, namely Personal Attributes, System Requirements, Pedagogical Knowledge, Modeling, and Feedback (Hudson & Skamp, 2003), and items associated with each factor have also been identified and justified within the research literature (Hudson, Skamp & Brooks, 2005) indicating its validity and reliability as well as appropriateness for use in this study.

Statistical analysis of preservice teachers' responses (n=331) from nine Australian universities on the five-factor model indicated acceptable Cronbach alphas for each key factor, namely Personal Attributes (mean scale score=2.86, SD=1.08), System Requirements (mean scale score=3.44, SD=.93), Pedagogical Knowledge (mean scale score=3.24, SD=1.01), Modeling (mean scale score=2.91, SD=1.07), and Feedback (mean scale score=2.86, SD=1.11) 0.93, 0.76, 0.94, 0.95, and 0.92, respectively.

The Cronbach alpha values calculated for this study are presented in Table 3.1.

Table 3.1: Cronbach alpha values

Constructs	Cronbach alpha value
Personal attributes	0.82
System requirements	0.76
Pedagogical knowledge	0.90
Modeling	0.85
Feedback	0.82

Reliability can be explained as the consistency with which a measuring instrument gives a certain result when that which is being measured, has not changed (Leedy & Ormrod, 2005:29; Maree, 2007:147, 215). The Cronbach alpha coefficient is most commonly used to statistically determine the reliability of an instrument based on the instrument's inter-item correlations (De Vos et al., 2011:177). The mean of the inter-item correlations should fall between 0.15 and 0.55 (Clark & Watson, 1995:309-319) and reliability coefficients higher than 0.70 are often considered acceptable in the social and behavioural sciences. Coefficients above 0.90 represent a high reliability (Gray 2009:158; Hancock & Mueller, 2010:341; Nunnally & Bernstein, 1994:265).

3.3.5.2 Qualitative data collection methods

(i) Focus group interviews

Focus group interviews are “a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions), ‘focused’ around a particular topic or set of issues” (Wilkinson, 2004: 177). Focus groups allow the investigation of a multitude of perceptions in a defined area of interest and are fundamentally a way of listening to and learning from people to acquire ideas and insights (Breen, 2006).

Three focus group interviews were held with second year preservice teachers majoring in English, Setswana and Afrikaans as well as three focus group interviews with fourth year preservice teachers majoring in English, Setswana and Afrikaans. The purpose of these focus groups was to gather information from the second- and fourth-year preservice teachers by listening and observing (and recording) to determine their experiences of the mentoring process (cf. Appendix F).

(ii) Semi-structured interviews

Merriam (2009: 88) explains that “interviewing is necessary when we cannot observe behaviours, feelings, or how people interpret the world around them.” A total of 40 individual semi-structured interviews were held with the mentor teachers at a time and place they preferred. Interviewing mentor teachers helped me gain insight into the desires and professional needs of the mentor teachers related to mentoring. During the interviews, my questions focused on the experiences, feelings, and mentoring beliefs of the participants. I employed a form of “bracketing” which, according to Miller and Crabtree (1992, as cited by Groenewald, 2004) requires researchers to “bracket” their own preconceptions and allow themselves to become an interpreter. I know that I had an exchange of views between myself and my participants so I had to hold back my preconceptions and try to understand the mentoring process from their point of view. During the interviews, I asked about the aspirations and relationships of the participants with mentors and the preservice teachers. I asked if they felt they needed help to develop their professional practice and if the support they received in the end was in line with those needs (cf. Appendix E).

iii) Document analysis

Document analysis is a systematic procedure for reviewing or evaluating documents. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). The aim of analyzing the preservice teachers’ portfolios was to determine the extent to which the mentor teachers supported the preservice teachers by providing them access to examples of lesson planning, motivating why they chose certain resources, and how they managed their classrooms. This information was usually provided as artifact evidence in the preservice teachers’ portfolios as well as in their reflections where they had to refer to their conversations with the mentor teacher and what they had learnt from the mentoring experience. In addition, this included attendance register, rubrics that the mentor teacher must have completed after assessing the preservice teacher’s lesson and lesson preparation as well as lesson presentations, marks allocated, signed, dated and stamped by using the school’s stamp. (cf. Appendices H-L). It also allowed me to ascertain to what extent the mentor teacher provided guidance during the completion of the portfolio. Fifty portfolios of second- and fourth-year preservice teachers were assessed in the first semester and 50 portfolios of the

second- and fourth-year preservice teachers in the second semester. The portfolios selected were those of the preservice teachers that participated in the study. Many of the artifacts included in the portfolios could not be completed successfully without the input of the mentor teacher.

3.4 Data collection procedure

For the purpose of this study a step-by-step procedure was utilized in order to fit school schedules and university coursework requirements (e.g., test and examination schedules).

- Step 1:** During this step, all participants were approached to participate in the study. They were given an overview of the study and what participation will require from each of them. They were also asked to complete consent forms (e.g., school principals, school management teams, mentor teachers and preservice teachers)
- Step 2:** All participating second year and fourth year preservice teachers were asked to complete a questionnaire on their mentoring experiences during school-based placement for their practicum.
- Step 3:** All participating mentor teachers (i.e., their mentoring of preservice teachers) were asked to complete a questionnaire on their mentoring experiences.
- Step 4:** Three focus group interviews were held with 44 second year preservice teachers majoring in English, Setswana and Afrikaans as well as three focus group interviews with 40 fourth year preservice teachers majoring in English, Setswana and Afrikaans.
- Step 5:** Semi-structured interviews were held with 40 second year preservice teachers, 44 fourth year preservice teachers as well as 40 mentor teachers at the three selected schools.
- Step 6:** Upon completion of their practicum, the portfolios of the second year and fourth year preservice teachers were analysed for the evidence of mentoring. The aim of analyzing the preservice teachers' portfolios was to determine the extent to which the mentor teachers supported the preservice teachers by providing them access to examples of lesson planning, motivating why they chose certain resources, and how they managed their classrooms. This information was usually provided as artifact evidence in the preservice teachers' portfolios as well as in their reflections where they had to refer to their conversations with the mentor teacher and what they had learnt from the

mentoring experience. This included attendance register, rubrics that the mentor teacher must have completed after assessing the preservice teacher's lesson and lesson preparation as well as lesson presentations, marks allocated, signed, dated and stamped by using the school's stamp.

3.5 Data analysis

3.5.1 Quantitative data analysis

The gathered data from the questionnaires were statistically computed by means of the SAS (SAS Institute Inc., 2019) computer software programme to obtain related scores for the purpose of quantitative interpretation. Descriptive statistics (i.e., means and standard deviations) were calculated for each of group of participants completing the mentoring questionnaire (i.e., second years, fourth years and the mentor teachers). Spearman's correlation coefficient is a non-parametrical statistical measure of the strength of a monotonic relationship between paired data. Spearman's correlations were calculated to determine the strength of the relationship between the five-construct model of mentoring as determined in this study.

Cohen's effect size r was used to determine the strength of the relationship (Cohen, 1988:26). The following scale was used for r values:

- Small effect: 0.1
- Medium effect: 0.3 and also observable with the naked eye
- Large effect: ≥ 0.5 and also practically significant

As a result of the fact that no random sampling was done, interpretation of comparisons between group means was done according to Cohen's effect size d (Cohen, 1988). Effect sizes indicate practical significance; that is the extent to which a difference is large enough to have an effect in practice (Steyn, 2009). The following guidelines were used for d -values regarding differences between means: small effect: $d = |0.2|$; medium effect (noticeable with the naked eye): $d = |0.5|$; large effect (practically significant): $d \geq |0.8|$.

3.5.2 Qualitative data analysis

The objective of the qualitative analysis was to examine the different elements of the data captured in order to clarify concepts and constructs and to identify patterns, themes and relationships according to the purpose of the research.

Partington (2003) states that there is little standardisation with no absolutes where a specific type of qualitative data relates to a specific type of analysis. No single qualitative data analysis approach is widely accepted (Neuman, 1997). Each qualitative data analysis is to some extent a uniquely designed event. With the preceding in mind, the qualitative data analysis of this research was done according to a qualitative content analysis process as recommended by Gall et al. (1996: 322), Henning et al. (2004: 104-109), De Vos et al. (2005: 334) and Roberts et al. (2006: 43).

The qualitative content analysis involved the following procedures:

- Recording of data by means of note taking and audio recording of responses.
- Responses from the interviews and focus groups were transcribed verbatim.
- The entire transcribed text was read at first to obtain an overall impression of the content and context.
- *Codes* are names or labels assigned to specific units or segments of related meaning identified within the field notes and transcripts (Neuman, 1997; Henning et al., 2004). The coding process for the transcripts consisted of three coding steps as described by Neuman (1997) and Thietart (2007), namely: open coding, axial coding and selective coding.
 - *Open coding* involved the identification and naming of segments of meaning from the transcripts in relation to the research topic. The focus of open coding is on wording, phrasing, context, consistency, frequency, extensiveness and specificity of comments. The segments of meaning from the transcripts were clearly marked (highlighted) and labelled in a descriptive manner.
 - *Axial coding* was done by reviewing and examining the initial codes that were identified during the previous procedure. Categories and patterns were identified during this step and organised in terms of causality, context and coherence.
 - *Selective coding* as final coding procedure involved the selective scanning of all the codes that were identified for comparison, contrast and linkage to the research topic as well as for a central theme or “key linkage” that occurred.
- The codes were evaluated for relevance to the research purpose.
- Related codes were then listed in categories according to the research purpose and theoretical framework from the literature study.

- The analysis process was further informed by inquisitive questions to identify thematic relationships from the various categories. Questions may include among others (Henning et al., 2004: 106):
 - What was the relationship (-s) in meaning between all the categories?
 - What were deduced from the categories as a whole?
 - What meaning was missing?
 - What was foregrounded in the analysis?
 - What has moved to the background?
 - What alternative explanations were possible?
 - How were the research aims addressed by the various categories?

The qualitative analysis process was concluded by the description of thematic relationships and patterns of relevance to the research. The above process of qualitative analysis served as a framework to ensure that the initial data were systematized to form part of the final data by thematic organization.

3.5.3 Electronic assistance for qualitative data management and analysis

To assist with data management and analysis, I utilized the computer assistant qualitative data analysis system (CAQDAS) ATLAS.ti (Friese, 2012) and the approach of noticing, collecting, and thinking (Seidel, 1998). The source of data was uploaded and a hermeneutic unit was developed, referred to as a primary report. As I coded each primary file, each code frequency was determined by the computer. At that point in my research process, the first number next to the code indicated the frequency. This number has also been referred to as grounding or as being important to the results.

First, I used the ATLAS.ti query tool to produce a report with all the quotes and memos attached to the keys. I was able to select outstanding quotes for each definition from the document and their location. I then created a table of core classes, subcategories, class description, total number of units, copy quotes, position of transcripts in ATLAS.TI, and dated it.

3.6 Position/role of the researcher

During the study I expected different interpretations of reality among study participants, as each

brings their own understanding of the mentoring process and generates their own definition regarding their mentoring interactions and experiences. During the quantitative component of the research, I played an objective role (Maree, 2007). Nonetheless, during the qualitative section, I argued for the significance of the participants' perceptions of reality and also accepted that meanings were influenced by the social context in which an event occurs. As a study, I became the interpreter of what participants said at the end of the mentoring process and what I finally wrote down. Bogdan and Biklen (2007: 38) state, "Qualitative researchers attempt to seek out their own subjective states and their effects on data". While it is not possible to be completely free of bias, the researcher should make every attempt to reveal those biases and employ means to transcend them (Bogdan & Biklen, 2007; Strauss & Corbin, 1998). By identifying my biases and employing rigorous research methods, I tried to reduce the subjectivity during the qualitative component of the study (Bogdan & Biklen, 2007).

My goal was to reveal my biases through self-reflection and make the study credible and trustworthy by making explicit how my biases may have influenced the study. Entering my study, I was fully aware that I needed to be cautious about projecting my views onto research participants (Rubin & Rubin, 2005). Although it is not possible for researchers to completely put aside their biases when conducting research, these biases can also provide the impetus for their study. To this end, I chose to research this particular topic because I am a strong advocate for preservice teacher mentoring. To mitigate biases, I utilized several strategies. First, I employed triangulation by using multiple methods of data collection including interviews, surveys, written reflections, and preservice teacher work documents (Merriam, 2009). This methodology helped me to compare and analyze the data collected during the interviews with what I read in the written reflections contained in the preservice teachers' portfolios as well as the questionnaires. In addition, after the interview I performed member checks with respondents and after reporting my initial findings, I used member checks as a means of eliminating the risk of misunderstanding the significance of what they said and did. Therefore, member tests helped me to recognise my own prejudices and misunderstandings about what I heard or read. I performed peer debriefs with colleagues at the University's Work Integrated Learning and Mentoring Office to further guard against stereotyping in order to assess whether my results are credible based on the data.

3.7 Trustworthiness

Trustworthiness is used to describe the quality of a study and results from qualitative aspects of

research. Studies are considered as trustworthy when the researcher was rigorous and ethical in carrying out the study (Lincoln & Guba, 1985). The criteria I used to establish trustworthiness are credibility, transferability, and dependability.

According to Lincoln and Guba (1985), credibility means there are multiple ways in which individuals come to understand a particular phenomenon or process. In my study of examining the ways in which the various participants experience mentoring, each participant brought his/her own individual perceptions and experiences meaning there were multiple realities. To establish credibility, I employed strategies such as (a) data triangulation, (b) peer debriefing, and (c) member checks. Triangulation occurs when more than one data source provides supporting evidence of emerging themes and perspectives (Creswell, 2007). To achieve data triangulation, I used multiple data sources including interview transcriptions, focus group transcriptions, questionnaires, and document analysis to establish trustworthiness. All of my data sources were compared and cross-checked to look for patterns and themes as well as any disconfirming evidence or anomalies that may be present. Peer debriefing is a way to provide outside checks of the research process. It involved me engaging with my supervisor and colleagues in the WIL and mentoring office as well as a peer reviewer to provide me with feedback. Through the debriefing process, their feedback facilitated my research in the areas of transcription analysis, coding methods, and analysis methods (Creswell, 2007). Last, member checking was conducted as a way to ensure the accuracy of my findings. Participants were provided with my initial findings to review to provide feedback on whether I accurately shared their views (Creswell, 2007; Lincoln & Guba, 1985).

Transferability is the degree to which findings may be applicable to other situations. In order to enhance the possibility of transferability, Lincoln and Guba (1985) suggest several strategies such as thick description and keeping an audit trail. They further note that transferability is more the responsibility of the person wanting to transfer the findings to another situation or population than the researcher of the original study. They argue that as long as the original researcher presents sufficient descriptive data to allow comparison, he or she has addressed the issue of transferability. With this in mind, I utilized thick descriptions of the data and context, including quotes from interviews and reflections as well as a table outlining the questionnaire data. In addition, I maintained an audit trail which is a detailed record of how my data was collected, coded, and analyzed throughout the study. Each datum collected was noted in specific detail in order to establish a chain of evidence (Yin, 2009).

To establish dependability, Lincoln and Guba (1985) posit that researchers must visibly define their research process and be prepared for an examination of the research design from others. They further assert that research findings must be “consistent with the data collected”. In my attempt to establish dependability, I utilized strategies previously mentioned, such as stating my researcher positions, triangulation, peer debriefing, and an audit trail. In qualitative research, one way to enhance dependability is through an audit trail (Merriam, 2009). An audit trail is a clear record of how, throughout the analysis, data was collected, processed, and analyzed.

To further ensure trustworthiness, I assigned pseudonyms to protect participants’ confidentiality (Rubin & Rubin, 2005). I created a digital file for every group of participants using the pseudonym. Transcriptions of interviews and focus groups, and questionnaire information are held in an electronic archive depending on the date data were collected. All data accumulated are stored on the project leader's computer that is secured by password.

3.8 Reliability and validity

According to Maree (2007), quality assurance for the quantitative component of the research refers to validity and reliability. In this study it was attempted to ensure the validity of the data collection process by using an existing questionnaire as basis for the tailor-made questionnaire for this study. It thus ensured that no vague or unclear questions were included as the questionnaire had already been used before. The Cronbach alpha values for the questionnaires used in this study are reported in Table 3.1.

Although the results of this study cannot be generalized due to the limitation regarding the size of the population, an attempt was made to report as much information as possible regarding the participants themselves as well as their responses.

3.9 Ethical aspects

Research abuse history has led to the development of ethical guidelines that focus on protecting human subjects from coercion or exposure to inappropriate levels of risk through their involvement in research. Three basic principles are set forth in the Belmont Report to provide an analytical framework toward the resolution of ethical problems that develop with research involving human subjects: (a) respect for persons, (b) beneficence, and (c) justice. The principles provide a framework

within which to think about risks to human subjects participating in research; in addition, they “provide a basis on which specific rules may be formulated, criticized, and interpreted” (National Commission, 1979: 3). The principle of justice in research speaks to the fair distribution of the burdens and benefits of research in the selection and recruitment of participants (Mastoianni & Kahn, 2001). The principle of beneficence speaks to the maximising of benefits and the minimising of risks in the research process. According to the Belmont Report, researchers are to adhere to two general rules: (a) do no harm, and (b) maximise the possible benefits and minimise possible harms (National Commission, 1979: 6). Essentially, “we must actively attempt not only to avoid harms, but to benefit those studied, to augment, not merely respect, their autonomy” (Cassell, 1982: 27).

The researcher dealt with ethical issues in the following manner:

a. Informed consent

Before starting the process, the researcher informed the participants about the purpose of the research project as well as the extent to which they would be involved. The researcher also explained their involvement and what would be expected of them, specifically the completion of questionnaires, and participation in either focus groups or interviews. The author received their informed written consent in accordance with this.

b. Harm and risk

In this research study the researcher ensured that no participant was put in a situation where they might be harmed as a result of their participation, physical or psychological (Trochim, 2000).

c. Honesty and trust

I adhered strictly to all the ethical guidelines served as standards about the honesty and trustworthiness of the data collected and the accompanying data analysis.

d. Privacy, confidentiality and anonymity

In this study the researcher ensured the confidentiality of the participants by the removal of any identifying characteristics before widespread dissemination of information. The researcher made it clear that the participants’ names were not used for any other purposes, nor was information shared that revealed their identity in any way.

e. Voluntary participation

Despite all the above-mentioned precautions, it was made clear to the participants that the research is for academic purposes and that their participation in it was absolutely voluntary. No one were forced to participate.

f. Ethical clearance

Ethical clearance was obtained from the North-West University ethical committee (cf. Appendix G).

3.10 Summary

The aim of this chapter was to discuss the research methodology of this study. A mixed method approach based on the pragmatic paradigm was identified as the most appropriate for this investigation. The empirical research framework was then discussed in detail, including the convergent parallel mixed methodology model, integrating quantitative and qualitative methods, selected approaches to data collection, as well as appropriate data analysis, processes and information. This chapter also outlined the ethical considerations as well as the researcher's position.

