

CHAPTER 3

3 INDUCTION OF THE NEWLY-APPOINTED NON-BEGINNER TEACHER

3.1 Introduction

It is significant that the newly employed non-beginner teacher should be introduced formally into the school system not only to ensure a smooth and orderly start but also to minimise the problems of adjustment that normally confront him (Adesina, 1990:105).

In this Chapter the emphasis will be put on the induction or orientation of this newly-appointed non-beginner teacher. Endem (1982:62) propounds the notion that induction provides another way of appealing to and mobilizing the teachers to involve themselves actively in the work of the school. A survey will be made into the mentoring system by colleagues, heads of department, deputy principals and the control exercised by the principal. In teaching, as with most adult roles, a mentor can be quite useful for learning complex roles (Arends, 1991:452). The role that the non-beginner teacher will be expected to play will come under focus, for example, delegated roles such as administrative duties, extra-mural activities, etc.

The role of the principal in the induction process of the newly-appointed non-beginner teacher will be highlighted. The principal's induction roles include personnel development, organisational tasks, communication, planning, control and induction programmes of the new teacher.

3.2 Clarification of concepts

3.2.1 *Induction*

Gibbon (1987:10) argues that induction is an integral component of a professional person's continuous development. The purpose of induction is to provide the new employee or teacher with the necessary information about the school.

According to Plunkett *et al.* (1989:275), the induction process is accomplished through an integration process of the employee by the immediate supervisor. An induction process is needed in the school system to assist the newly-appointed teacher to solve personal problems with which he may be confronted. In other words, induction is a systematic effort to minimise problems confronting the new teacher so that he can contribute maximally to the work of the school. Bookbinder (1992:161) affirms that induction of personnel is a process which is a standard operation for most school systems. Rebores (1991:136) maintains that induction is a process designed to acquaint the newly-employed individual with the community, the school district and with their colleagues.

3.2.2 *Orientation*

Boadou (in *Educamus*, 1989:16) defines orientation as the socialization or induction of newly-appointed or transferred teachers in helping them to meet their needs. These needs are security, belonging, status, direction and information on both the job, the school and the immediate community where the school is situated.

Plunkett (1989:275) maintains that the purpose of this phase is to have a new employee become oriented to the working environment and operating reality.

In this Chapter, the terms *orientation* and *induction* will be used synonymously, dealing with the task of the principal, with regard to the newly-appointed non-beginner teacher; to

mean the process by which this teacher is assisted to avoid and resolve the adjustment problems in the school where he is newly-appointed.

3.2.3 *Integration*

Integration is the process of developing the new member in the profession so as to effectively apply the knowledge, values and expertise which are needed to interpret the roles (Rogus *et al.*, 1988:11). In addition to this clarification, Bookbinder (1992:9) purports that integration also measures the degree to which the school has a common sense of purpose or vision and the extent to which the staff and pupils share that vision. It can describe their individual roles in a larger plan. Integration of the new teacher into the school organisational system is the duty of the principal.

School culture plays a role in the induction of the newly-appointed non-beginner teacher. The usefulness of a school culture as a concept lies more in the differentiation of a school decision-making and implementation style, its very recognition of individuality (Bookbinder, 1992:69).

3.2.4 *Colleague and mentor*

In 3.3.7.3 a colleague and a mentor have been defined as experienced teachers who help uninitiated teacher with disciplinary techniques and teaching strategies. James *et al.* (1994:64) assert that even when the principal is responsible for new teacher induction, the mentor can help the latter to overcome difficult transition steps. Hill *et al.* (1992:118) regard an ideal mentor as the one who has awareness of the importance of interpersonal skills; the ability to stimulate self-development in others through reflection and analysis. An ideal colleague should display a spirit of oneness and collaboration to his fellow colleagues. This idea is accentuated by Cunningham and Gresso (1993:118) in that collegiality results in satisfaction, interest, excitement, challenge, gratification,

purposefulness, support and ultimately, increasing effectiveness. In other words, collegiality can produce the coherence of good schools' requirements.