CHAPTER 4: PRESENTATION OF RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and interprets the results of the quantitative data analysis, followed by the presentation and interpretation of the qualitative data analysis. The results are presented in such a way as to address the research questions posed in chapter 1:

- What is the difference between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers?
- What roles should preservice teachers undertake in the mentoring process?
- What are the essential characteristics of mentors and the roles they undertake?

The following hypothesis was formulated for this study and is also addressed in this chapter:

H₁: There is a difference between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers.

4.2 Quantitative analysis

The quantitative data aims to address the mentoring experiences of the second- and fourth-year preservice teachers as well as that of the mentor teachers.

4.2.1 Mentoring experiences of second year and fourth year preservice teachers

In this section, the results are presented according to the five core constructs of mentoring that were confirmed in this study by the high Cronbach alpha values (cf. Table 3.1). The results indicated that with regards to **personal attributes** the second- and fourth-year preservice teachers did not differ significantly (cf. Tables 4.1 and 4.2). The second- and fourth-year preservice teachers indicated that they appreciated the supportiveness of the mentor as well as their ability to talk to them about various aspects related to reading literacy. In addition, both groups of preservice teachers were of the opinion that the mentor teachers were able to instill positive attitudes in them, assist them with reflection on their own work, listened to them attentively and also helped them to feel more confident after their teaching practice period.

With regard to **system requirements**, the second- and fourth-year preservice teachers' scores ($\bar{x}=4.12$ and $\bar{x}= 4.13$, respectively) indicated that they did not differ significantly on this construct. The results indicated that the preservice teachers were of the opinion that the mentor teachers supported them with regard to obtaining information on relevant policies (e.g., school policies, codes of conduct, etc.) or guiding documents or memos from the district focusing on reading literacy aspects. The comments made by the preservice teachers were corroborated by the evidence provided in their portfolios (cf. Appendix H). An analysis of the preservice teachers' written reflections within their portfolios indicated that the mentor teachers provided them with subject-specific documents that were circulated by the district office. In addition, the mentor teachers made it explicit how to use these documents in order to identify and formulate aims and/or objectives for their lessons focusing on reading; this evidence was gleaned from the portfolios of evidence.

The mean scores of the second- and fourth-year preservice teachers (cf. Tables 4.1 and 4.2) indicated that the mean difference between the two groups was not very big with regard to the construct of **pedagogical knowledge**. Preservice teachers agreed that they were adequately assisted in the proper planning of their lessons (before lesson presentation), evidence-based reading teaching strategies for use during the presentation of lessons. The preservice teachers were also of the opinion that their mentor teachers talked to them about the content knowledge required for reading and also assisted them with classroom management strategies and techniques. These comments were also corroborated by evidence included in their portfolios where copies were included of the mentor teachers classroom rules and some of their procedural requirements related to classroom management.

With regard to the last two constructs, namely **modeling** ($\bar{x}= 4.32$ and $\bar{x}= 4.35$) and **feedback** ($\bar{x}= 4.24$ and $\bar{x}= 4.38$) the results indicated that the second year and fourth year preservice teachers did not differ significantly. The preservice teachers seemed to agree that their mentor teachers assisted them in aspects related to the modeling of specific reading literacy practices (e.g., group guided reading), and the modelling of a rapport with the learners. The preservice teachers mostly agreed that written feedback as well as oral feedback on their reading literacy teaching lessons was provided by their mentors. The participants were also of the opinion that their mentor teachers modelled effective reading lesson, made use of well-designed literacy activities and displayed enthusiasm while doing it. Their mentor teachers also observed their lesson presentations before providing some form of feedback.

Table 4.1: Descriptive statistics for second year preservice teacher

Variable	N	Mean	SD	Min	Max
Personal attributes	44	4.33	0.52	3.16	5.00
System requirements	44	4.12	0.62	2.66	5.00
Pedagogical knowledge	44	4.22	0.54	2.63	5.00
Modeling	44	4.32	0.50	3.25	5.00
Feedback	44	4.24	0.57	2.66	5.00

Table 4.2: Descriptive statistics for fourth year preservice teacher

Variable	N	Mean	SD	Min	Max
Personal attributes	40	4.40	0.48	3.16	5.00
System requirements	40	4.13	0.86	2.00	5.00
Pedagogical knowledge	40	4.30	0.56	2.81	5.00
Modeling	40	4.35	0.64	2.37	5.00
Feedback	40	4.38	0.54	3.00	5.00

4.2.2 Mentoring experiences of the mentor teachers as well as a comparison of mentoring experiences

The results indicated that the mentor teachers were of the opinion that they provided and/or modelled good mentoring practices to the preservice teachers. Their responses on the questionnaire indicated that they either agreed or strongly agreed with the statements presented on the five core constructs, namely personal attributes, system requirements, pedagogical knowledge, modeling and feedback. The mean scores on all aspects more above four (cf. Table 4.3).

Table 4.3: Descriptive statistics for the mentor teachers

Variable	N	Mean	SD	Min	Max
Personal attributes	40	4.49	0.44	3.66	5.00
System requirements	40	4.32	0.56	2.33	5.00
Pedagogical knowledge	40	4.47	0.51	3.18	5.00
Modeling	40	4.55	0.39	3.75	5.00
Feedback	40	4.36	0.54	3.16	5.00

As a result of the fact that no random sampling was done, interpretation of comparisons between groups means were done according to Cohen's effect size d (Cohen, 1988). Effect sizes indicated practical significance – that is the extent to which a difference is large enough to have an effect in practice (Steyn, 2009). The results indicated that the second-year preservice teachers differed from the mentor teachers ($d=0.5$) in terms of their responses for pedagogical knowledge as well as modeling. The mean scores for the mentor teachers on these two constructs were slightly higher than those of the second-year preservice teachers (cf. Tables 4.1 and 4.3). The effect sizes are, however, of a medium effect. The results seem to indicate that the mentor teachers were of the opinion that they were doing a slightly “better job” of mentoring related to pedagogical knowledge and modeling aspects than that experienced by the second-year preservice teachers. With regard to the other constructs, there was no practically significant difference between the second years, the fourth years and the mentor teachers. The results also did not indicate practically significant differences between the second- and fourth-year preservice teachers on any of the constructs. The results, therefore, indicate that the hypothesis formulated for this study cannot be supported. Overall the results are somewhat surprising in that one would expect there to be a difference in the approach as well as the focus of mentoring second- and fourth-year preservice teachers. One would expect the second-year student to be far more “needy” than the fourth years. They typically want to know whether what they were doing was right or wrong – a typical coursework mentality where passing and failing is what they are interested in. Fourth year students, on the other hand, are on the verge of entering the profession and should be able to function without too much support from the mentor teacher; only needing support in terms of complex aspects related to, for example, how to adapt reading instruction if it is not fulfilling the needs of the majority of the diverse learners. In addition, the fact that most mentors were of the opinion that they were doing a good job of mentoring could be that they didn't want to lose face and don't always reflect or are not required to reflect on their mentoring practices. Mentor teachers also do not typically receive any reading literacy specific support from the university; this may be a reason that the type of mentoring and scaffolding provided by the mentor teachers did not differ for second and fourth year preservice students.

4.2.3 Mentoring constructs

Spearman correlations indicated that the five constructs related to mentoring correlated statistically significantly as well as practically significantly with one another (cf. Table 4.4). This indicates that the five mentoring constructs identified and supported in this study cohere and relate to one another. This also implies that the mentoring process may be strengthened with the inclusion of personal

attributes, particularly as learning takes place within a social context. This indicates that when developing mentoring support programme for either preservice teachers or for mentor teachers these five constructs need to be included as core components of the programme. Leaving out any of the five constructs may lead to a less effective mentoring programme. Of particular relevance to this study would be the inclusion of reading literacy specific pedagogical aspects. Teaching learners to read requires a knowledgeable mentor teacher who can guide preservice teachers in the complexity of this endeavor.

Table 4.4: Spearman correlations

	Personal attributes	System requirements	Pedagogical knowledge	Modeling	Feedback
Personal attributes	1.00	0.73*** +++	0.88*** +++	0.84*** +++	0.78***
System requirements	0.73*** +++	1.00	0.78*** +++	0.73*** +++	0.73*** +++
Pedagogical knowledge	0.88*** +++	0.78*** +++	1.00***	0.89*** +++	0.85*** +++
Modeling	0.84*** +++	0.73*** +++	0.89*** +++	1.00	0.79*** +++
Feedback	0.78*** +++	0.73*** +++	0.85*** +++	0.79*** +++	1.00

Statistical significance

*** P<0.0001

Practical significance

+++ r =0.5

4.3 Qualitative analysis

In this section the results of the focus group interviews with the preservice teachers, as well as the analysis of the preservice teachers’ portfolios are presented. The analysis is presented in a theme-based manner utilizing the five core constructs supported in this study.

4.3.1 Mentoring experiences of second- and fourth-year preservice teachers

4.3.1.1 Personal attributes

The responses from the second- and fourth-year preservice teachers seem to indicate that the mentor’s personal attributes can affect the mentoring process. For instance, preservice teachers stated that:

My teacher shared with me what she’s doing and why all the time and also explained to me how things work and were more than willing to make copies and share her work with me as well as completing the rubrics for me.

I had very good support from one educator that allowed me full days to practice similar lesson content before actually presenting the lesson, and in the beginning, I set my clock on my phone to keep to times and get used to the set routine as expected within the classroom situation.

The findings further indicated that the mentor teacher's enthusiasm or the lack of it can have an effect on the preservice teacher's development. The preservice teachers relied heavily upon mentors for support and guidance through clear discussion and providing resources where needed and if it could be provided.

I had the problem that whatever information I requested that was needed for my portfolio content (like the policies of the school or the school conduct), my teacher would just refuse, and on the last day I had to beg her to complete the portfolio's rubric to be able to complete my portfolio.

The results indicated how invaluable the traits of supporting, guiding, listening attentively and boosting their confidence are for the preservice teachers. The second-year preservice teachers were especially very "needy" and wanted explicit guidance from the mentor. The preservice teachers need to hear from the mentor teacher what exactly is expected of them and if needed, they must model to them or correct them in the process to make sure they also acquire the skills as they progress. They wanted their mentors to talk to them and listen attentively as well as assist them to reflect upon his/her practice (i.e., what worked and what didn't work).

I need support with instruction, we learn a lot of theory but to actually implement it in the classroom situation is quite another matter.

The teacher must show us exactly what to do and how to do it and tell us where we go wrong in the process to enable us to correct it immediately.

The fact that the fourth-year students were also still focused on a great deal of support and guidance seems to indicate that the gap between theory and practice is still alive and well. The opportunities to practice and get support from lecturers at university on aspects related to practice seem to be few and far between. They know the content of how one should do things, but the reality of the classroom is totally different and they do not seem to be prepared to think on their feet; they are still very unsure of themselves. The preservice teachers' responses seem to support the theory practice gap that exists and which is referred to in the literature:

The teacher understands the classroom situation within the context of the school and by providing me with specific examples enabled me to understand what is expected of me.

I am not sure how to do certain things, and during teaching practice I get the only opportunity to see how things are done.

The results indicated that preservice teachers were well supported, one of the preservice teachers during the interviews expressed the need to be shown classroom management skills in action. From the responses it can be inferred that the link to practice is not made at university and that the preservice teachers rely heavily on the mentor teachers for “knowledge in action” and emotional support.

It is clear from the findings of the interviews with the preservice teachers that the mentor’s personal attributes can influence the preservice teachers’ development as a teacher and may influence the effectiveness of the mentoring process. The findings showed in the end that the second year and fourth year preservice teachers agreed that they were well supported and guided by the mentor teachers.

4.3.1.2 System requirements

System requirements relate to policies and/or guiding documents or memos from either a national, provincial, district or school level. The preservice teachers’ responses indicated that the mentors were very aware of the importance of the CAPS document. Some preservice teachers indicated that their mentors referred to other documents, such as the Reading Strategy document, but the CAPS was the most important. The mentors also assisted the preservice teachers by providing them with copies of their school policies and other administrative guidelines:

Before starting the teacher would always tell me to go to the CAPS, use it like the Bible. You have to follow it exactly – this is what the district requires.

My teacher made up rhymes as she went along to better the learner’s understanding of the work and to grasp the concepts she’s teaching; she made the teaching opportunity enjoyable.

The educator which class I attended showed me practical examples and how to incorporate it into a lesson to make it enjoyable to the learners and they grasp the concepts easier because they enjoy the lesson.

I could see the difference especially with the morning circle in GR R where there was a specific set routine in the morning like weather, birthday chart etc.

I experienced the Gr R educator clapping or having a specific routine to introduce the new work topic to come.

The responses also indicated that the aims and objectives as they related to reading literacy and stated within the CAPS was modeled to the preservice teachers by some of the mentors.

Theory and practice must come together as a whole, reading literacy teaching must be seen in the classroom environment enacted, so that what we study in theory makes sense during the practical teaching period, and we don't experience it as such.

I had to show the students how to get information from the CAPS document and when to focus on phonics and exactly what sounds we would be focusing on.

I was a little disappointed that I had "spoonfeed" them about how to use the CAPS and then specifically how we would be working with the phonics and how we build it up.

My experience was that the first- and second-year practical period is worlds apart because you feel better prepared in your second year.

The responses between the second- and fourth-year students didn't indicate much of a difference, because the fourth years were making the same comments. The fourth years also still needed or wanted a lot of guidance with regard to the various administrative aspects related to teaching. The preservice teachers also indicated that they weren't really aware of the role of the external stakeholders such as the district as well as the role players, namely the subject advisors:

I would like to have a discussion beforehand with the educator to understand the aims as outlined by the curriculum for language within the CAPS document to be able to reach it successfully during the teaching of reading literacy.

I don't know what the administrative aspects are that we must pay attention to; my mentor helped me and showed me all her files.

My mentor didn't really show me stuff, because she said – don't you learn that at university.

I didn't know that someone from the district checks on us or tells us what they want us to do.

I am very concerned that I will not know what to do next year.

Overall the results indicated that most of the preservice teachers were supported by their mentor teachers and most of them were also given examples of policies and other relevant documentation. These findings were supported by the artifacts included as evidence in the preservice teachers' portfolios of evidence.

4.3.1.3 Pedagogical knowledge

The result indicated that the preservice teachers received support with regard to the following aspects related to pedagogical knowledge and its implementation: guided preparation, thorough lesson planning, discussions related to reading content knowledge, incorporating the necessary teaching strategies and the implementation thereof during lesson presentation, mentors providing viewpoints on reading, questioning skills, problem solving methods or differentiated instruction and a variety of assessment methods that are developmentally appropriate:

The mentor showed me how to do daily routines and this gave me some insight into what could be expected of me.

The teacher showed me how I had to change my lessons to accommodate the learners who are struggling.

I was shown by the educator different methods of working with the learners and this enabled me to find my own style when working with the learners.

I found the discipline at the school I attended, to be very bad, I was on break duty and I even experienced one Gr 3 learners during my break duty hitting me and the principal did nothing about the situation.

The teacher helped me a lot with my questioning – this is very important for reading comprehension. I learnt about Bloom, but what it means in class I didn't know what it meant

in practice.

My teacher talked to me a lot about reading and the difficulties that learners have. The teacher has so much experience and helped to identify when things go wrong.

One aspect that most preservice teachers commented on was their different experiences with the handling of discipline by their respective mentor teachers. Some experiences were positive and others negative. Some preservice teachers commented on how good mentors really helped to see how difficult and challenging situations could be handled:

It is very difficult, because you are not given the chance the day beforehand to sit down with your teacher and cover some basics for teaching reading literacy, I would have felt better prepared.

I was not impressed with the way my teacher handled the discipline – she hit many of the learners on the head and shouted at them. I could see the learners were afraid of her.

I have never been so impressed as with my mentor – she handles all the learners with dignity and knows how to handle 8 year olds, especially when they tell different stories.

Additional comments indicated that the preservice teachers wanted a lot of guidance with regard to the how of teaching reading literacy. The responses seemed to indicate that the opportunities to practice and try different strategies at university are not sufficient. The students rely very heavily on the mentor teacher to show, do and explain a lot:

I want them to teach me the tricks of the trade on a university level already like correct sounding of words, what strategies I can implement and assessments I can use when presenting a lesson.

I learnt so much from my mentor teacher about how to teach group guided reading and doing the reading comprehension.

At university the lecture tells us how to teach the reading, but standing in front of the class is a totally different ball game.

Allowing us to work with the learners during the practical side of a lesson enhanced our interaction with the learners. During the reading comprehension lesson I was not sure how

to ask different types of questions that were not only focused on the literal level.

The educator must show me how to support learners with learning problems, specifically if they struggle to read.

Overall the results indicated that the second- and fourth-year preservice teachers did not differ much in terms of the content of their responses. This result was surprising as one would assume that there should have been some developmental progression in terms of their needs, and that they would be fairly familiar with the reading literacy practices and some of the most effective strategies to use to enhance the reading ability of the foundation phase learners. It seems to be clear that the complexity of teaching children to read has been underestimated by all educational stakeholders.

4.3.1.4 Modeling

During the focus group interviews the responses of the preservice teachers differed with regard to their experiences of the construct of modeling by their mentor teachers. The second-year students seemed to expect a lot of support and guidance from their mentor teachers; they wanted their mentor teachers to make explicit a lot of the decisions they make which is not visible. The results also indicated that the modeling preservice teachers received differed depending on the school they were placed at. At some of the schools the mentor teachers viewed the arrival of the preservice teachers to mean they could get a break; leaving the preservice teachers on their own.

It is very important for me to see what the experience will be one day in a foundation phase class, through the mentor teacher modeling it to me properly.

For me throughout the practical teaching period it is definitely about gaining experience in the process from my mentor teacher.

I learned so much from the educator by watching her and observing how she taught literacy.

My mentor teacher left when I arrived for practice teaching; she only observed some of my lessons. I never knew whether what I was doing was right or wrong. She hardly ever modeled lessons so that I could properly observe and ask her questions or discuss certain things with her.

Our class was so full; about 50 Grade 2 learners in one class. Much of what was happening

was keeping discipline and making sure the learners weren't too hot. The big class did however allow me to see how the teacher handles so many learners.

The teacher modeled thinking on her feet; we planned a lesson together and then I knew the teacher made some changes as she taught, because some of the learners didn't understand the reading comprehension passage. She had to explain in so many different ways.

Consistency is key with discipline and this was not modelled to me correctly at all at times.

I wanted a little more support in terms of really seeing how a teacher should model the teaching of a reading literacy practice such as decoding.

The preservice teachers seemed to place a great deal of emphasis on modeling by their mentor teacher. In some instances, the responses were perceived as them requiring “spoon feeding” from the mentor teacher. They seemed to want more and more in terms of “show me how”:

I want the mentor teacher to show me how to do certain things; I do not know how to do group guided reading lessons. I didn't know that there was a specific focus. At university we have to be able to define what group guided reading is. I can also define decoding and I can tell you about it, but I really don't know a lot about how to do it myself.

The teacher did help me, but I wanted her to tell me why she did certain things with the learners. I noticed that she gave some learners different things to do.

The teacher explained a lot of stuff to me, like at university, but I am still not sure how to do it on my own.

The teacher was such a good educator to the learners but unfortunately, she couldn't carry over that knowledge to me when we sat down and had discussions.

Some of the responses from the preservice teachers were not as positive as that expressed in the answering of their questionnaires. It is possible that when answering the questionnaires they did not have the freedom of providing additional comments to their ratings. During the interviews they could provide examples of why they made certain statements and they could elaborate on their experiences. They noted a number of aspects they thought the mentor teacher was not doing well:

The educator I observed had good lessons but her individual attention to each learner lacked.

Some of the things the teacher taught the learners about reading does not correspond with what our lecturer told us. Also the way that they presented their lessons differed from what we are told at university.

*The teacher made use of different strategies to teach phonics to the learners
– I didn't know you could do it like that. I don't think it is right.*

Even though the results indicated that the preservice teachers were well supported some preservice students mentioned that they needed more support when modelling time management:

Most of the classes in the foundation phase are not in groups but individual tables and this prevented me from keeping within my time limit because I couldn't get to every learner in time.

I battled to keep within the time limits with my lesson presentation, and realized that I need to implement a plan of action to stay within the lesson's timeframe given. The mentor didn't say much, I really battled.

Some of the responses uttered by the preservice teachers in this section indicate that there seems to be a discrepancy in the way aspects related to reading literacy are modeled at school and the way they are taught at university. It may be that theory and practice are once again at odds with one another.

4.3.1.5 Feedback

The results indicated that the second year and fourth year preservice teachers got more oral feedback than written feedback from their mentor teachers; this is supported by the analysis of the portfolios where hardly any written feedback was provided to the preservice teachers. Some of the feedback comments were very general and not specifically related to the preservice teachers' lesson planning or lesson presentation. The responses also indicated that most of the preservice teachers weren't interested in whether they were reaching the learners, but more focused on whether what they were doing was right or wrong. There was no reference to the need for feedback in order to improve their skills:

I want the mentor teacher to tell me when I did something wrong.

My teacher didn't give me written feedback. She just gave me a mark and didn't tell me what I did wrong. I really wanted to get 90% for my lesson because I think it was a good lesson.

I want to learn from the educator while I present the lesson, she must give adequate oral or written feedback for me to understand my mistakes made.

My mentor gave me her full planning and explain to me what I must focus on and after my lesson sat down with me and explain to me what I did right and what not.

I tried to give the individual support to learners, get everyone's attention and spend adequate time with the learners, that kept me from sticking to my time limit with a lesson. The mentor teacher didn't tell me how to do this; no feedback. I hardly ever finished a lesson; the children were so noisy.

The educator sat down with me beforehand and showed me exactly how she wanted me to assess the books. I had the opportunity to assess learner's books and the teacher provided me with a sample book that I can use to mark from.

I had the opportunity with a handwriting lesson, the educator showed me exactly what to look for and then mark it accordingly because the learners already know the symbols the teacher uses to assess their books.

I had the opportunity to assess formal and informal work of the learners and the teacher demonstrated it to me beforehand, and then she gave me feedback on how I assessed.

A **comparison** of the experiences of the second- and fourth-year preservice teachers indicated that they agreed that with regard to the importance of the mentor teachers' *personal attributes*. They expected the mentor to guide and support them and correct them, they wanted the mentor teachers to talk to them without being derogatory or thinking they were "idiots". They wanted them to listen attentively to their endless questions and help them think like a teacher.

With regard to *system requirements* the second- and fourth-year preservice teachers felt that the mentor teachers should tell them about the policies and various structures at the school and also at

district level so that they know what to expect. They also wanted to know about other documents that they should take cognizance of, especially with regard to the reading literacy. Most of the preservice teachers felt that they weren't very well prepared at university in terms of how to really use the CAPS document very well. They had seen the document but didn't know how to use it to plan more than one lesson at a time. Both groups agreed that bringing together theory and practice remains a massive challenge that they need assistance with.

The second- and fourth-year preservice teachers agreed that when it comes to *pedagogical knowledge* they need support with "a lot of things". Aspects related to the implementation of reading literacy strategies, questioning skills, and how to identify struggling readers and then to put proper interventions in place. Most commented that "I didn't know what to do when the learners were struggling with their reading". In addition, to the reading literacy components the preservice teachers mentioned that they couldn't teach properly and give attention to managing the classroom well. One student mentioned, "My first lesson was chaotic. I couldn't click with the learners; they destroyed my confidence and my lesson was a mess".

With *modeling* second- and fourth-year group agreed that the mentor teacher mostly modelled how to establish rapport with learners. Some of preservice teachers mentioned that their mentors modeled and then discussed the lesson with them, while others weren't sure whether all the lessons presented by the mentor teachers were good lessons. One preservice teacher commented, "I didn't think it was a good lesson, but I can't tell her that or maybe I don't know what a good lesson is."

The second- and fourth-year students agreed that *feedback* is crucial for them. Most of the comments, however, indicated that they wanted feedback in terms of good or bad, pass or fail, right or wrong. It is clear that the preservice teachers are very focused on the assessment of their performance and not on gaining feedback in order to improve their skills and to learn a variety of strategies in order to reach all learners in the class. The majority of the feedback was oral and written feedback included a mark on a rubric with little or no written comments. This finding was supported by an analysis of the preservice teachers portfolios which did not include any evidence of written feedback.

4.3.2 Mentoring experiences of mentor teachers

The mentor teachers have the important task of guiding the preservice teachers during their teaching practice. In the results presented below the mentor teachers discuss their experience with mentoring preservice teachers during teaching practice.

4.3.2.1 Personal attributes

The mentor teachers were all of the opinion that they tried to be positive around the preservice teachers and provide them support and guidance. They were also very aware of the current reading crisis and that children can't read:

To guide the preservice teacher and show her what is expected of her, I feel that is my responsibility as the mentor teacher to be enthusiastic about what I do and to show her that it really is a good profession.

I felt it was my mission to be positive about the children and their reading skills. I really have a lot of children who are struggling and this makes it so difficult. I tried to show her that patience is a virtue.

With these students you must have a lot of patience, listen closely to what they ask and try to keep them positive. A lot are really negative and think that teaching is a ball.

Placing of preservice teachers with different educators with different personalities and attitudes in their practical period will prepare them well for the different kinds of colleagues they will work with one day.

However, all the responses were not positive. Some mentor teachers indicated their frustration with the mentoring process which reflected on the attributes they modeled to the preservice teachers:

To implement theory is not as easy as it seems, I've got all this knowledge but I don't necessarily know how to comfortably deliver my knowledge to the preservice teacher with confidence and a positive attitude.

I don't know what they teach these students at university. It is extremely frustrating. They just want and want and show me and show me.

I get irritated very quickly if they mess up and I have to redo lessons. I don't have time to waste.

Results indicated that the mentor teachers were comfortable in talking and conveying knowledge to the preservice teachers and comfortable in doing so with different kinds of preservice teachers with different personalities, skills, attitudes and confidence levels:

Everything is a learning curve we can't be perfect every day.

4.3.2.2 System requirements

This construct was one where the responses seemed to indicate a big gap between university and school. The mentor teachers indicated that they thought the preservice teachers would be better prepared and know more about the policies and how to use documents such as the CAPS to structure their planning and teaching:

Preservice teachers should be as involved as possible and be familiar with the CAPS document and understand integration of the different subjects within one another.

Preservice teachers must be prepared before they come, they don't know anything about the Grade requirements of the foundation phase.

The students didn't know anything about the school structure and that we have to work closely with district officials.

They expected us to just give them copies of all the relevant documents.

They need to understand what their objectives are for their lessons and that in the foundation phase we often integrate reading and mathematics or life skills. They seemed to be clueless and want to separate everything.

We often have to improvise or accommodate changes initiated by the department. The students think everything is black and white.

I tried to explain the structure and various documents to them and where we get them and how our HOD then works with us.

4.3.2.3 Pedagogical Knowledge

The responses to this section indicated that the mentor teachers were also very positive that they were doing a good job of mentoring the preservice teachers. They referred to aspects related to lesson preparation, classroom management, teaching strategies, assessment and how to identify reading problems that children may have:

Preservice teachers struggle to determine quality of a learner's work without knowing the learner.

The preservice teacher in my class had an opportunity to mark the books and assess them, but I constantly kept an eye on the process.

I had to show the student how to adjust her teaching when things weren't working.

I showed my student how I manage my class, the strategies I use and how to transition between lessons. This is something they all battle with. I think it is because they plan one lesson at a time. They didn't even know how to do weekly or unit planning.

The mentor teachers were also of the opinion that there is a “massive” divide between theory and practice:

My student had no idea how to teach reading or how to approach it when the learners weren't responding. She couldn't correct their errors. She merely said good, well done or no, try again.

The student has a lot of knowledge about reading literacy and she can tell me what everything is, but how to do it – major problem.

My student messed up group guided reading entirely, and it is not about putting them in groups, but about text selection – she really had no idea what was relevant for a Grade 2 reader.

Asking the Grade 3 learners how many bears there were in Goldilocks and The Three Bears – really. One learner even started to laugh.

Testing of prior knowledge is so important and crucial when introducing a new theme to the learners, the preservice teacher must have the necessary content knowledge to be successful in her lesson presentation.

The results also indicated that some mentor teachers were willing to learn from their preservice teachers:

The preservice teacher made use of new material and power point presentations that are unknown to me and this challenged me in the process to get on board with new technology.

The preservice teacher did a whiteboard presentation and implemented it so well into her lesson.

The preservice teacher made use of a reward system that is totally new to me, it was insightful to observe how the teacher incorporated it in her lesson and classroom management.

4.3.2.4 Modeling

The results indicated that the mentor teachers tried to model good reading literacy lessons or integrated lessons. They were of the opinion that if they showed them it would have a greater impact than talking about it:

I tried to explain how I used the CAPS document but got a blank stare so I thought I would show her.

We as mentor teachers need to lead by example, they got to see how it is done.

Sometimes I lack the knowledge (especially with the new technology they use) but it also depends on the kind of preservice teacher you get, if she is well prepared or not.

Students need to see good and well-prepared lessons enacted. I get the feeling that they never see or discuss lessons; they just learn about the theory and stuff. They ask me about constructivism and behaviourism – really.

Another world opens up to them when they actually see it happening in practice.

One phonic lesson done by a preservice teacher which failed sorely because she didn't grab the learner's attention, I then repeated the lesson the next day with puppets to demonstrate to the preservice teacher.

Go a little bit further and make use of the senses when introducing a theme, I started a physical fire in a sandpit when introducing the theme of safety in the house to show the learners the danger”

Some mentor teachers regarded themselves as “old school” and mentioned that they modeled how to make their own resources and how to be creative when introducing a theme:

These students think that technology is the be all and end all. For foundation phase learners, technology is not always the answer. The students take so long to get everything going that time passes and no teaching happens.

They must learn to make their own resources.

They are spoiled with technology and make use of a technology a lot.

4.3.2.5 Feedback

The results indicated that the mentor teachers were all positive about providing oral feedback. Written feedback on the other hand was considered to be far too time consuming. They also mentioned that they observed the mentor and then completed the rubrics as required by the university:

Preservice teachers must understand that they can't avoid doing a lesson because of fear, but by reviewing their lesson plans beforehand they can feel more secure and comfortable when presenting the lesson.

Preservice teachers are reluctant to teach language, rather do mathematics or life skills lesson, with the necessary support when reviewing the lessons plans, this can be addressed.

I remember how overwhelming the thought was to me as a preservice teacher of how am I going to keep the children busy for the whole day. With oral feedback we can encourage the preservice teacher after observing their lesson.

I usually provided oral feedback – I don't have time to write an essay. I completed the rubric that the university provided.

Sometimes I wonder if they pay attention to anything we really say. They just want to hear 90% or 95%.

Overall the mentor teachers were positive about their mentoring experiences, but it was very clear that they are of the opinion that there is a theory-practice divide. They stated that the preservice teachers were very needy, and this didn't change from second year through fourth year. Although they wanted to support their preservice teachers, time was a major factor influencing the way they mentored. It was also clear that there was no developmental progression in the way that they handled second and fourth years.

4.4 Summary

In this chapter the quantitative and qualitative data were presented and discussed. The results indicated that both preservice teachers as well as mentor teachers experienced mentoring as a necessary and crucial aspect of initial teacher education. However, the perceived divide between theory and practice was mentioned and emphasized often. The results also indicated that the five core constructs should be included as core constructs within a mentoring programme for both preservice teachers and mentor teachers. These constructs are personal attributes, system requirements, pedagogical knowledge, modeling and feedback. One of constructs which stands out is the inclusion of reading literacy specific pedagogical knowledge and modeling. In order to fulfil their task effectively mentor teachers should receive far more support and possibly training from reading literacy specialists.

CHAPTER 5: CONCLUSION

5.1 Introduction

The final chapter of the dissertation contains a summary of the core components of the study, namely a summary of the results, the limitations of the study, recommendations for future research, as well as a framework for a developmentally appropriate mentoring programme that can be utilised by faculties of education in order to ensure the effective mentoring of preservice teachers during teaching practice.

5.2 Hypothesis

The following hypothesis was formulated for this study:

H₁: There is a difference between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers.

The results of this study indicated that the second year and fourth year preservice teachers did not differ practically significantly in terms of their mentoring experiences related to personal attributes, system requirements, pedagogical knowledge, modeling and feedback. This can be attributed to the fact that there seems to be no difference in the mentoring approach by the mentor teacher when mentoring either a second or a fourth-year preservice teacher. The results, therefore, indicate that the hypothesis formulated for this study cannot be supported. This result was rather surprising given the fact that the research indicates that mentor teachers should have an approach of a gradual release of responsibility towards preservice teachers. Second year students would typically need more support and guidance than a fourth-year student (cf. Henning et al., 2019).

5.3 Summary of merged results

The main research issue that influenced this analysis was: *How do second year and fourth year preservice teachers as well as mentor teachers experience mentoring, with a specific focus on reading literacy?*

The secondary research questions included:

- What is the difference between second year and fourth year preservice teachers' experiences related to the reading literacy mentoring by their mentor teachers?

- What roles should preservice teachers undertake in the mentoring process?
- What are the essential characteristics of mentors and the roles they undertake?

The summary of the results is not presented according to a separate discussion of the research questions, but in an integrated manner to indicate the coherence required in the mentoring process. The results indicated that the second-year students differed from the mentor teachers ($d=0.5$) in terms of their responses for pedagogical knowledge as well as modeling. The mean scores for the mentor teachers on these two constructs were slightly higher than those of the second-year students. The effect sizes are, however, of a medium effect. The results seem to indicate that the mentor teachers were of the opinion that they were doing a slightly “better job” of mentoring related to pedagogical knowledge and modeling aspects than that experienced by the second-year student teachers. The results indicate that second year students need explicit guidance in terms of how to teach reading literacy. The opportunities they are afforded to teach and gain experience related to, for example, teaching group guided reading lessons is very limited during coursework and the preservice teachers therefore place high emphasis on the support they expect mentor teachers to provide with regard to such reading literacy components. In addition, to the specific focus on pedagogical knowledge required for reading literacy teaching, the second year preservice teachers seemed to want their mentor teachers to model various aspects related to reading literacy teaching to them; once again indicating that the opportunities provided during university coursework to be very limited. They seldom, if ever, get the opportunity to see good practice being enacted; they are merely “taught” how to do the teaching. With regard to the other constructs, there was no practically significant difference between the second years, the fourth years and the mentor teachers.

With regards to the five core mentoring constructs, namely personal attributes, system requirements, pedagogical knowledge, modelling and feedback the results indicated the following: Preservice teachers as well as mentor teachers indicated that personal attributes such as instilling positive attitudes and confidence with regard to teaching reading was crucial. The second-year preservice teachers especially needed a lot of attention and support in order to feel comfortable with accepting the challenge of teaching a complex skill such as reading. One aspect that was mentioned by all participants was the importance of being able to reflect on reading literacy practices; both by the preservice teachers as well as the mentor teachers. The preservice teachers wanted the mentor teachers to discuss the practicalities of reading literacy practice with them as well as highlight aspects that they needed to pay attention to. The results seem to indicate that a “summative” and a

“pass or fail” approach, as implemented within a coursework setting very much dominated the preservice teachers’ approach to their reading literacy practices. They wanted continuous affirmation that what they were doing was correct. The mentor teachers, on the other hand, seemed to be of the opinion that they should know these things because it should have been taught or shown to them at university.

With regard to system requirements, the results indicated the “neediness” of the preservice teachers. They wanted the mentor teachers to provide them with copies of their planning (weekly or lesson), relevant policies, and their assessments. Some mentor teachers provided very explicit support with regard to this aspect and also allowed the preservice teachers to copy their planning as well as take photos of their classroom seating arrangements and various other classroom management strategies. Some mentor teachers were also willing to discuss aspects related to important district requirements in terms of assessment requirements related to reading literacy.

The results indicated that with regard to the core construct of pedagogical knowledge, both preservice teachers and mentor teachers placed a great deal of emphasis on:

- planning for reading literacy lessons,
- teaching strategies that would ensure that all learners would have access to evidence-based reading literacy practices,
- content knowledge, specifically the foundational reading skills was regarded as being crucial,
- effective questioning skills that included the ability to ask both lower order as well as higher order questions, and specifically inferential questions for reading comprehension, and the ability to utilise a variety of formal and informal reading literacy assessments in order to identify learners needing support as well as monitoring their reading progress.

Perhaps not surprising, mentors saw it as their role to help preservice teachers increase effectiveness at the planning and delivery of reading literacy instruction. One way that mentors did so was by providing preservice teachers with lesson planning guidance (cf. Appendix J) and the provision of resources. Some comments included:

She mentors me a lot as far as lesson planning. Like I wasn't doing very descriptive lesson planning and she made sure to point that out and said, 'ok, this is what a lesson plan needs to look like.

Another way mentor teachers helped preservice teachers grow was by providing a safe and supportive environment. The preservice teacher explained:

My mentor teacher made sure I had room to grow and created a safe environment to ask questions and make mistakes.

The results related to modelling and feedback indicated that second year preservice teachers tended to want more modelling and feedback which points to the different developmental levels that preservice teachers may be at as well as the “spoonfeeding” culture that many of the preservice teachers are used to. They want to be told exactly what to do and what they must change in order to get it right or to get “100%” for their lesson presentations.

When it came to providing feedback, at times, mentors would sit back and allow the student teacher to take risks and fail in the name of learning. The mentor teacher described how she would avoid “interrupting when (the preservice teacher) is up there trying something for the first time.”