According to de Witt (1991:177) an ideal colleague is someone who is sensitively attuned to good human relations. He is therefore considerate, loyal and helpful to other colleagues. This colleague can be assigned the duty of mentoring the new teacher on the staff.

The mentor can, therefore, be defined as a teacher who helps the other teacher in all aspects of work (Witmer; 1993:72). Mentors are teachers with considerable skills and knowledge regarding classroom strategies. They are selected by application and interview. Calabrese *et al.* (1991:69) believe that a strong mentoring relationship exhibits the qualities of imitation, collaboration, inclusiveness, coaching, reciprocation, development, separation and modelling. A mentor is, in other words, an experienced teacher who is released from certain instructional duties in order to work directly with a new teacher (Duke, 1990:34).

3.2.5 *Communication*

The principal is duty-bound to communicate with the newly employed teacher on a regular basis especially during his induction. Hoy and Miskel (1987:81) regard communication as a means to share messages, ideas or attitudes that produce understanding between the sender and the receiver. Communication is, therefore, so pervasive in schools that it is a fundamental and integrative process in educational administration. The senior teachers, heads of departments and the deputy principal also play a prominent role in communicating with the newly-appointed non-beginner teacher during induction (cf 3.3.6.2).

3.2.6 Evaluation

The principal will have to evaluate the progress of the inductee from time to time. Evaluation is actually a process of making judgments, assigning value, or deciding on the worth of a particular programme or approach of the teacher's work (Arends, 1991:516). This idea is also confirmed by Jones (1988:7) through his clarifying personnel evaluation as the systematic assessment of a person's performance in relation to a professional role and some specified and defensible institutional purpose.

The purpose of evaluation on the one hand lies in an attempt to compare the achievement of the teacher or the newly-appointed non-beginner teacher, and on the other hand to give him a chance to discover himself.

The primary purpose of evaluation of teachers should be to ensure the highest quality of education being offered to the students (Bookbinder, 1992:218). In other words it is the process of determining the extent to which instructional objectives are achieved by pupils. In executing his duties, the principal delegates certain duties to the teacher. Walker *et al.* (1991:39) clarify delegation as an approach where decision-making is passed downwards and outwards within the formal structure, but where there are strict limits imposed on the scope and type of decision that can be made without referral upwards.

3.3 The management task of the principal in the induction process

3.3.1 Introduction

Boadou (in *Educamus*, 1989:16) maintains that the principal very often takes induction to simply mean introducing the new or transferred teacher to the students in an assembly hall or taking the teacher around the classrooms.

Makhokolo (1989:12) states that the principal's management tasks are concerned with how to manage. One of the key areas of management of the principal is the staff. It is, therefore, important that the principal should manage the induction of the newly-appointed non-beginner teacher.

In inducting the newly-appointed non-beginner teachers the principal has to introduce him to the fellow staff members. The principal should further introduce him to the professional interests, activities, school responsibilities, school culture and school climate.

Van der Westhuizen *et al.* (1992:170) point out that a knowledgeable principal will simply plan the induction of the beginner teacher by giving attention to create an opportunity of participation in the decision-making and planning. It is the duty of the principal to instil in the newly-appointed non-beginner teacher a spirit of acceptance so that he should feel that he is part of the decision-making process in the school.

The major expectation of induction should be that of furnishing information to the new appointee which is necessary to facilitate his adjustment. Van der Westhuizen *et al.* (1992:170) point out that it is the task of the principal to create channels for communication. This statement presupposes that even the newly-appointed non-beginner teacher has to enjoy such treatment from his new principal who has to induct him into a new school situation. The school principal must be clear in his mind as to what he expects to achieve when he plans an induction process of the new member on the staff (Adesina, 1992:105). Every single member of the staff is responsible to the principal, although for the smooth running and efficiency he may delegate powers to various members of staff (cf Robinson, 1980:144); 3.3.6. Even if the principal can delegate certain duties to other teachers during the induction session, it still remains his accountability to evaluate the progress made by the newly-appointed non-beginner teacher.