At other times, the mentors would give feedback, but were mindful of how that feedback was delivered. The mentor teacher explained:

I present it in a manner that doesn't make her feel like I'm attacking.

Both the mentors and preservice teachers noted support from mentors meant gradually allowing preservice teachers to assume more responsibility. The preservice teacher described the scaffolded support from her mentor:

She's starting to let go a little bit. Like in the beginning it was like constant feedback, constant, like she was carrying me... where now she's like “ok, you're on your own. Go do what you have to do.” And she provides me with feedback after I do it, not throughout like she used to do.... She used to jump in during lessons a lot. Like if I was stuck, I was sinking, then she would rescue me. Whereas now, she makes me go through those struggles so I can realize what I can do better. My teacher supported me so well, she allowed me full days to practice similar lesson content before actually presenting the lesson to her.

Another way that mentors supported preservice teachers at increasing their effectiveness was by modeling different practices while the preservice teachers observed. The mentor teacher described:

Usually what I do is I teach the first period and she gets to observe.

This period of observation was meant to prepare the student teacher to take on an increasing amount of responsibility during the second and third periods. The mentor teacher explained that the observation was purposeful;

She watches a lot of what I do. She takes notes, too, oftentimes, while I'm up there. She'll take notes of what she wants to make sure she does and things that I said.

During interviews for this study, some of the mentor teachers described their responsibility in preparing preservice teachers for their futures as classroom teachers in ways that extended beyond effective planning and teaching. The mentor teacher described the ways that she was preparing her preservice teacher for aspects of the teaching profession which might not be covered in coursework:

Showing all facets of what you're about to see I mean, the management part, the administrative part, you know that it's a lot of book keeping and record keeping.

The mentor teachers felt it was important to provide the student teacher with real-world experiences during teaching practice to prepare her to handle these once on her own:

I wanted to give opportunities that I didn't really get to experience until I started teaching. And especially in the area of reading literacy... to prepare them.

The mentor teacher felt that another way she could prepare her preservice teacher for her future career was by instilling a passion for teaching. The mentor teacher felt that this was necessary if educators wanted to sustain themselves in a challenging profession,

I hope that I'm giving her that enthusiasm to stay with teaching, to stay with the career that she's chosen.

At the same time the mentor teacher wanted to instill this passion for teaching, she also wanted the preservice teacher to know how to balance her personal life with a career in teaching.

I wanted to see what the experience will be one day in a foundation phase class, through the mentor teacher modeling it to me properly.

Overall, the findings from this study support existing literature, which describes the role of a mentor teacher as multifaceted. Previous research suggests mentors serve as models, coaches, and professional colleagues for preservice teachers (Darling Hammond & Baratz-Snowden, 2007; Feiman-Nemser & Parker, 1993; Kiraz & Yildirim, 2007; Rowley, 1999). Likewise, comments made during interviews provide examples of the mentors in this study wearing many different hats.

In addition to helping preservice teachers develop the technical skills needed to be effective in the classroom, mentors saw it as their role to address the emotional side of teaching by demonstrating understanding and providing encouragement when it was needed. This supports previous research that suggests mentors support the emotional and psychological needs of student teachers by being supportive, approachable, non-judgmental, and empathetic (Hobson et al., 2009). Mentors were also empathetic and demonstrated understanding of the demands placed on preservice teachers who were balancing student teaching with a full load of courses.

The role of the preservice teacher in the mentoring process is just as important as that of the mentor teacher. The preservice teacher's role is to seek guidance and constructive feedback on his/her professional development and to reflect critically on his/her skills during teaching practice. If the preservice teacher indicates an eagerness to learn and the ability and willingness to work as a team player whilst being patient in the process, it will lighten the burden of the mentor in the mentoring process. Preservice teachers must be willing to take risks and be taken out of their comfort zone to take charge of their own development. The preservice teacher must show an interest in learning new things and carry out tasks as given by the mentor teacher during their teaching practice period. There is a difference between chronological time and emotional time required for growth, these two concepts are not interchangeable, growth unfolds at its own pace and in unique ways for different people. Seeking guidance and advice for professional development from the mentor teacher will show the preservice teacher's willingness to participate in the mentoring process. Acquiring new skills and knowledge and applying this in the professional context can only contribute to the growth of the preservice teacher within the classroom environment. It is crucial for preservice teachers to

reflect on their growth and development, listen and ask for feedback from the mentor all the time in order to grow optimally as a professional.

Lastly, it is crucial for the mentor teacher to display essential characteristics to be successful in the mentoring role. The mentor's willingness to share skills, knowledge and expertise with a positive attitude and enthusiasm for teaching reading literacy will ignite a passion for teaching reading literacy with the preservice teacher. The mentor must take a personal interest in the mentoring relationship and value ongoing learning and growth in teaching reading literacy whilst providing guidance and constructive feedback, both written and orally. Appreciating the ongoing effort of the preservice teacher and empowering him/her through positive feedback and reinforcement will ensure a successful mentoring relationship. Striving to set a good example by showing his/her personal habits are reflected by personal and professional goals and overall personal success should definitely be categorised as an essential characteristic of the mentor.

The results indicated that it is important for preservice teachers to have opportunities for teaching practice in high-quality placements with responsive and substantive mentoring by a more experienced other. In literacy teacher preparation, it is not just about teaching practice with opportunities for observation and teaching. It is also about the opportunity to engage in face-to-face interactions with children as a part of their learning about reading literacy methods and approaches. Literacy teaching is not (just) about building up a set of pedagogical skills or accruing certain knowledge about the reading process; instead, it is about engaging in a social practice. That means engaging with children over time and with appreciation for the literacies they bring with them from home and community. In order to create more equity in the ways children are regarded in schools, universities need to do more than merely provide opportunities for practice; these practices should be supported, mediated, and interrupted by knowledgeable and experienced others. In real classrooms, the idealized readings and theories about reading literacy come face-to-face with real children and teachers with real institutional constraints and pressures. Our preservice teachers encounter children who are racially, socioeconomically, and culturally different from themselves, and in these encounters, there are often stumbles and confusion. For a preservice teacher, it can be all too easy to march forward with reading literacy instruction that misses the strengths and assets that children bring.

5.4 Strengths and limitations of the study

The researcher-practitioner acknowledges several potential threats to the internal and external validity of this study. The study design used multiple strategies to control for these threats. This included use of data from multiple perspectives (mentor teachers and preservice teachers) and use of multiple methods for data collection (questionnaires, interviews, focus groups and document analysis). The study included both qualitative and quantitative sources of data. The use of a mixed-methods approach allowed the researcher to gain a richer understanding of this phenomenon than could be gained by using a single methodology. The study included a small number of participants, 40 mentor teachers, 44 second year preservice teachers and 40 fourth year preservice teachers. This allowed the researcher to spend more time with the study participants and develop a more detailed and richer understanding of their experiences than would have been possible with a larger sample size.

Despite these efforts to control for threats, they could not be eliminated completely. The first limitation is the fact that the results of the study cannot be generalized due to the specific context and region in which the study was conducted. The study is only representative of a group of second- and fourth-year preservice teachers as well as a group of mentor teachers from three schools in one district in the North West Province. However, interesting trends as well as similarities with other studies in other parts of the world have emerged (cf. Chapter 2).

A second limitation of this study is the number of participants taking part in this study. Only 44 second year and 40 fourth year preservice teachers enrolled in a BEd (foundation phase specialization) programme at one university were chosen, along with teachers (N=40) of three schools in one educational district.

5.5 Recommendations for future research

From the results of this study, recommendations for future research are mentioned. These recommendations relate to the five-construct model utilized in this study:

- Creating and evaluating a resource that recognises the preservice teachers' needs in terms of classroom management, reading literacy instructional techniques, scheduling or the preparation and execution of the awareness of the content itself;
 - Exploring the level of mentoring required at each stage of a preservice teachers' education, specifically how should mentoring a first-year preservice teacher differ from mentoring a fourth-year teacher;
-

- Understanding what preservice teachers learn from the mentors' modeling of reading literacy teaching, such as a group guided reading lessons;
- Developing and evaluating an instrument for a mentor's provision of feedback (oral/written feedback after expectations were voiced during lesson planning with the preservice teacher) on the preservice teachers' reading literacy teaching practices; and
- Investigating the effect of a reading literacy mentoring intervention on a larger scale.

5.6 A framework for a mentoring programme

Mentoring is an essential component of the preservice teaching experience. While some mentoring relationships arise spontaneously, mentor teachers need to ensure that mentoring is not left to chance; thus, mentoring learning experiences need to be prepared. Just as teachers can always improve their methods of teaching, so too can mentor teachers improve their methods of mentoring, particularly in the area of reading literacy where there is currently a great need within the South African educational landscape. Teaching reading is rocket science. Academic English is complex (Moats, 2020). In order to ensure that our children learn to read they need teachers that are skilled in teaching reading. If preservice teachers are to enter the profession ready to teach reading a community of practice between three key stakeholders needs to be established, namely the university reading literacy lecturers, the preservice teachers and the mentor teachers. The results obtained in this study indicate a disconnect between the stakeholders. Preservice teachers and mentor teachers are left to figure out what is expected of them on their own; the approach is often reading literacy teaching can be caught rather than taught. Working together and learning from each other is what is required to ensure that learners are the ultimate winners. Faculties of education have a role to play in ensuring that mentor teachers receive the support they need during the teaching practicum to ensure that preservice teachers are exposed to quality mentoring experiences.

The framework presented in Figure 5.1 presents a description of the mentoring factors and associated attributes and practices which should provide a basis for the development of a developmentally appropriate programme, in general, and specifically for reading literacy practices. The results indicated that there was no difference in the mentoring of the second year and the fourth-year preservice teachers. This has implications for the framework because mentor teachers will need to be made aware that there should be a gradual release of support and guidance from second to fourth year.

Mentoring Framework for Mentors and Preservice teachers

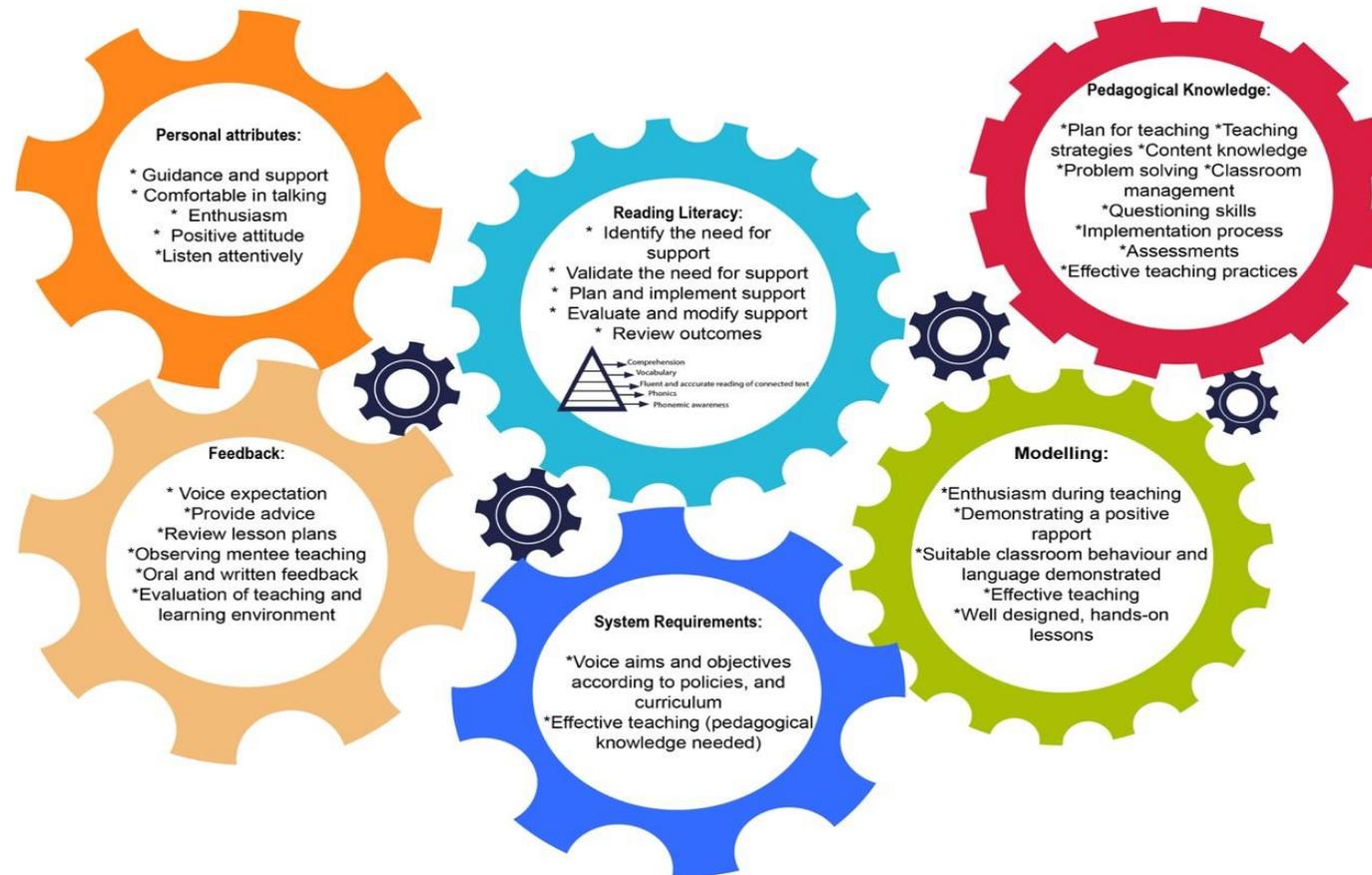


Figure 5.1: Framework for reading literacy mentoring

5.6.1 Personal Attributes

Some researchers suggested that an effective mentor must possess personal attributes that lead to motivating and supporting the preservice teacher (Hudson, 2010, Evertson & Smithey, 2000, Monaghan & Hunt, 1992). These personal attributes include being supportive, communicating comfortably, being attentive, instilling confidence and positive attitudes and assisting with critical reflection (cf. Table 5.1). The checklists below can be used by faculties of education or school management teams when selecting mentor teachers for preservice teachers during teaching practice.

The personal attributes associated with successful mentoring go beyond what the mentor brings to the relationship. Mentoring is a time intensive process that often opens the door for the mentor to become emotionally connected to their mentee. A mentee’s failure to meet expected requirements during the mentorship can lead the mentor to doubting their own abilities as a teacher. However, when a mentoring experience is successful, mentors have a much better global perspective on teaching and tend to show improvement in their teaching abilities

Table 5.1: Personal attributes checklist

Personal Attributes Checklist			
	Yes	No	Comment
Supportive			
Comfortable communicating			
Attentive			
Instill confidence			
Instill positive attitudes			
Assist in critical reflection			

5.6.2 System Requirements

Each school and district has standard requirements that must be followed. These requirements include everything from the CAPS curriculum to documentation of the learners’ learning. Being an effective teacher requires more than just learning to teach in the classroom. Preservice teachers must be able to understand the aims, curriculum, and policies that are

established in the school and/or district. This reality emphasizes the need for mentors to demonstrate comprehensive knowledge of their school districts’ priorities, needs, and operating procedures and policies. Mentors who invest significant time helping their preservice teachers understand the complexities of various system requirements increase the likelihood of these teachers being successful at implementing provincial, district and school-wide initiatives. Table 5.2 can be used to guide the system requirement construct during the set-up of a mentoring programme.

Table 5.2: System requirements checklist

System requirements Checklist			
	Yes	No	Comment
Discuss policies, provincial or district or school initiatives related to reading literacy teaching			
Outline CAPS requirements as well as other relevant departmental documentation relevant to reading literacy teaching			
Discuss relevant school/district policies			

5.6.3 Pedagogical Knowledge

Abbitt (2011: 282) defined pedagogical knowledge as the “nature of teaching and learning, including teaching methods, classroom management, instructional planning, assessment of student learning, etc”. Effective classroom teachers are able to facilitate an enriched learning experience while maintaining order in their classroom. This well-balanced display of pedagogy includes specific skills related to teaching content, classroom management, lesson and curriculum planning, and learner goal setting. Mentor teachers should have a wealth of knowledge based upon practical experiences which help facilitate a learning environment where content is translated into understandable chunks. Table 5.3 can be used to guide the development of a mentoring component focused on pedagogical knowledge.

Table 5.3: Pedagogical knowledge checklist

Pedagogical Knowledge Checklist			
	Yes	No	Comment
Guide lesson preparation			
Assist with timetabling			
Assist with classroom management			
Assist with teaching strategies			
Assist in planning (including the social and cultural assets of learners)			
Discuss implementation of differentiated lessons			
Enacting knowledge in practice			
Provide viewpoints on reading literacy practices			
Discuss questioning techniques			
Discuss assessments (formative/summative; formal/informal)			
Discuss problem-solving			

5.6.4 Modeling

The many complex aspects associated with the teaching profession can be modeled by competent mentors. Competent mentoring involves developing a relationship with preservice teachers, creating practical lesson plans and effective management of the classroom. If mentor teachers don't model effective reading literacy practices, preservice teachers often revert to strategies they think will work – often untested strategies. Aleccia (2011: 87) argued that mentor teachers must “have their own house in order” to be effective at training preservice teachers. Many classroom teachers are required to teach a wide range of diverse learners. This increases the need for preservice teachers to learn from experienced teachers how to meet the needs of diverse learners. Preservice teachers who work with mentors who provide effective modeling are better equipped to prepare meaningful lesson plans, provide enriched academic and social learning environments for learners, and are better at meeting the needs of diverse learners. Table 5.4 can be used to guide mentoring programme development related to the modeling construct.

Table 5.4: Modeling checklist

Modeling Checklist			
	Yes	No	Comment
Model rapport with learners			
Display enthusiasm			
Model a well-designed lesson for reading literacy teaching			
Model content teaching for reading literacy			
Model classroom management			
Model effective teaching strategies			
Demonstrate hands-on/cooperative instruction			
Use CAPS language/vocabulary for reading literacy teaching			

5.6.5 Feedback

Generally speaking, the process of providing feedback to an individual learning how to effectively complete a task is essential to professional growth. Mentees in classrooms where mentors provided in-depth verbal and written feedback on lesson plans and lesson instruction showed greater growth than mentees who received little or no feedback. According to Sullivan (2004: 28) mentors can use their own experiences to help identify the strengths and weaknesses of the preservice teacher. The feedback provided by the mentor allows the preservice teacher to grow as a professional based upon objective, real-world insight. Feedback is also essential for preservice teachers to develop as independent learners by promoting self-reflection. Table 5.5 can be used to guide the development of a mentoring programme focused on the inclusion of the feedback construct.

Table 5.5: Feedback checklist

Feedback Checklist			
	Yes	No	Comment
Observe teaching in order to provide feedback			
Provide oral feedback on reading literacy teaching			
Review lesson plans for reading literacy teaching			
Provide evaluation on teaching			
Provided written feedback			
Articulate expectations for reading literacy teaching			

5.6.6 Reading literacy

The central component of the mentoring framework is reading literacy. Learners have problems learning to read in the foundation phase because they lack specific skills necessary for proficient reading. Studies such as PIRLS provide rich data about who can read and at what level. What they do not indicate is why the learners cannot read. When a learner has problems learning to read, it is crucial that teachers are able to identify what specific building blocks are missing. Individuals who struggle with reading vary greatly in the specific skills they are lacking (Moats & Hancock, 2012). The results of this study indicate that the preservice teachers want and need specific guidance with regard to the various components of reading literacy and how to go about teaching it. The results indicated that although preservice teachers might have the content knowledge, the practical implementation of that knowledge seems to be lacking. The result is that they rely very heavily on the mentor teacher's guidance, specifically the aspects mentioned above, namely personal attributes, system requirements, pedagogical knowledge, modeling and feedback.

A mentoring programme, relevant for both preservice and mentor teachers should focus on identifying the need for support, planning and implementing the support, evaluating and modifying the support and reviewing the outcomes. The learners and their needs should be placed at the centre of the reading literacy process. Mentor teachers should assist preservice teachers in the identification of learners who are "at risk" for reading difficulties; they should be shown how to make sure that the identified learners actually need the support that should be provided; they should show and tell them where they should focus the reading support that is to be provided; they should then show them how to evaluate and modify the support provided to the learners if it is not working; and lastly, they need to show them how to reflect on their practice in order to determine whether the outcomes set for reading literacy have been achieved, both at a school and district level.

The core reading literacy components that should be addressed during initial teacher preparation as well as inservice teacher professional development include:

- Knowing the basics of reading psychology and development;
 - Understanding language structure for both word recognition and language comprehension;
 - Applying best practices in all components of reading instruction; and
-

- Using validated, reliable, efficient assessments to inform classroom teaching (Moats, 2020:5).

The fact that preservice teachers need better preparation and mentor teachers' professional development to carry out explicit instruction in reading should prompt action and not criticism. It should highlight the gap between what teacher need and what they have been given. If mentor teachers are to fulfil their function effectively and if preservice teachers are to improve their competence in teaching, all stakeholders should accept responsibility and come together to support one another.

5.7 Conclusion

Mentoring is an essential component of the preservice teaching experience. The provision of highly prepared and effective mentors contributes to the success of preservice teaching during this high-stake period of professional development. Substantial evidence from this study supports the five mentoring factors as a valid and useful conceptual framework for mentoring preservice teachers during teaching practice. The five factors also serve to identify the specific responsibilities of mentor teachers and should be used to articulate the goals and outcomes for their preparation for the role. Wenger's (1998) Communities of Practice (CoP) theoretical framework should be used as guiding theoretical light. Wenger, Trayner, and de Laat (2011, p.9) defined CoP as a "learning partnership among people who find it useful to learn from and with each other about a particular domain. They use each other's experience of practice as a learning resource". For Wenger (2004, para 14), the community constitutes "the group of people for whom the domain is relevant, the quality of the relationships among members, and the definition of the boundary between the inside and the outside". In order for the student teacher, the mentor teacher and the university lecturer to constitute a CoP, they must come together around ideas or topics of interest (the domain – reading literacy) and interact with each other to learn together. In addition, Wenger (2004, para 15) defines practice as "the body of knowledge, methods, tools, stories, cases, documents, which members share and develop together" to address recurring problems in their specific contexts. Teacher preparation programmes that enlist the support of experienced classroom teachers as mentors to preservice teachers must establish a set of expectations for the mentor/preservice teacher's relationship, and also continue to study the effectiveness and the impact of this relationship on the success of the teachers. Establishing the components of effective mentoring will not only verify what

has been done during the preservice teacher experience, it will also serve to expand mentoring services to others who are developing effective preservice teaching experiences.

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APPENDIX A



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**INFORMED CONSENT DOCUMENTATION FOR MENTOR TEACHERS COMPLETING
QUESTIONNAIRES AND PARTICIPATING IN FOCUS GROUP INTERVIEWS**

TITLE OF THE RESEARCH STUDY

The development of a work integrated learning mentoring framework for a faculty of education

ETHICS REFERENCE NUMBER

PRINCIPAL INVESTIGATOR

Prof Carisma Nel

POST GRADUATE STUDENT

Mrs Priscilla van den Berg

ADDRESS

Faculty of Education
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North-West University
Potchefstroom 2520

CONTACT NUMBER

Office: (018) 285 2639
Cell: 0727020176

Dear Mentor Teacher

You are being invited to take part in this research study that forms part of a Masters study conducted in selected schools in a selected district in the North-West Province. The study is managed by Prof Carisma Nel, a Research Professor at the North-West University.

Please take some time to read the information presented here, which will explain the details of this study. Please ask the gatekeeper (i.e., the WIL Manager) any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Please note that your participation is **entirely voluntary** and that you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Ethics Committee of the Faculty of Education of the North-West University (NWU.....)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National

Health Research Ethics Council. The research ethics committee members or relevant authorities might therefore ask to inspect the research records.

What is this research all about?

The purpose of this study is to determine your perception of the mentoring you provide(d) to student teachers during their teaching practice. The questionnaire focuses on identifying core aspects that may affect the quality and type of mentoring that you provide. During the focus groups, we would like to know what support you provide to the student teacher and whether you benefitted at all from the mentoring experience in terms of your own professional growth as a teacher. We would also like to know about the challenges you experienced as well as what helpful experiences you had during your mentoring of the student teachers during their teaching practice.

The completion of the questionnaire will be done after school hours in staffroom of the school. The focus group interviews will also be conducted at the school after school hours by the researcher who is a qualified teacher registered with SACE and who is also a trained assessor. Approximately 40 mentor teachers from six schools in a selected district will be approached to participate in the study.

Why have you been invited to participate?

You have been invited to participate because 1) you are a mentor teacher for student teachers during their teaching practice period, 2) you have fulfilled the function of a mentor teacher before, 2) you are a foundation phase mentor teacher, 3) your school offers either English, Setswana or Afrikaans as Home Language and the relevant first additional language as required by the DBE.

You will, therefore, not be able to participate in this study if you are a mentor teacher in the intermediate or senior and FET phase, and if you only mentor one language specialisation.

What will your responsibilities be?

If you agree to participate in the research you will be expected to

- Complete a questionnaire on your mentoring experience towards student teachers during the teaching practice period. The questionnaire will take approximately 30 minutes to complete.
- Participate in a focus group interview of approximately 45 minutes with the researcher at the end of July 2019.

How will you benefit from taking part in this research?

The direct benefit for you as a participant in the research study is that the experiences you share will enable you to reflect on the type of mentoring you provide to student teachers as well as reflect on your own literacy teaching practices.

The indirect benefit is that your participation in this research study will contribute to improving the support as well as the training the faculty of education provides to mentor teachers in order to fulfil this function effectively and to the benefit of both you and the student teacher.

Are there risks involved in your taking part in this research?

The risk to you in this study is minimal and is limited to a feeling of slight discomfort when asked to respond to some questions that may be perceived as being asked to criticise or comment on the mentoring provided to the student teacher. However, please note that all comments are handled in a confidential manner, and no mentor teacher or student teacher will be mentioned by name or include any other identifying characteristics. You will also be provided with refreshments during the course of the focus group interviews. There are more gains for you in joining this study than there are risks.

Who will have access to the data?

Your anonymity will be protected by not requiring you to identify yourself. You will choose a number from a bag which will then be used as your code in order to ensure that data can be transcribed accurately. When data is transcribed the code will be used to make the link to what you said. This code will also be used when feedback is given in discussions, reports and journal articles on the research. All participants will be asked to sign a confidentiality agreement.

All the data that the researcher captures by means of the questionnaire and the focus group will be known only to the researcher and the project leader. Hard copies of the questionnaires as well as audio recordings of the focus group interviews will be kept on the principal investigator's computer and hard copies of data will be locked in a safe in the office of the principal investigator while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored in the office of the principal investigator for a period of seven years.

How will you know about the findings?

Each participant will receive a copy of the results of the study in the form of a one-page infographic leaflet once the examination process of the study has been completed.

Will you be paid to take part in the study and are there any costs for you?

No, you will not be paid to take part in the study because the results will have a direct as well as indirect benefit for your professional development as a teacher and the support you receive from the faculty of education in terms of training.

Is there anything else that you should know or do?

- You can contact Prof Carisma Nel at 0727020176 if you have any further questions or have any problems.
- You can also contact the EDU-REC chairperson at Jako.Olivier@nwu.ac.za if you have any concerns that were not answered about the research or if you would like to bring something under his attention.
- You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled: **The development of a work integrated learning mentoring framework for a faculty of education**

I declare that:

- I have read this information and it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was explained clearly to me.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.

- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- I gave him/her time to discuss it with others if he/she wished to do so.
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

APPENDIX B



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**INFORMED CONSENT DOCUMENTATION FOR STUDENT TEACHERS COMPLETING
 QUESTIONNAIRES AND PARTICIPATING IN FOCUS GROUP INTERVIEWS**

TITLE OF THE RESEARCH STUDY

The development of a work integrated learning mentoring framework for a faculty of education

ETHICS REFERENCE NUMBER

PRINCIPAL INVESTIGATOR

Prof Carisma Nel

POST GRADUATE STUDENT

Mrs Priscilla van den Berg

ADDRESS

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 North-West University
 Potchefstroom 2520

CONTACT NUMBER

Office: (018) 285 2639
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Dear Student Teacher

You are being invited to take part in this research study that forms part of a Masters study conducted in selected schools in a selected district in the North-West Province. The study is managed by Prof Carisma Nel, a Research Professor at the North-West University.

Please take some time to read the information presented here, which will explain the details of this study. Please ask the gatekeeper (i.e., the WIL Manager) any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Please note that your participation is **entirely voluntary** and that you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Ethics Committee of the Faculty of Education of the North-West University (NWU, ~~2016~~)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National

Health Research Ethics Council. The research ethics committee members or relevant authorities might therefore ask to inspect the research records.

What is this research all about?

The purpose of this study is to determine your perception of the mentoring you receive(d) from your mentor teachers during your teaching practice. The questionnaire focuses on identifying core aspects that may affect the quality and type of mentoring that you receive. During the focus groups, we would like to know what support you received from the mentor teacher and whether this assisted you in your professional growth as a developing teacher. We would also like to know about the challenges you experienced as well as what helpful experiences you had during your teaching practice.

The completion of the questionnaire will be done during your scheduled WIL class where the focus is on briefing you for the teaching practice session. The focus group interviews will be conducted by the researcher who is a qualified teacher registered with SACE and who is also a trained assessor. The focus groups will be conducted in the WIL simulator classroom of the project leader at a time which does not clash with your coursework. Approximately 300 student teachers (i.e., first year and fourth years) will be approached to participate in the study.

Why have you been invited to participate?

You have been invited to participate because 1) you are a student teacher (either a first year or a fourth year), 2) specialising in the foundation phase who receives or has received mentoring from a mentor teacher, 3) your language major is either English, Setswana or Afrikaans and with the relevant first additional language as required by the DHET policy document (MRTEQ).

You will, therefore, not be able to participate in this study if you are a student teacher in the intermediate or senior and FET phase, and if you only have one language specialisation.

What will your responsibilities be?

If you agree to participate in the research you will be expected to

- Complete a questionnaire on your mentoring experience during the teaching practice period. The questionnaire will take approximately 30 minutes to complete.
- Participate in a focus group interview of approximately 45 minutes with the researcher at the end of July 2019.

How will you benefit from taking part in this research?

The direct benefit for you as a participant in the research study is that the experiences you share will enable you to reflect on the type of mentoring you received from your mentor teacher and whether you grew professionally as a developing teacher.

The indirect benefit is that your participation in this research study will contribute to improving the effectiveness of the proposed mentoring programme that will be developed for mentor teachers to better equip them to support and coach student teachers with a specific emphasis on the mentoring required for literacy teaching.

Are there risks involved in your taking part in this research?

The risk to you in this study is minimal and is limited to a feeling of slight discomfort when asked to respond to some questions that may be perceived as being asked to criticise or comment on the mentoring received from your mentor teacher. However, please note that all comments are handled in a confidential manner, and no mentor teacher or student teacher will be mentioned by name or include any other identifying characteristics. You will also be provided with refreshments during the course of the focus group interviews. There are more gains for you in joining this study than there are risks.

Who will have access to the data?

Your anonymity will be protected by not requiring you to identify yourself. You will choose a number from a bag which will then be used as your code in order to ensure that data can be transcribed accurately. When data is transcribed the code will be used to make the link to what you said. This code will also be used when feedback is given in discussions, reports and journal articles on the research. All participants will be asked to sign a confidentiality agreement.

All the data that the researcher captures by means of the questionnaire and the focus group will be known only to the researcher and the project leader. Hard copies of the questionnaires as well as audio recordings of the focus group interviews will be kept on the principal investigator's computer and hard copies of data will be locked in a safe in the office of the principal investigator while the research is in progress. On completion of the research the electronic data will be transferred to DVD and stored in the office of the principal investigator for a period of seven years.

How will you know about the findings?

Each participant will receive a copy of the results of the study in the form of a one-page infographic leaflet once the examination process of the study has been completed.

Will you be paid to take part in the study and are there any costs for you?

No, you will not be paid to take part in the study because the results will have a direct as well as indirect benefit for your professional development as a teacher and the support you receive from mentor teachers and for fourth year student teachers the support they will receive during their induction year.

Is there anything else that you should know or do?

- You can contact Prof Carisma Nel at 0727020176 if you have any further questions or have any problems.
- You can also contact the EDU-REC chairperson at Jako.Olivier@nwu.ac.za if you have any concerns that were not answered about the research or if you would like to bring something under his attention.
- You will receive a copy of this information and consent form for your own records.

Declaration by participant

By signing below, I agree to take part in a research study entitled: **The development of a work integrated learning mentoring framework for a faculty of education**

I declare that:

- I have read this information and it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was explained clearly to me.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.

- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I clearly and in detail explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- I gave him/her time to discuss it with others if he/she wished to do so.
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- The informed consent was obtained by an independent person.
- I am satisfied that he/she had time to discuss it with others if he/she wished to do so.
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

APPENDIX C

Mentor Teacher Questionnaire

Section A: Background Information

Code: _____

Gender: _____

Home Language used within the Foundation Phase: _____

First Additional Language used within the Foundation Phase: _____

Section B: Mentoring experience(s)

INSTRUCTIONS: The following statements relate to the mentoring you provide to student teachers during their work integrated learning placement at schools. Please indicate the degree to which you disagree or agree with each statement below by **circling only one response** to each statement. Each statement specifically relates to the mentoring you provide for literacy (i.e., Home Language and First Additional Language).

Key:

SD - Strongly Disagree = 1

D - Disagree = 2

U - Uncertain = 3

A - Agree = 4

SA - Strongly Agree = 5

During the student teacher's work integrated learning placement at school, I felt I:

- | | | | | | |
|---|----|---|---|---|----|
| 1. Was supportive of the student teacher for literacy teaching. | SD | D | U | A | SA |
| 2. Used literacy language from the current CAPS curriculum. | SD | D | U | A | SA |
| 3. Guided the student teacher with literacy lesson preparation. | SD | D | U | A | SA |
| 4. Discussed policies used for or relevant for literacy teaching. | SD | D | U | A | SA |
| 5. Modelled literacy teaching. | SD | D | U | A | SA |
| 6. Assisted the student teacher with classroom management for literacy teaching. | SD | D | U | A | SA |
| 7. Demonstrated how to develop a good rapport with school learners while teaching literacy. | SD | D | U | A | SA |
| 8. Assisted the student teacher with implementing literacy teaching. | SD | D | U | A | SA |
| 9. Displayed enthusiasm when modelling literacy teaching. | SD | D | U | A | SA |
| 10. Assisted the student teacher to timetable for literacy lessons. | SD | D | U | A | SA |

11. Outlined documents relevant for literacy teaching to the student teacher.	SD	D	U	A	SA
12. Modelled effective classroom management when teaching literacy.	SD	D	U	A	SA
13. Discussed assessment of the student teacher's literacy teaching.	SD	D	U	A	SA
14. Developed the student teacher's strategies for teaching literacy.	SD	D	U	A	SA
15. Was effective in modelling the teaching of a lesson in literacy.	SD	D	U	A	SA
16. Provided oral feedback on the student teacher's literacy teaching.	SD	D	U	A	SA
17. Was comfortable talking with the student teacher about teaching literacy.	SD	D	U	A	SA
18. Discussed with the student teacher questioning skills for effective literacy teaching.	SD	D	U	A	SA
19. Used hands-on materials for teaching literacy.	SD	D	U	A	SA
20. Provided written feedback on the student teacher's literacy teaching.	SD	D	U	A	SA
21. Discussed with the student teacher the knowledge that he/she needs for teaching literacy.	SD	D	U	A	SA
22. Instilled positive attitudes in the student teacher for teaching literacy.	SD	D	U	A	SA
23. Assisted the student teacher to reflect on improving literacy teaching practices.	SD	D	U	A	SA
24. Gave the student teacher clear guidance for planning to teach literacy.	SD	D	U	A	SA
25. Discussed with the student teacher the aims of teaching literacy.	SD	D	U	A	SA
26. Made the student teacher feel more confident as a teacher of literacy.	SD	D	U	A	SA
27. Provided problem solving strategies for the student teacher's literacy teaching.	SD	D	U	A	SA
28. Reviewed the student teacher's lesson plans before teaching literacy.	SD	D	U	A	SA
29. Had demonstrated well-designed literacy activities for the learners.	SD	D	U	A	SA
30. Gave the student teacher new viewpoints on teaching literacy.	SD	D	U	A	SA
31. Listened to the student teacher attentively on literacy teaching matters.	SD	D	U	A	SA
32. Showed the student teacher how to assess the learner's learning of literacy.	SD	D	U	A	SA
33. Clearly articulated what the student teacher needed to do to improve literacy teaching.	SD	D	U	A	SA
34. Observed the student teacher teach Literacy before providing feedback.	SD	D	U	A	SA

APPENDIX D

Student Teacher Questionnaire

Section A: Background Information

Code: _____

Gender: _____

Year Level: _____

Home Language: _____

First Additional Language: _____

Section B: Mentoring experience(s)

INSTRUCTIONS: The following statements relate to your mentoring experiences during your work integrated learning placement at schools. Please indicate the degree to which you disagree or agree with each statement below by **circling only one response** to each statement. Each statement specifically relates to your literacy (i.e., Home Language and First Additional Language) mentoring experiences.