3.3.2 *The principal and the newly-appointed non-beginner teacher*

Induction of the newly-appointed non-beginner teacher to the staff or the school system remains an exceptionally important facet of the principal's instructional leadership (Cawood *et al.*, 1985:122). It is the task of the principal to see to it that the newly-appointed non-beginner teacher is properly inducted so that this teacher can avoid maladjustment problems in the job situation (cf. 3.2). According to Badenhorst (1987:72), the principal's managerial tasks are surely just as comprehensive and complex as the interaction that takes place in the classroom itself. The principal should, therefore, establish a good rapport during induction process of the newly-appointed non-beginner teacher.

Sehlaré (1993:106) points out that the beginner teacher should be helped to share organisational objectives which lead to improvement of the pupil-teacher relationship. This will further lead to harmonious relationships between the experienced colleagues and the newly-appointed non-beginner teacher as well as the principal. It is important for the principal to assist the newly-appointed non-beginner teacher to understand the goals and objectives of the school (cf. 3.4.1.2).

A teacher who understands the school situation and the principal well and sees to it that his attitude remains correct, will perform his work so well that the principal will, indeed, never need to reprimand him (De Witt, 1981:164).

Where there is effective interaction among colleagues in an open climate based on mutual trust, this implies that teachers work together and learn from each other's experience (Dalin *et al.*, 1993:138). This means that the principal in his task of induction the newly-appointed non-beginner teacher, has to integrate him in this activity.

3.3.3 *Introduction of the school climate as an induction task of the principal*

When this new teacher enters a school where he is newly-appointed, he enters a culture of teaching that has evolved in response to the school structure and wider cultural values (Smyth, 1987:83). These cultural values and the school structure establish what the appropriate teacher's role is. To function successfully within the school, the newly-appointed non-beginner teacher must come to terms with the role and values that sustain it.

In a healthy school climate, the newly-appointed non-beginner teacher gains encouragement to work successfully and satisfactorily. This idea is pointed out by Fullan (1992:67) when he says that in an open climate there is willingness to look at things; expectations are clear and high, and there are stimulation and satisfaction.

The problems experienced by the newly-appointed non-beginner teacher as mentioned in 2.3. in Chapter 2, can be minimised by a healthy school climate. This statement is confirmed by Kruger (1990:27) in his saying that, with such a healthy school climate, the teachers and pupils can work towards the achievement of maximum educational goals.

When inducting the newly-appointed non-beginner teacher, the principal should take into cognisance that it is his task to create a healthy school climate to accommodate the new member on the staff. Such a concern will bring about effective teaching and the pupil will in turn adopt a culture of learning. However, as Glatthorn (1990:104) has noted, the normative climate created by the Peers may be significant in affecting the behaviour of the newly-appointed teacher.

Hoy *et al.* (1990:261) argue that the school climate differs from one school to another because of their unique identities. In inducting the new teacher into the school climate, the principal must take into account that the teacher should make it his business to create a classroom climate that will foster the educational development of his pupils (Robinson;

1980:57). In other words, he should be able to imprint on the four bare walls of the classroom agents of motivation that will contribute to a healthy classroom climate.

The principal should take into account that this behaviour during the induction process contributes to a positive, productive and pleasing environment. It is, therefore necessary for the principal to know how the newly employed non-beginner teacher views the school climate in order to help and support to adapt to it and to implement ideas to improve it. To substantiate this notion, Fullan (1992:67) gives the following points regarding an acceptable school climate:

- * An open climate has high expectations and high recognition.
- * In an open climate issues are raised and discussed. Open climates are those in which there is reality-centred leadership of the principal and where there is no need for burdensome paperwork.
- * There is encouragement for teachers to work on curriculum and review teams, or to enter into dialogue with people outside the system.
- * According to Hoy *et al.* (1990:261) a closed climate is the antithesis of the open climate.

It is therefore important for the principal to explore the negative and positive factors existing in the school environment because these may have a bearing on the teaching and learning of the new teacher and his pupils respectively.

According to Mentz (1992:314) organisational climate can be defined as the general atmosphere in the school and this atmosphere is the manner in which the worker (teacher) experiences his/her work environment. He further states that the organisational climate cannot be seen outside the context of the organisational culture. Once the organisational culture changes, the organisational climate will change simultaneously. Oosthuizen (1992:58) differentiates the school climate from organisational climate as follows:

The school climate is characterized, for example, by conflict, apathy, disciplinary problems and a high frequency of absenteeism among teachers and the pupils. The opposite of this type of school climate is experienced in a school where the management competency of the school prevails, in other words where there is a healthy school climate, there is a positive relationship among the teachers and pupils as well as parents. Lunenburg and Ornstein (1991:77) regard parents, pupils and teachers as important stakeholders in the improvement of the school climate.

3.3.4 School culture as one of the prerequisites for the induction of the newly-appointed non-beginner teacher

The culture of the school influences the newly-appointed non-beginner teacher both directly and indirectly. Deal and Kent (1990:104) postulate that the teacher first experiences the culture directly, as those assumptions are transmitted and reinforced. The new teacher can also experience them indirectly as they affect his colleagues, students and the school administrators. It is therefore, essential that the principal, in inducting the newly-appointed non-beginner teacher, should regard the school culture as an important source of information for the newcomer.

It is possible that the new school where this teacher is newly-appointed, will have a different curriculum, different values placed on testing, different mandated teaching techniques, different evaluation system and different demographics (Hartzell, 1991:76). Regardless of how it is labelled, culture greatly influences what goes on in school and determines expectations and roles of the newly-appointed non-beginner teacher. The new teacher, therefore, has to be initiated into these school systems.

It is important that the principal should take cognisance of the fact that his teachers and himself are channels through which the school culture is transmitted to the new member on the staff. This idea is substantiated by Glatthorn (1990:104) in that when the school

norms are changed to support collegiality, then teachers help each other in meaningful ways (cf. 3.3.6.3.).

The school must experience certain levels of success in achieving goals, in maintaining themselves internally in adapting them to their external environment and in maintaining their cultural patterns (Sergiovanni *et al.*, 1980:8). As a new member on the school staff, the newly-appointed non-beginner teacher has to be initiated into these changes of school culture. The principal has to bring to the notice of the new teacher in his school that maintaining the school's cultural pattern is to nurture the school and community traditions values and expectations that characterise a good school (Haller *et al.*, 1986:180). Because of his being new to a culture of the school where he is newly employed, the non-beginner teacher has to be acclimated in this new culture so that he can have a shared responsibility.

3.3.5 Interpretation of the school policy and rules by the principal in the induction process

The policies are like rules and govern such things as student behaviour, how teachers report in the morning and how they should conduct themselves in the execution of their duties (Duke, 1990:159). It is, therefore, indeed, necessary that the principal should interpret the policy and rules of the school convincingly to the new teacher because schools vary considerably in the nature and number of their policies. In short, the newly-appointed non-beginner teacher has to be initiated into the policy and rules of the school where he is newly-appointed during the process of induction. The teacher may, for example, feel stifled in a school with too many rules and regulations and unsure of himself in a school with too few. The principal is therefore responsible for the interpretation of the school policy and rules. Van der Westhuizen (1991:15) propounds that the rules should be regarded as specific or fixed decisions, which cannot be disregarded.

The newly-appointed non-beginner teacher is subject to a variety of constraints, many of which are mediated by the principal or the principal's designates (Duke, 1990:163). These constraints can be alleviated during the process of induction when the new teacher is introduced into the school policy and rules. Although the teachers as well as a new teacher on the staff are often involved in school-based policy development, it is the principal who is ultimately accountable for their success or failure (cf. 3.3.1). Barnard (1991:411) points out that the policy describes goals in terms of which they become meaningful for everyone involved in the school community relationships. Squelch (1994:47) emphasises that although school rules are drawn up by the principal in consultation of the teachers and the governing body, they should not be in conflict with the general school policy or any regulation set out by the Department of Education. These school rules are to be clearly spelled out by the principal to the newly-appointed non-beginner teacher to avoid misinterpretation or ambiguity on the part of the latter.