Key:

SD - Strongly Disagree = 1

D – Disagree = 2

U – Uncertain = 3

A – Agree = 4

SA - Strongly Agree = 5

During my work integrated learning experiences, my Mentor Teacher:

1. Was supportive of me for teaching literacy.	SD	D	U	A	SA
2. Used literacy language from the current CAPS curriculum.	SD	D	U	A	SA
3. Guided me with literacy lesson preparation.	SD	D	U	A	SA
4. Discussed with me policies used for or relevant for literacy teaching.	SD	D	U	A	SA
5. Modelled literacy teaching.	SD	D	U	A	SA
6. Assisted me with classroom management for literacy teaching.	SD	D	U	A	SA
7. Had a good rapport with the learners learning literacy.	SD	D	U	A	SA
8. Assisted me towards implementing literacy teaching strategies.	SD	D	U	A	SA
9. Displayed enthusiasm when teaching literacy.	SD	D	U	A	SA

10. Assisted me with timetabling my literacy lessons.	SD	D	U	A	SA
11. Outlined documents relevant for literacy teaching to me.	SD	D	U	A	SA
12. Modelled effective classroom management when teaching literacy.	SD	D	U	A	SA
13. Discussed assessment of my literacy teaching.	SD	D	U	A	SA
14. Developed my strategies for teaching literacy.	SD	D	U	A	SA
15. Was effective in teaching literacy.	SD	D	U	A	SA
16. Provided oral feedback on my literacy teaching.	SD	D	U	A	SA
17. Seemed comfortable in talking with me about literacy teaching.	SD	D	U	A	SA
18. Discussed with me questioning skills for effective literacy teaching.	SD	D	U	A	SA
19. Used hands-on materials for teaching literacy.	SD	D	U	A	SA
20. Provided me with written feedback on my literacy teaching.	SD	D	U	A	SA
21. Discussed with me the knowledge I needed for teaching literacy.	SD	D	U	A	SA
22. Instilled positive attitudes in me for teaching literacy.	SD	D	U	A	SA
23. Assisted me to reflect on improving my literacy teaching practices.	SD	D	U	A	SA
24. Gave me clear guidance for planning to teach literacy.	SD	D	U	A	SA
25. Discussed with me the aims of literacy teaching.	SD	D	U	A	SA
26. Made me feel more confident as a literacy teacher.	SD	D	U	A	SA
27. Provided strategies for me to solve my literacy teaching problems.	SD	D	U	A	SA
28. Reviewed my literacy lesson plans before teaching literacy.	SD	D	U	A	S
29. Had well-designed literacy activities for the learners.	SD	D	U	A	SA
30. Gave me new viewpoints on teaching literacy.	SD	D	U	A	SA
31. Listened to me attentively on literacy teaching matters.	SD	D	U	A	SA
32. Showed me how to assess the learners' learning of literacy.	SD	D	U	A	SA
33. Clearly articulated what is needed to improve my literacy teaching.	SD	D	U	A	SA
34. Observed me teach literacy before providing feedback.	SD	D	U	A	SA

APPENDIX E

Focus Group Questions: Mentor Teachers

1. What are your expectations of the student teachers during teaching practice?
2. What do you think your roles and responsibilities are towards the student teachers during teaching practice?
3. What type of support do you give the student teachers?
4. How prepared are you for the task of mentor teacher?
5. In what way do you think the WIL office can support you to ensure that you can fulfil the task to the best of your ability?
6. During your mentoring of the student teachers, what aspects do you focus on? (For example, classroom management, teaching practices, transitions, teacher-learner relationship building, etc.)
7. What is your opinion on mentor teacher and student teacher “matching”? Would you like to know something about the student teachers ahead of the teaching practice?
8. Do you feel that you were successful in developing the student teachers’ knowledge/skills in school and classroom organization/management? If not, what would you change/add?
9. Were you supportive in general of the student teacher? What would you change if any?
10. Did you as mentor teachers model literacy teaching to the student teachers? Would you add/change anything to make the experience more successful? Do you need support with regard to this aspect?
11. Transitioning between subjects, time management and timetabling lessons in the foundation phase can be a real challenge, were you able to model this for the student teacher?
12. Were the student teachers given the necessary support and guidance to assess learners work?
13. Do you as mentor teachers feel that you also experienced growth in your teaching practice during the teaching practice period? If so what, and to what extent? If not, why do you think not?
14. How do you think the mentoring experience influenced your own teaching practice?
15. What type of support would be helpful to you?
16. Tell me about your best and worst mentoring experiences.

APPENDIX F

Focus Group Questions: Student Teachers

1. What are your expectations of the mentor teachers during teaching practice?
2. What do you think are your roles and responsibilities towards the mentor teacher during teaching practice?
3. What type of mentoring support do you expect from your mentor teacher?
4. How do you feel about the support you received from your mentor teacher?
5. Did this mentoring support meet your needs? If yes, explain how. If no, explain why not?
6. Do you consider other colleagues/peers as informal mentors? Who are they and how have they supported your professional development?
7. How did your mentor teacher help you with developing your school and class organization/management skills? What would you like to change/add?
8. Do you feel that you received the necessary support during teaching practice and that it was adequate? If not what changes would you suggest in the manner the mentor teacher supports your literacy practices?
9. Did your mentor model effective literacy teaching to you? Explain why you regard it as being effective or not
10. Did your mentor model a good rapport with school learners to you? Give examples. If not, why not?
11. Did your mentor assist you to understand the transition between subjects and time management in the foundation phase, as well as timetabling for lessons?
12. What challenges did your experience with this transition or your time management?
13. Were you given the chance to assess learners' work and were you given the necessary support and guidance for this task?
14. In what areas of your professional practice do you feel that you developed the most? How did your development evolve?
15. How do you think the mentoring experience (mentor, colleagues, and unofficial mentors) influenced your teaching practices as student teacher?
16. In what areas would you have liked more support in order to become the best teacher you can be?
17. What is your opinion on mentor teacher and student teacher "matching"? Were you well matched with your mentor teacher?
18. Tell me about your worst and best teaching experiences during teaching practice.

APPENDIX G



7 May 2019

To Whom It May Concern

I hereby confirm that the ethics application, as stated below, was approved at the Ethics Committee meeting of the Faculty of Education of 25 April 2019.

Ethics number: NWU-00556-19-A2

Project head: Prof C Nel

Project team: P van den Berg

Title: The development of a work integrated learning mentoring framework for a faculty of education

Period: 25 April 2019 – 25 April 2020

Clearance given for only one year. Extension can be requested after a year.

Risk level: Low

Should you have further enquiries in this regard, you are welcome to contact Prof Jako Olivier at 018 285 2078 or by email at Jako.Olivier@nwu.ac.za or Ms Erna Greyling at 018 299 4656 or by email at Erna.Greyling@nwu.ac.za.

Yours sincerely

Prof J Olivier
Chair Edu-REC

APPENDIX H

SAINT GEORGE PRIMARY



GAUTENG PROVINCE
REPUBLIC OF SOUTH AFRICA

Code of Conduct for Learners

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1. TITLE OF THE POLICY: CODE OF CONDUCT FOR LEARNERS**2. EFFECTIVE DATE : 01 January 2018****3. DATE OF NEXT REVIEW: 7th November 2018****4. REVISION HISTORY**

As amended on: (Specify dates)	
4.1.	7 th November 2018
4.2.	

5. PREAMBLE

In terms of the South African Schools Act (Act No 84 of 1996) hereafter referred to as SASA, it is the duty and responsibility of the School Governing Body to develop and adopt a Code of Conduct for learners. Such policy must be in line with the provision of the Provincial Gazette, relevant National Education Legislation as well as the Constitution of the Country. In a case where the Code of Conduct is in contrast with any provincial or national legislation then such legislation shall take precedence.

6. PURPOSE OF THE POLICY

The purpose of the policy is to set out the parameters within which learners should behave in order to protect and promote the integrity and security of each learner and all members of the school community.

6.1. Objectives

- a) To ensure that no learner is unlawfully and unfairly treated;
- b) To foster mutual respect and establish a culture of tolerance and peace amongst learners and educators in the school.
- c) To ensure that the administrative procedures are clearly defined;

7. DEFINITIONS AND ACRONYMS

7.1. Definitions

No	Term	Definition
1	District Director	Is the officer of the department responsible for the administration of education in a particular educational district
2	Educator	Means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services at school.
3	Expulsion	Means the permanent removal of a learner from a school.
4	Grade	Means that part of an educational programme which a learner may complete in one school year, or any other education programme which the Member of the Executive Council may deem to be equivalent thereto
5	Head of Department	Refers to the head of a provincial department of education.
6	Learner	Means any person receiving education or obliged to receive education in terms of relevant legislation.
7	Parent	means – a) the parent or guardian of a learner;

No	Term	Definition
		b) the person legally entitled to custody of a learner; or c) the person who undertakes to fulfil the obligations of a person referred to in paragraph (a) and (b) towards the learner's education at school.
8	Principal	Refers to an educator appointed or acting as the head of a school.
9	School	Refers to (Name of School)
10	School Governing Body	Is the body responsible for Governance issues at the (name of school).
11	Suspension	Means the temporary refusal of admission to a learner to a school, usually suspension precedes expulsion.

7.2. Acronyms

No.	Acronyms	Explanation
1.	DC	Disciplinary Committee
2.	MEC	Member of Executive Council of a province who is responsible for education in the province.
3.	RCL	Representative Council for Learners
4.	SASA	South African Schools Act
5.	SGB	School Governing Body

6.	SMT	School Management Team
----	-----	------------------------

8. APPLICATION AND SCOPE OF THE CONSTITUTION

The policy shall apply to all learners registered in the school.

9. LEGISLATIVE FRAMEWORK

- 9.1 Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), as amended.
- 9.2 South African Schools Act, 1996 (Act No. 84 of 1996), as amended.
- 9.3 National Education Policy Act, 1996 (Act No. 27 of 1996), as amended.
- 9.4 Promotion of Access to Information Act, 2000 (Act No. 2 of 2000).
- 9.5 Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000).
- 9.6 The Gauteng Schools Education Act, 1995 (Act No.6 of 1995).
- 9.7 Regulations for Misconduct of Learners at Public Schools and Disciplinary Proceedings, 2001 (General Notice 2591 of 2001).
- 9.8 Regulations for Safety Measures at Public Schools Government Notice No. 1040, October 2001, as amended.
- 9.9 Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, General Notice 776 of 1998.

10. RELEVANT POLICIES AND PROVINCIAL CIRCULARS

Circular 74/2007

11. POLICY STATEMENTS

- 11.1 The Principle and Values: The Rights of the Learners
 - a) At Saint George Primary all learners shall have the democratic right to due process, participation in decision - making on matters affecting them and a method of appeal. The school prides itself on its record of allowing learners

to express and resolve school-related grievances together with the SMT and SGB.

- b) Any form of discipline embarked upon by the school is underpinned by dignity and respect.
- c) Corporal punishment is prohibited at Saint George Primary.
- d) The school will endeavour to provide learners with a clean, safe, healthy environment with access to clean running water and toilets and an environment that protects them from harassment and intimidation from attending classes and writing tests and examinations thereby creating an atmosphere conducive for teaching and learning.
- e) Learners have the right to expect educators to maintain high standard of professional ethics.

11.2 The Legal Authority for the Control and Discipline of Learners

- a) The South African Schools' Act empowers a governing body of a school to maintain discipline in a school. The Code of Conduct must prescribe behaviour that respects the rights of learners and educators.
- b) The school will make every effort to ensure that learners understand that action may be taken against them if they contravene the Code of Conduct. In cases where action has to be taken the school will inform the learners why:
 - (i) Their conduct is considered as misbehaviour or misconduct.
 - (ii) They are to be disciplined or punished.
- c) All learners at the school are subject to the Code of Conduct without exception. The learners will be informed about its contents on enrolment at the school.
- d) An educator at the school shall have the same rights as a parent to control and discipline the learner in accordance with the Code of Conduct during the time the learner is in attendance at the school or school related activities.

- e) The Principal or an educator, upon reasonable suspicion, has the legal authority to conduct a search of any learner or property in possession of a learner for a dangerous weapon, firearm, drugs, or harmful dangerous substance, stolen property or pornographic material brought onto the school property.

11.3 School Rules

11.3.1 School Wear and General Appearance

a) Learners should be neatly dressed in their school uniforms daily, unless otherwise determined by the Principal. **Girls:** School T-shirt & Culotte, Green or white socks and black shoes. **Boys:** School T-shirt and shorts, Grey or Green socks and black shoes. Winter uniform, only the school tracksuit will be allowed.

b) Learner's hair

i) Girl's hair must have a neat appearance. If long, the hair must be neatly tied with the approved accessories.

ii) Boy's hair must be short and evenly cut.

iii) Highlights and coloured hair are not allowed.

c) Jewellery

i) All learners are allowed to wear a wristwatch.

ii) Earrings, necklaces and bangles are prohibited for boys and girls.

d) Learners nails

i) Nails of both boys and girls must be short and well cared for.

ii) Polished nails are not allowed.

11.3.2 School Attendance

a) All learners are expected to attend school regularly and punctually.

b) All learners are required to assemble in designated areas by 7h45 daily.

c) Should a learner be absent from school, his/her parent is required to notify the school in writing.

d) Learner truancy/absence from class/bunking will not be tolerated.

11.3.3 Classroom Rules

It is expected that each educator will together with the learners develop their own classroom rules. The following rules are applicable to all classes:

- a) Every educator is responsible for discipline at all times at the school and at school related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at the school. Serious misconduct must be referred to the Principal of the school.
- b) Learners must commit themselves to do their school work during classes, complete assigned homework and catch up on work missed because of absence.
- c) An educator's instruction must be followed at all times. Under no circumstances will the undermining/disregard of an educator be tolerated.
- d) Classrooms may only be left with the permission of an educator.

11.3.4 Care of the School Property

- a) Every learner is expected to protect and use all school equipment and facilities with care.
- b) Vandalism will not be tolerated.
- c) Any learner who intentionally misuses, damages or defaces any school property should replace it or pay for the damage to property.

11.3.5 Drug, Alcohol and Weapon Free Zone

- a) Smoking, alcohol, drug use is not permissible at the school.
- b) Possession of cigarettes, cigarette lighters, matches, drugs, alcoholic drinks, pornographic material, firearms, knives and other dangerous weapons is prohibited at the school.

11.3.6 Violence, Bullying and Foul language

- a) No violence, bullying, intimidation or threatening of any kind is allowed at the school.
- b) Learners are not allowed to swear or use foul language.

11.3.7 Property of learners

- a) Learners are not allowed to bring computer games, CD players, radios, cell phones, iPods, etc to school unless permission to do so has been obtained from the Principal.
- b) Learners are encouraged not to bring valuable items to school. In cases where such items must be brought to school they should be handed in to the office for safekeeping.
- c) Theft is prohibited at the school.

11.3.8 Early Departure from School

- a) No learner may leave the school premises without permission from the office during school hours.
- b) The school prefers that appointments to e.g. doctors, dentists, etc be made after school hours or over the holidays.
- c) A learner who needs leave during school hours must supply the office with a letter from the parent requesting permission for leave.
- d) A learner who falls sick during school hours must report to the class teacher, who will contact the parent.
- e) All learners leaving the school premises early must report to the office and their names must be recorded in the early departure book.

11.3.9 General Behaviour

- a) Under no circumstances will learners be allowed to sell anything at the school, unless it relates to school fundraising or a project for which a teacher has sought the necessary permission.

- b) Dishonesty, telling of lies, indecency or an act which in the opinion of the principal is condemnable will be acted upon by the Principal.
- c) Disrespect towards the national symbols (national flag, anthem, etc) of the Republic of South Africa as well as the school flag and anthem will not be tolerated.
- d) Any ill disciplined behaviour in the classroom, on the school premises, during school trips/excursions or any school function, including any action that brings the school into disrepute will not be tolerated.
- e) All litter must be thrown in the bins provided and not thrown around the class or school.
- f) Learners must not disregard/undermine the authority of the Principal or staff of the school.
- g) Disruption of classes or school by learners is unacceptable.
- h) Learners are not allowed to enter areas restricted by the Principal/SMT.

11.4 Disciplinary Rules

In an effort to maintain discipline at the school and ensure that teaching and learning is not disrupted through behavioural problems, the SGB puts forwards the disciplinary rules described below.

11.4.1 Ordinary Offences

- a. The following acts are considered as Ordinary offences:
 - (i) Late coming
 - (ii) Failure to complete school work (class work and homework) given.
 - (iii) Playing truant or bunking periods.
 - (iv) Littering anywhere on the school premises.
 - (v) Use of foul language.
 - (vi) Incorrect uniform

(vii) Minor disruptive behaviour

- b. Educators will resolve the above stated offences and keep records of the date of offence, type of offence, name of learner and how the matter was resolved. The educator may counsel the learner, use verbal warnings or written reprimand to resolve the problem.
- c. After three ordinary offences have been recorded against a learner the matter must be referred to the Principal who together with the educator shall implement one of the following measures:
 - (i) Give the learner supervised school work, ensuring that parents are informed timeously.
 - (ii) Suspend the learner from some school activities e.g. sport, cultural activities.
- d. Should the learner continue to commit ordinary offences, a warning letter will be sent to the parent, if the behaviour persists the parent will be called to school to discuss the matter and the likelihood of serious action being taken by the school.

11.4.2 Schedule 1 - Misconduct

- a. A learner will be guilty of Schedule 1 misconduct if he/she:
 - (i) seriously threatens, disrupts or frustrates teaching or learning in a class;
 - (ii) engages in a conspiracy to disrupt the proper functioning of the school through collective action;
 - (iii) insults the dignity of or defames any learner or any other person, which includes racist remarks;
 - (iv) distributes, or is in the possession of any test or examination material that may enable another person to gain an unfair advantage in a test or examination;
 - (v) cheats in a test or examination or any other form of

- assessment such as assignments;
 - (vi) engages in any act of public indecency;
 - (vii) sexually harasses another person;
 - (viii) is found in possession of or distributes pornographic material;
 - (ix) Smokes or is in possession of cigarettes; or
 - (x) Is under the influence or in the possession of alcohol.
- b. After Schedule 1-misconduct has been noted against a learner's name, the matter should be referred in writing to the Principal of the school. Following a thorough investigation and confirmation of the allegation a written warning, the Principal will send a written warning to the parent.
- c. A further offence in this category will be dealt with as per serious misconduct.

11.4.3 Schedule 2 – Serious Misconduct

- a. The following acts are considered as Serious Misconduct:
- i) Rape;
 - ii) Indecent assault;
 - iii) Sexual harassment with aggravating circumstances;
 - iv) Assault with the intention to do grievous bodily harm;
 - v) Common assault of an educator;
 - vi) Serious intimidation of the other learner, teaching and non-teaching staff;
 - vii) Malicious damage of the state property;
 - viii) Theft with aggravating circumstances;
 - ix) Robbery;
 - x) Possession of dangerous weapons on school premises;

- xi) The possession, sale or abuse of illegal substances;
 - xii) The possession of obscene material including;
 - material depicting sexual images in all its forms;
 - xiii) Being on the school premises or at a school function outside the school premises while under the influence of intoxicating liquor or illegal substances;
 - xiv) The theft of examination papers or the possession or sale of such stolen examination papers; and
 - xv) Repeated Ordinary Offences and Schedule 1 Misconduct
- b. After a serious misconduct has been noted against a learner's name, the matter should be referred in writing to the Principal of the school. Following a thorough investigation and confirmation of the allegation the matter must be referred to the Disciplinary Committee.