3.3.6 Personal problems of the newly-appointed non-beginner teacher

It is the task of the principal to resolve problems that may be experienced by the newly-appointed non-beginner teacher on an ongoing basis. A well-planned induction process can bring some of this teacher's problems under the spotlight. The principal, therefore, needs to be an intermediary figure whose involvement will be not be secretive, but at least self-effacing with confidentiality assured as far as possible (Laslett *et al.*, 1984:49). To give an example, it is disturbing to note that a newly-appointed non-beginner teacher may be simply allocated to teach a subject without being consulted as to whether he is qualified in that subject. This type of arrangement happens in the secondary schools which were under the former Department of Education and Training in small towns where there are no qualified teachers. Dube (1990:5) alerts us to the fact that in such a situation, the results will be disastrous. Obviously the teacher will resort to teaching methods which will not promote creativity. The solution to avoid such problems is to find out what the new teacher's qualifications are at the time of the first induction or even before appointment.

The newly-appointed teachers may also have challenging personal problems such as family troubles or financial hardships which may spill-over into the classroom. This notion is explained by Peterson (1990:106) by saying that the personal life problems such as living arrangements or personal finances, are remarkably important in shaping a new teacher's professional thoughts, values and practices.

During the induction process, the principal may bring these to the fore by gently and politely asking the new teacher how he is faring with his family. Bridges (1986:136) believes that if the principal can assist the teacher in navigating these troubled waters, the deleterious effects of personal problems on the classroom performance can be avoided or minimised. Robinson (1980:142) highlights the fact that quite often the new teachers are left to grope around on their own. Too many things may be taken for granted too often by the principal and 'older' teachers. This newly-appointed non-beginner teacher will keep on making mistakes with the result that at the end of it all he will be frustrated. To avoid this type of situation, an orientation session for this teacher is necessary. The induction session should be designed in such a way that the new teacher will be brought closer to the other colleagues and the techniques of disciplining, marking and so on. When all this is done, great care must be taken in the induction session not to scare the newly-appointed teacher away from his task of teaching. A positive outlook must permeate the atmosphere (Robinson, 1980:142).

3.3.7 Delegation of duties by the principal in the process of induction

In organising the induction process, the school principal should make use of a variety of people within the system rather than taking all the tasks upon themselves (Adesina; 1990:106). This implies that teachers with long standing experience can effectively extend a helping hand in organising an induction process. When delegating duties to his colleagues to induct the newly-appointed non-beginner teacher, the principal should take

into consideration that induction activities should be reasonably short, meaningful and effective.

Mosoge (1993:20) accentuates this idea by saying that any consideration of teacher participation in the school management must accord the principal his rightful place as the educational leader who bears the responsibility of everything that occurs in the school. This means that even if the principal can delegate certain responsibilities to the older members on the staff, he remains accountable for the success or failure of such a delegation. In his process of induction, the principal should be clear about the level of responsibility and authority that he delegates to the new teacher. For example, in his allocation of duties such as extra-mural activities, the principal must first ascertain whether the teacher takes an interest in or has been involved in such school activities in the previous schools.

Richardson *et al.* (1993:102) are of the opinion that the degrees of delegation involve several stages of a continuum, from asking a teacher to study an issue with the principal having final decision-making authority to telling the teacher to make the decision and take action. The newly-appointed non-beginner teacher should not be delegated too many or complex issues because he has the task of orienting himself in a new environment. The impact of the degrees of delegation on the new teacher may be to curtail the newly-appointed non-beginner teacher's risk-taking or innovative activity. This brings about the idea that when the principal delegates certain responsibilities to members on the staff, the inductee must also be considered.

For effective delegation Yukl (1990) suggests the following criteria:

- * Determine how much authority is necessary.
- * Ensure teacher comprehension.
- * Obtain teacher acceptance of responsibility.
- * Monitor the progress.

- * Provide assistance and psychological support.
- * Discourage dependence.