11.5 Responsibilities of Learners

- a) On acceptance of the Code of Conduct by parents and learners, learners must implement the Code of Conduct.
- b) The Prefects should promote the code of conduct for learners but does not have the authority to punish other learners.

11.6 Responsibilities of Parents Regarding the Code of Conduct

- a) The ultimate responsibility for learner behaviour rests with the parent who is expected to support the school and ensure that learners observe the school rules and regulations and accept responsibility for their misbehaviour.
- b) Parents/Guardians should attend meeting convened by the Governing Body/SMT for them.

11.7 Due Process in the Event of Serious Misconduct

- a) In accordance with Government Gazette 189 of 1990 and Provincial Gazette 236 of 1997, the following procedure will be followed in the event of serious misconduct in order to ensure a fair hearing of the case. The penalties of suspension or expulsion can only be imposed after the due process described below has been followed:
- i) Any learner alleged to have violated any rule that may require suspension or expulsion must be brought to the principal. The principal shall hear the evidence and then decide on the action to be taken.
 - ii) In the event that the learner is to be charged with serious misconduct, the principal must inform the learner's parents in writing of the proposed action and arrange for a fair hearing by a small disciplinary committee consisting of members designated by the SGB.
 - iii) The principal must write a written report of the case to the District Director explaining the decision to charge the learner.
 - iv) A copy of written charges shall be delivered to the learner concerned and his/her parents/guardians by handing it over to him/her personally; and forward it by prepaid registered post to the parents or guardians last known residential address.
 - v) If the learner admits the charge, either in writing or orally in person before the principal, he or she shall be deemed guilty of serious misconduct as charged.

- vi) At the hearing, the principal of a Public School which a learner attends or an official appointed in writing by the Head of Department shall be the presiding officer.
- vii) In the case where a learner admits his or her guilt on a charge of serious misconduct, the principal or the appointed official should make recommendation/s on the correctional measures to be imposed, to the District Director, or in the event that expulsion of such learner is recommended to the Head of Department, or the presiding officer shall in writing appoint an educator at the school concerned, to act as prosecuting officer in the hearing.
- viii) In the case where the learner denies his/her guilt on a charge of serious misconduct, hears the charge in the set out below and, upon a finding of guilty, makes a recommendation on the correctional measures to be imposed.
- ix) For the hearing learners must be informed and understand the charge, with five (5) days notice, indicating time, place and date.
- x) At the hearing the prosecuting officer may present facts by the way of adducing oral written statements or documentary evidence.
- xi) At the hearing the learner shall have the right to be personally present and to be represented by his/her parents/guardians or a person nominated by the learner or his/her parents/guardian who shall have the right:
- be heard by impartial persons
 - treated with dignity during the process

- to present facts from the learner by adducing his/her statement, either in writing or orally or documentary evidence in defence of the learner.
 - to question any witness called in support of the charge.
 - to have access to documentary evidence produced in support of the charge.
 - be informed in writing of the decision if it is suspension or expulsion
- xii) The School Governing Body is obliged to keep a complete record of proceedings and outcome of the disciplinary hearing.
- xiii) In the event of the learner being found guilty, the presiding officer may impose the following correctional measure upon the learner found guilty or deemed to be guilty of the charge:
- caution or reprimand the learner
 - direct his/her detention after school hours for a specific period of time.
 - Suspension of up to one week or for a reasonable period while awaiting the approval of the Head of Department for expulsion.
- xiv) The disciplinary proceedings contemplated here shall be conducted in a fair, equitable, open and transparent manner.

11.8 Suspension of a Learner for Serious Misconduct

- a) According to Section 9(1) of SASA, a School Governing Body (SGB) may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school, but may only enforce such suspension, after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension.
- b) If a learner is suspended, the governing body must conduct the disciplinary proceedings within 7 (seven) days of the suspension, failing which, the governing body must obtain the approval of the HOD for the continuation of the suspension of such a learner.
- c) According to Section 9(1)(C) of SASA, a governing body may, after a fair hearing, suspend a learner from attending school, as a sanction for a period not longer than 7 (seven) school days.
- d) According to Section 9(1)(E) of SASA, a governing body may suspend or extend the suspension of a learner for a period not longer than 14 days, pending a decision as to whether the learner is to be expelled from the school by the HOD.

11.9 Serious Misconduct and the Law

- a) Serious misconduct which may include offences according to the law must be investigated by the police and referred to the Court if necessary.

11.10 Institution of which may Lead to Suspension or Expulsion

- a) The learner must be questioned by the principal.
- b) On the basis of evidence collected, the principal may institute a disciplinary hearing.

- c) Only the principal may institute disciplinary action against a learner in respect of serious misconduct.
- d) The principal may institute disciplinary action against a learner in respect of serious misconduct only if:
 - i) there is sufficient evidence to institute such proceedings; and
 - ii) the principal considers it to be the interest of the school and its community that such disciplinary action should be instituted.

11.11 Disciplinary Committee (DC) for Serious Misconduct

- a) Upon the advice of the principal, the SGB must appoint a DC to adjudicate the allegation of serious misconduct.
- b) The DC appointed by the SGB must comprise of three persons who are members of the SGB or are nominated by the SGB.
- c) The DC is subjected to the following conditions:
 - i) The chairperson of DC must be a parent member or community member of the SGB.
 - ii) The two remaining members of the disciplinary committee may not be the principal or a learner at the school.
 - iii) No person may be appointed to the disciplinary committee if he or she has personal knowledge of any matter that may be in dispute at the hearing.
- d) In appointing members of the disciplinary committee, issues of representivity in terms of gender and race must be reflected in the composition of the panel.

11.12 Procedure for Hearing of Serious Misconduct

- a) Regulation 5 of the Notice outlines the procedures for hearing of serious misconduct and other steps to be followed to ensure that the process is fair and transparent.
- b) The principle of FAIRNESS is expected to apply during the disciplinary proceedings:
 - i) The principles of fairness require that the accused person understands all the allegations against him or her, and is given a fair opportunity to respond to those allegations.
 - ii) This would therefore require that an opportunity be provided for the cross-examination of a person making allegations by the person against whom the allegations are made.
 - iii) The learner has the right to be represented by the legal representative.
 - iv) The evidence before the DC must be fairly evaluated and considered, and a decision must be taken without bias, malice or prejudice against anyone.
 - v) The circumstance of the accused person must be considered, and mitigation factors (such as the matter being a first offence) should be taken into account.
 - vi) Equality before the law requires that there be no unfair discrimination, directly or indirectly, on the basis of *inter alia* race, gender, age or religion.
 - vii) It also requires that like cases should be treated alike.
- c) The SGB makes a recommendation for expulsion to the HOD after a fair hearing.

- d) This recommendation of the DC must be forwarded to the HOD in writing.
- e) The parents of the learner must be notified in writing of their right to forward an accompanying letter with the recommendation, stating their position on the incident, if they so wish. This letter may serve as a part of the appeal process.
- f) The HOD then investigates the procedural and substantive aspects of the guilty verdict and the sanction recommended.
- g) The HOD's decision, after due consideration of the reports and the record of proceedings from the DC, together with the optional letter from parent, is final.
- h) If the HOD expels a learner who is of compulsory school age, he/she must ensure that the learner is admitted to another school.
- i) If the HOD decides to impose on the learner a lesser punishment, other than expulsion, he/she may, after consultation with the SGB, impose a suitable sanction on the learner, or if he/she decides not to impose a sanction on the learner, he/she will refer the matter back to the SGB for an alternative sanction.

11.13 Appeal Procedures

- a) A learner or the parent(s) of a learner who has been expelled or a representative designated by him/her may appeal against the decision of the HOD to the MEC, within 14 (fourteen) days.
- b) Alternative arrangements for the continued education of the learner who has appealed must be made by the HOD, until the appeal has been finalised.
- c) The MEC must, within 5 (five) days notify the HOD and SGB that the appeal has been lodged and furnish them with a copy thereof, and request them, within 5 (five) days after receipt of the appeal, to

make comments with regard to the appellant's reasons for the appeal and any other information relevant to the appeal.

d) After consideration of all the information, the MEC must, within 5 (five) days of receipt of the documentation, provide the learner with the decision regarding the appeal.

e) If an appeal by a learner who has been expelled from a public school is upheld by the Member of the Executive Council, the Member of the Executive Council must ensure that a suitable sanction is then imposed on the learner within 14 days of the date on which the appeal was upheld.

12. PROMOTION OF CODE OF CONDUCT

a) This policy will be displayed openly in the school.

b) This policy will be made available to each learner in the official language of teaching and learning on registration.

c) This policy shall clarify in positive terms what the expectations of the school are.

d) The following actions shall be taken to clarify the expectation of the school to learners:

i) Each learner to be given a copy of the code of conduct at the beginning of each year, younger learners at primary to be informed verbally.

ii) Classroom rules and the consequences for breaking these rules must be displayed in the class.

13. SHORT TITLE

This policy shall be called (**Code of Conduct for Learners of Saint George Primary**).

Assessment rubric 1: Graphic Organiser

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of the policies, regulations and rules as related to the coursework School Organisation and Administration ESA. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of the policies, regulations and rules as related to the coursework School Organisation and Administration ESA. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of the policies, regulations and rules as related to the coursework School Organisation and Administration ESA. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the policies, regulations and rules as related to the coursework School Organisation and Administration ESA. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas	Response shows evidence of synthesis of ideas presented and	Response shows little evidence of synthesis of ideas	Response shows no evidence of synthesis of	

	presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.	insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	presented and insights gained throughout the entire ESA. Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	ideas presented and insights gained throughout the entire ESA. No implications for the student teacher's overall teaching practice are presented, as applicable.
Total out of 12				

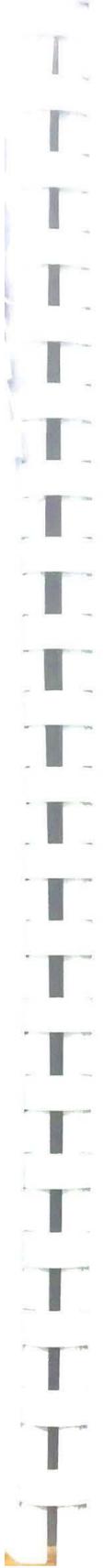
Passing Score: A score of 7.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

APPENDIX I

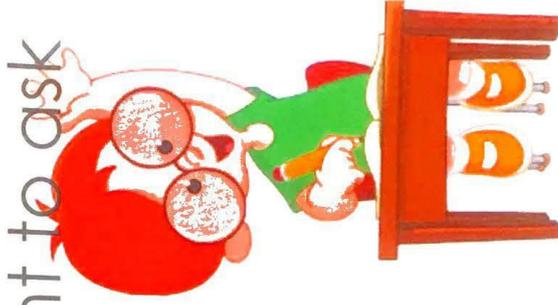
CLASSROOM RULES

2019





◦ Raise your hand if you want to ask something.



◦ Stay at your seat.

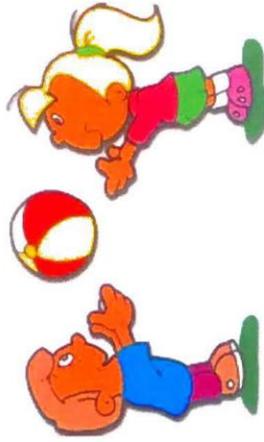


◦ We keep our hand/feet to our self.



171

◦Sharing is caring.



172

◦Respect other people's property.

◦Take care of our property
It is not your's to destroy.

173



◦ Respect each other.



◦ Listen to your teacher/adult.



o Tidy up after working.



APPENDIX J

NWU PLANNING AND PREPARATION FRAMEWORK: GRADE 1 TO GRADE 3

PLANNING OF THE LESSON: English FAL

Primary Subject Area

List the primary content area for this lesson.

Listening and Speaking
Reading and Viewing

Interdisciplinary Connections

Provide a list of the subject area(s), in addition to the primary subject area that is incorporated in this lesson (e.g., Integrated Mathematics, Life Skills and Literacy)

Demonstrating Knowledge of Content and Pedagogy

Integrated with Life Skills.

Lesson Duration

State the approximate time frame for this lesson.

Designing Coherent Instruction

20 minutes

Relevance/Rationale

Consider how your objectives/goals and plan will engage learners cognitively and build understanding. Why are the lesson objectives important in the real world? How is this lesson relevant to learners in this class (interests, cultural assets, special needs)?

Demonstrating Knowledge of Learners

The goal is to help the learners firstly understand the sense of sight and that we see with our eyes. They can do this in Afrikaans first. Once the learners understand the main aim of the lesson, I will teach them the English word for "oë" and "sien". The learners need to be aware of their senses and how they receive information from the world.

CAPS analysis and Content Standard(s)

For example: Use place value understanding to round multi-digit whole numbers to any place

Setting Instructional Objectives/Goals

See:

- o Look at items and objects around me
- o Identify eyes
- o Identify light, dark
- o Care for my eyes?

Essential Question

A question that frames the central idea of the lesson.

Setting Instructional Objectives/Goals

What do we use our eyes for?

Objectives/Goals

Objectives communicate clearly what the learner will accomplish during the given lesson, including the Behaviours -learners will exhibit to show learning (What do you want learners to learn by the end of the lesson?) Conditions - under which the learners will exhibit those behaviours (How do you want learners to demonstrate what they have learned?) Criteria - the teacher will use to determine whether learners meet the objective (To what degree of proficiency do you want learners to demonstrate their learning by the end of the lesson?)

What will learners know and be able to do as a result of this lesson? Objectives should be written in the form that addresses the learners' learning and suggests viable methods of assessment.

Setting Instructional Objectives/Goals

Throughout this lesson, I believe the learners will remain intrigued as it's a hands-on activity. I would like the class environment to be enjoyable, therefore interactive. By the end of the lesson, the learners should be able to explain that we use our EYES to SEE. They should be able to say both words in English. Should they still not be able to do so by the end of the lesson, I will try again the next day, as I do not want to confuse or overwhelm these learners.

Learner profile & School/Classroom contextualization

Describe any unique characteristics of the class (considerations may include: special needs, language backgrounds, learning styles, etc.). Also include any other circumstances an assessor and/or observer should know about.

Knowledge of Learners

This is a special needs school and we have children with various disabilities in one classroom, ranging from mild to severe. The learners come from different backgrounds and some are in the hostel while others are not. There is continual disruptions from the learners, which the educator needs to manage throughout the lesson.

Learners' Background Knowledge

Identify learner background knowledge/prior knowledge in form of bulleted statements or questions. What is the previous learning that led up to this lesson in order for learners to make connections to new learning (this lesson)?

Knowledge of Learners

Knowledge of Content (CAPS)

The learners' background knowledge on the content is limited to what we have dealt with already; they understand that they have two eyes and that these two eyes are used to see.

Academic Vocabulary & Concepts (i.e., Academic Language Demands)

What key terms are essential to this content? What terms are essential to develop and extend learners' vocabulary? Identify and describe the new concepts that will influence learners' understandings.

Knowledge of Content and Pedagogy Knowledge of Learners

- eyes
- see
- eye

The concepts are not entirely new to the learners, as we have discussed this sense in an Afrikaans HL lesson, previously. Their prior knowledge does however depend on how much they remember from the previous lesson regarding sight. My explanation to the learners, and

their full understanding of the following terminology will ensure that the learners grasp the concept wholly, again. UNDERSTANDING of the topic will allow learners to remember and recall better at a later stage. The activity that uses concrete objects, will also aid in solidifying the concepts.

Resources - Technologies and Other Materials

List all materials, hand-outs, resources, and technology tools that are needed by the learner or the teacher to execute the lesson. Technologies may include hardware, software, and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.).

Demonstrating Knowledge of Resources

Materials:

- "Googly" eyes

Hand-outs:

- Colouring-in worksheet

Differentiation & Grouping Strategy

Describe how you will make provision for differentiation in your lesson. Describe how you will group learners to facilitate learning of the objectives/goals of this lesson. What is the rationale for the grouping strategy?

Designing Coherent Instruction

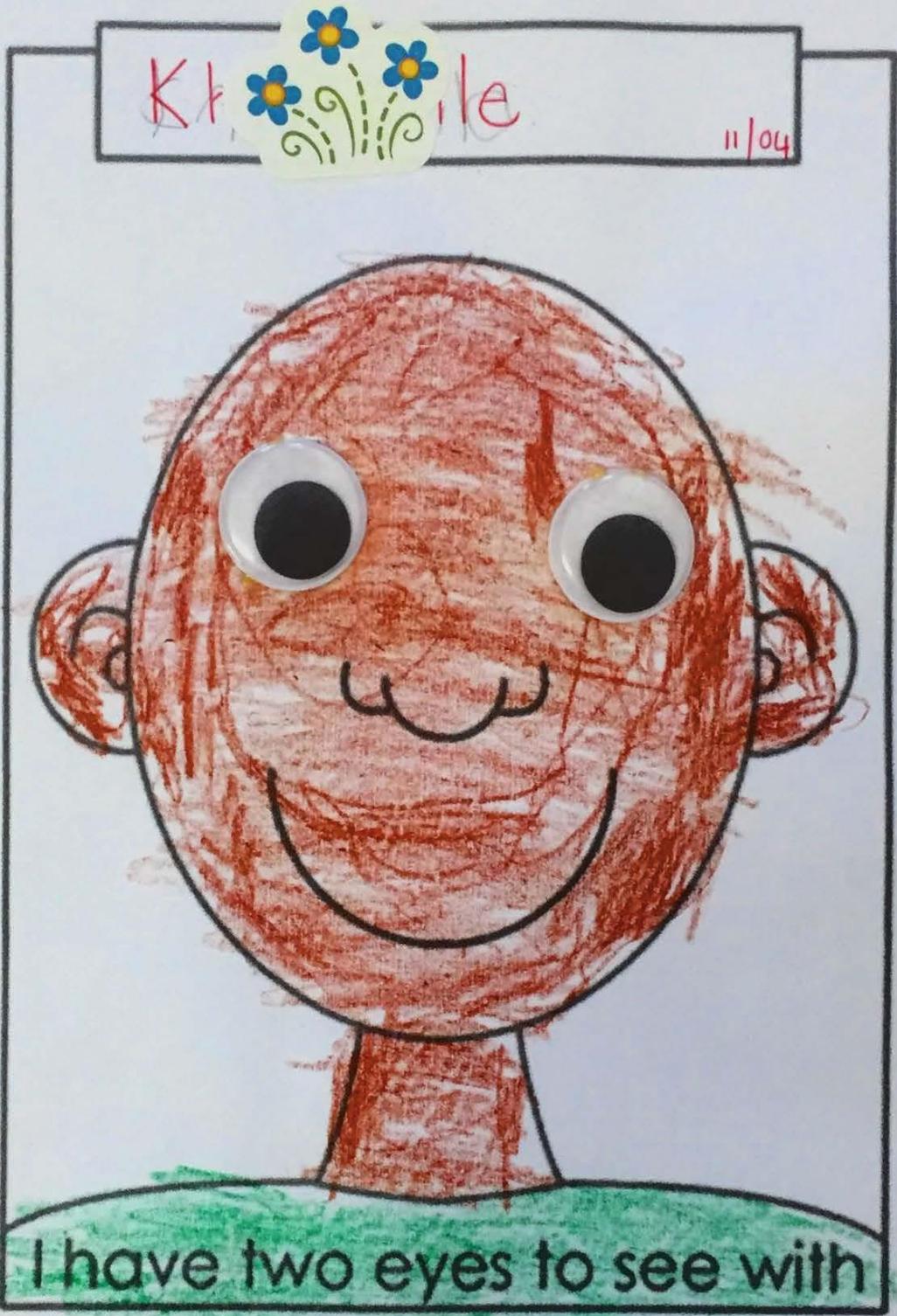
Being a small class, it is easy for me to work with the group as a whole. I will revise the topic and the terminology, the learners will have the opportunity to name the sense and the object shown to them (the eyes). Once the learners have grasped the concept completely, they will be assisted in order to complete the hand-out. I will then move between the learners as they work, assisting those who are struggling or who have learning difficulties.

Use of Formative Assessment to Inform Planning

Describe your learner's current levels of understanding of the content related to the objective/goal for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all learners?

Designing Learner Assessments

Being with the class for 3 weeks has given me a good indication of who is capable of what. The learners remember the content discussed in the previous lesson quite well. They need some assistance in naming the items shown to them, as it is new vocabulary. By having all the learners on the carpet answer together, and then also by asking learners questions at random, I was able to identify who has a problem, and where. The lesson definitely presented the right amount of cognitive challenge for the learners, as they really had to concentrate on the new vocabulary and try say it correctly, themselves.



APPENDIX K

NWU PLANNING AND PREPARATION FRAMEWORK: GRADE 1 TO GRADE 3

PLANNING OF THE LESSON: Afrikaans (Sintuie - voel)

Primary Subject Area

List the primary content area for this lesson:

Luister en Praat (Listening and Speaking)

Lees en Kyk (Reading and Viewing)

Interdisciplinary Connections

Provide a list of the subject areas, in addition to the primary subject area that is incorporated in this lesson (e.g. Integrated Mathematics, Life Skills and Literacy)

Demonstrating Knowledge of Content and Pedagogy

Integrated with Life Skills.

Lesson Duration

State the approximate time frame for this lesson:

Designing Coherent Instruction

30 minutes

Relevance/Rationale

Consider how your objective/goals and plan will engage learners cognitively and build understanding. Why are the lesson objectives important in the real world? How is this lesson relevant to learners in this class (interests, cultural assets, special needs)?

Demonstrating Knowledge of Learners

The goal is to help the learners firstly identify the basic senses (in this case, the sense of touch). The lesson will give the learners the opportunity to be able to differentiate between hot and cold items and things that are rough or smooth/soft. It's something that needs to be known by everyone.

CAPS analysis and Content Standard(s)

For example Use place value understanding to round multi-digit whole numbers to any place

Setting Instructional Objectives/Goals

1. Feel

- Identify different items and objects by feeling them
- Identify textures - hard, soft, smooth, rough, cold, warm
- Recognise that I feel when I touch and I touch with my hands skin.

Essential Question

A question that frames the central idea of the lesson

Setting Instructional Objectives/Goals

Hoe voel dit?

Objectives/Goals

Objectives communicate clearly what the learner will accomplish during the given lesson including the Behaviours -learners will exhibit to show learning (What do you want learners to learn by the end of the lesson?). Conditions - under which the learners will exhibit those behaviours (How do you want learners to demonstrate what they have

<p>learned?) Criteria - the teacher will use to determine whether learners meet the objective (To what degree of proficiency do you want learners to demonstrate their learning by the end of the lesson?)</p> <p>What will learners know and be able to do as a result of this lesson? Objectives should be written in the form that addresses the learners' learning and suggests viable methods of assessment</p> <p>Setting Instructional Objectives/Goals</p> <p>Throughout this lesson, I believe the learners will remain intrigued as it's a hands-on activity. I would like the class environment to be enjoyable, therefore interactive. By the end of the lesson, the learners should be able to identify different items and objects by touching/feeling them, identify different textures and recognise that they use their HANDS to FEEL.</p>
<p>Learner profile & School/Classroom contextualization</p> <p>Describe any unique characteristics of the class (considerations may include: special needs, language backgrounds, learning styles, etc.). Also include any other circumstances an assessor and/or observer should know about</p> <p>Knowledge of Learners</p> <p>This is a special needs school and we have children with various disabilities in one classroom, ranging from mild to severe. The learners come from different backgrounds and some are in the hostel while others are not. There is continual disruptions from the learners, which the educator needs to manage throughout the lesson.</p> <p>Learners' Background Knowledge</p> <p>Identify learner background knowledge/prior knowledge in form of bulleted statements or questions. What is the previous learning that led up to this lesson in order for learners to make connections to new learning (this lesson)?</p> <p>Knowledge of Learners</p> <p>Knowledge of Content (CAPS)</p> <p>The learners' background knowledge on the content is limited to what we have dealt with already; they understand that they have two hands and that these two hands are used to feel.</p> <p>Academic Vocabulary & Concepts (i.e., Academic Language Demands)</p> <p>What key terms are essential to this content? What terms are essential to develop and extend learners vocabulary? Identify and describe the new concepts that will influence learners' understandings</p> <p>Knowledge of Content and Pedagogy Knowledge of Learners</p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • sag • grof • taai • warm • koud • hande • twee • voel

<ul style="list-style-type: none"> • intuitive <p>The concepts are quite new to the learners as their prior knowledge depends on how much they remember from the previous lesson regarding touch. However, the explanation of and full understanding of the following terminology will ensure that the learners grasp the concept wholly, again. UNDERSTANDING of the topic will allow learners to remember and recall better at a later stage, compared to rote learning. The activity that uses concrete objects, will also aid in solidifying the concepts.</p>
<p>Resources - Technologies and Other Materials <i>List all materials, hand-outs, resources, and technology tools that are needed by the learner or the teacher to execute the lesson. Technologies may include hardware, software and websites, etc. Materials and resources may include physical resources (e.g. books, manipulatives, supplies, equipment, etc.) and/or people resources (e.g. guest speakers, librarian, etc.)</i></p> <p>Demonstrating Knowledge of Resources</p> <p>Materials:</p> <ul style="list-style-type: none"> • Cotton wool • Sellotape • Grains of coffee • Glue • Crayons <p>Hand-outs:</p> <ul style="list-style-type: none"> • Worksheet on touch.
<p>Differentiation & Grouping Strategy <i>Describe how you will make provision for differentiation in your lesson. Describe how you will group learners to facilitate learning of the objectives/goals of this lesson. What is the rationale for the grouping strategy?</i></p> <p>Designing Coherent Instruction Being a small class, it is easy for me to work with the group as a whole. I will revise the topic and the terminology, the learners will have the opportunity to name the items shown, as well as how they FEEL, and once the learners have grasped the concept completely, they will be assisted in order to complete the hand-out. I will then move between the learners as they work, assisting those who are struggling or who have learning difficulties.</p>
<p>Use of Formative Assessment to Inform Planning <i>Describe your learner's current levels of understanding of the content related to the objective/goal for this lesson. What are some of the indicators that let you know that these outcomes and the lesson activities represent the appropriate amount of cognitive challenge for all learners?</i></p> <p>Designing Learner Assessments Being with the class for 3 weeks has given me a good indication of who is capable of what. The learners remember the content discussed in the previous lesson quite well. They need minimal assistance in naming the items shown to them, as well as identifying the texture of the item. By having all the learners on the carpet answer together, and then also by asking learners questions at random, I was able to identify</p>

who has a problem, and where. The lesson definitely presented the right amount of cognitive challenge for the learners, as they really had to think when doing the worksheet.

INSTRUCTIONAL DELIVERY OF THE LESSON

Overview Provide a brief overview of the lesson (i.e., explain the content in your own words).

The overview should provide the observer/assessor with a description of the lesson's content and how it relates to the larger theme and/or content focus (e.g., Phonics). Include prerequisite knowledge required to meet lesson objectives/goals and relationship to future learning

Demonstrating Knowledge of Content and Pedagogy

When looking at the "Listening and Speaking" section, the learners are to name the different textures and also name the sense and the body part used. I will model the correct pronunciation of the abovementioned, first. During the "Reading and Viewing" section, I will point to the word that represents each texture, for example, the word "sag". The learners will look at the word and read it with me, as best they can. Please note, prior knowledge is limited but not non-existent.

Management plan

Think critically about the management of the lesson. For example, he/she considers how learners are engaged, managing the space and supplies, anticipation of difficulties, safety concerns, etc.

To consider the engagement of the learners, I will monitor their participation in the classroom conversation during the lesson. Difficulties that I may face include keeping the few learners who are easily distracted interested and by having to help each individual learner understand what I am explaining, without boring the learners who grasp certain concepts quite easily. Management of supplies is solved by giving each learner the identical, necessary tools that are needed.

Lesson Procedures

The procedures should clearly describe the sequence of learning activities and should identify where and how all materials, technology tools and learner-created technology products, and reproducible materials/handouts are utilized in the lesson. Describe the lesson sequence

H	o	w	w
H	o	w	w
W	o	h	a
H	o	w	a
W	o	h	a
H	o	w	w

teacher and learner tasks during the learning activities

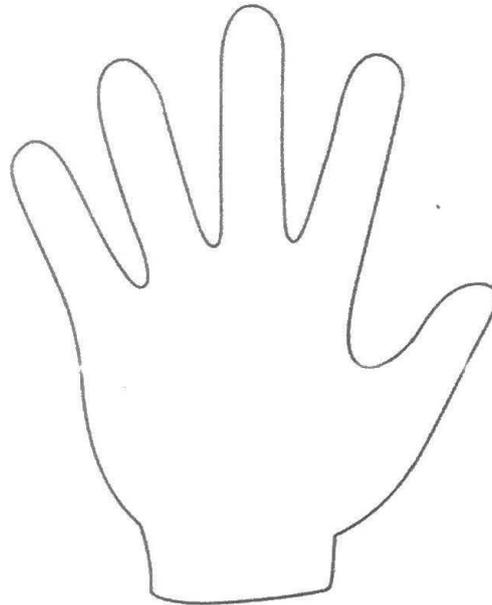
Designing Coherent Instruction			
Anticipatory Set:	Modelling:	Guided Practice:	Independent Practice:
Beginning How will I "hook" the learners? Access build on prior knowledge.	Demonstrate (I do it Teacher models) *Examples/shoexamples	Reinforce/Reteach We do it Teacher guides learners) *Practice together *Small group *Whole group *With teacher	Scaffolding: Practice (You do it Individual learner practice) *Similar to guided practice activities *Done alone to show competency
			Closure: Revisit: *Learning objectives *Did learners answer essential questions *Did learners make a real life connection

How will the lesson launch?

The new terminology and content will be explained to the learners.

<p><input type="checkbox"/> How will the material be presented? Once the learners are comfortable with the content, the activity will be explained to the learners and then each learner will be given the necessary materials (i.e. the handout).</p> <p><input type="checkbox"/> What questions will be posed to the learners? What responses are expected? I will ask the learners questions such as:</p> <ul style="list-style-type: none"> - Met wat voel ons? - Hoeveel hande het ons? - Wat kan julle in die klas voel? - Hoe voel die mat? - Hoe voel julle trui? <p>I expect excited responses, as these are questions that the learners can answer based on prior knowledge and the knowledge that has been discussed during this lesson.</p> <p><input type="checkbox"/> How and when will the teacher model? I will model continuously throughout the lesson as the learners need guidance throughout the lesson. I will model the new words by enunciating the words and I will demonstrate touching or feeling.</p> <p><input type="checkbox"/> What opportunities will there be for guided practice, group work and individual practice? Guided practice: We will be doing the same activity on the board FIRST, which is identical to the worksheet that they will be required to complete themselves. Group work: None. Individual practice: Each learner gets their own worksheet that is to be coloured and glued.</p> <p><input type="checkbox"/> How and when will you monitor learning understanding throughout the lesson? This will be done throughout the entire lesson. If learners are engaged and can answer questions, then they are on top of the content.</p> <p><input type="checkbox"/> What opportunities will there be for reflection and closure? The learners will be completing a worksheet which I will assist them with. I will reflect continuously throughout the day, by asking the learners fun, basic questions regarding the sense of touch.</p>	<p>Anticipated Difficulties <i>What difficulties or possible misunderstandings do you anticipate that learners may encounter? How will you prevent them from occurring?</i></p> <p>Demonstrating Knowledge of Content and Pedagogy I anticipate that the learners will struggle to identify and name the different textures initially (i.e. does their jersey feel hard or soft).</p>
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sag



grof



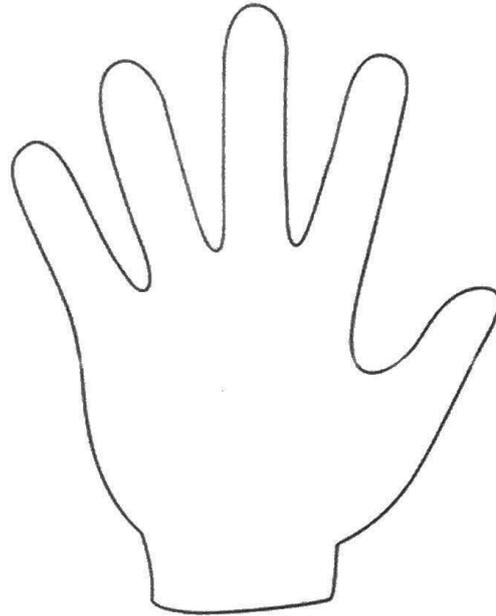
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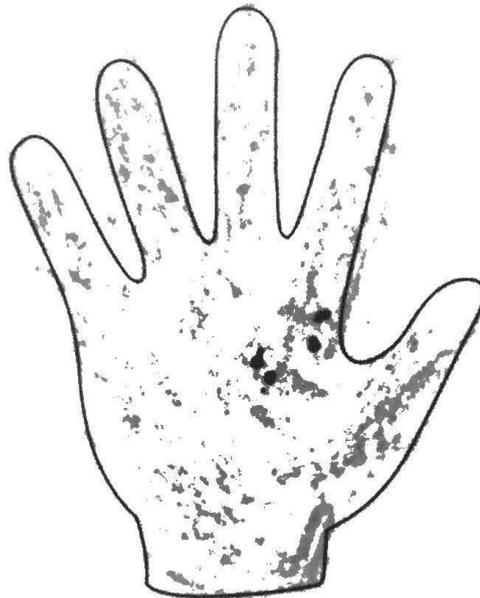


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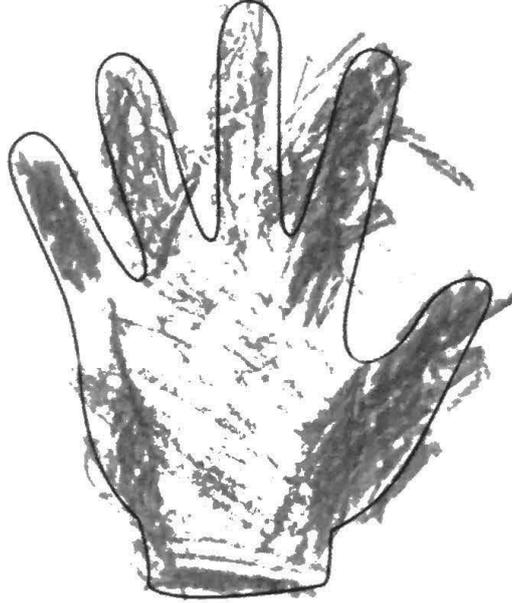
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APPENDIX L

Embedded Signature Assessment 4 Assessment

Please note that I did not use Afrikaans HL as my school did. I rather chose English HL to complete my POA, as I have more knowledge and experience with it.

Programme of Assessment:

English Home Language

Grade R, Term 2

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<u>Language Components</u>	<u>Skills/Content/Concepts</u>	<u>Form of Assessment and Assessment Activity</u>
Listening and Speaking (oral)	<i>Daily activities in all areas of Language and other subjects.</i> <ul style="list-style-type: none"> • Sequences pictures of a story. • Listens without interrupting, takes turns to speak. • Listens to two- or three-part instructions, announcements and responds appropriately. 	Learners will be given images from a story that the educator read to the class. The learner must then place these images in order. Form of assessment: Practical/Observation. Date: 5 April 2019

<p>Phonemic Awareness and Phonics</p>	<p><i>Daily 15-minute activities.</i></p> <ul style="list-style-type: none"> • Can recognise sounds at the beginning of words. • Listens for odd words in a sequence where all words begin with the same sound. • Identifies rhyming words in well-known rhymes and songs. 	<p>The educator will present the learners with various objects that start with similar and different sounds. The learners will be asked to place all the sounds that are the same, together in a box.</p> <p>Form of assessment: Practical/Observation.</p>
<p>Reading and Viewing</p>	<p><i>Emergent reading.</i></p> <ul style="list-style-type: none"> • Reads high frequency words. • Develops correct eye movement such as following a ball moved from left to right. • Uses pictures to 'read' simple phrase or caption books. (The dog - a page with a picture of a dog) 	<p>Date: 15 May 2019.</p> <p>The educator will show the learners a short video story. The learners will then receive a blank "book" (a few pages stapled together). They will need to retell the story that they watched, using pictures. The educator is to assist in selecting a few main ideas (i.e. one idea per page).</p> <p>Form of assessment: Written/Practical.</p>
<p>Writing/pre-handwriting</p>	<p><i>Daily activities in all areas of Language and other subjects. Creative art activities and music rings are ideal opportunities for the development of fine motor skills.</i></p> <ul style="list-style-type: none"> • Develops fine motor skills for strengthening hand muscles. • Begins to form letters using finger painting, paint brushes or wax crayons. • Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters. 	<p>Date: 24 June 2019.</p> <p>Shaving cream will be placed in front of each individual learner, on their desk. The educator will draw a letter on the board, showing the correct direction in which to draw the letter. The learners should mimic this in the shaving cream in front of them. The educator will then walk through and observe how the learners form the letter.</p> <p>Form of assessment: Written/Practical/Observation.</p>

Date: 18 April 2019.

Examples of English HL worksheets/activities:

Story Sequencing Pieces