The principal should, therefore, outline duties and delineate tasks accurately.

From the above discussion it is evident that a successful administration is the one which permits decentralisation. Robinson (1980:145) argues that whatever degree of delegation and autonomy is used, it must be clearly understood that the principal is at the head of affairs and must be kept informed about the progress made as in the case of induction of the newly-appointed non-beginner teacher (cf. 3.3.6.2).

3.3.7.1 Administrative duties performed by the newly-appointed non-beginner teacher.

Robinson (1980:135) stresses that many teachers take school administration so much for granted that they end up knowing very little or nothing at all about the different things involved in the process (cf. 2.3.3). It is, therefore, absolutely necessary that during induction, the newly-appointed non-beginner teacher should know as much as he can about the administration process of his new school. The thrust is that he will be able to adjust easily from the teaching to the administrative duties with a clear understanding of basic school administration. Makhokolo (1989:18) stresses that the principal cannot perform all the tasks by himself and should, therefore, delegate certain administrative duties. This will instil in the newly-appointed non-beginner teacher and others a feeling of confidence that they are entrusted with responsibility. The newly-appointed non-beginner teacher is usually given valuable records to keep and update as part of his administrative duties. Such records, for example, class attendance register, give him background information about his pupils but he should take care not to be prejudiced by such records.

The newly-appointed non-beginner teacher may never have met some of the pupils but can get information from the class register. Hargreaves and Hopkins (1991:17) point out that, in arranging the administrative responsibilities, all who are involved in the school need to have a shared understanding of what their respective roles are and who is taking responsibility for what.

Another administrative duty that the newly-appointed teacher has to perform is the record of the workbook which entails a record of scheme of work which helps him to plan the lessons for the week. The keeping of such a record may vary from the school from which the new teacher was previously employed. This record affords the principal, school inspector and parents with an idea of what the class has been doing (Robinson, 1980:129). Some of the records kept by the teacher are copies of individual results sheets, pupils' personal file, examination records, health records etc. It is important that the inductee should find administrative duties allocated to him being essential, meaningful and supportive in attaining them.

Basson (in Van der Westhuizen, 1991:44) is of the opinion that the principal as an educational leader must consider which tasks are administrative ones in the school context, and which are purely clerical.

Squelch (1994:30) points out that teachers often record confidential comments and observations in a child's file. It is therefore important for the parent to keep regular contact with the teacher and to keep track with his child's progress.

3.3.7.2 Assistance of the deputy-principal and the heads of department during induction of the newly-appointed non-beginner teacher

The principal can assign his deputy-principal and the heads of department to assist him with the induction of the newly-appointed non-beginner teacher to avoid the problem of maladjustment (cf. 3.3). This teacher may feel that asking for advice, for example, about

classroom management implies some admission of weakness on their part (Laslett, 1984:48). This feeling is likely to be aggravated if a request for help is met by a glib answer (cf. 3.3.6.3). It is, therefore, of paramount importance that the deputy-principal and the heads of department treat such feelings with empathy during the induction process. The induction and assistance extended to the newly-appointed non-beginner teacher must be sincere and fair. De Witt (1991:177) points out that senior person who assists his subordinate should remain tactful and friendly even on his "off-colour" days when he has a migraine. It does happen that the new teacher may be impolite and indignant towards either the deputy-principal or the head of the department. The reason may be that this teacher reacts in this way to conceal his ignorance that he suffered from the previous school. In such instances, the deputy principal should avoid the 'bull-in-the-china shop' approach at all costs. He should, in a polite manner, win the confidence of the new appointee and adopt a positive induction approach which will build healthy human relations and duty-consciousness. Calabrese *et al.* (1991:67) note that even if the deputy principal plays a role in the induction process of the newly-appointed non-beginner teacher, in essence, the principal has a strong responsibility to serve as a mentor for the assistant principal. Furthermore, the deputy principal serves as a coach and counsellor of the new teacher and provides immediate feedback to the principal based on the progress of this teacher.

3.3.7.3 Colleagues and mentoring as induction strategies for the newly-appointed non-beginner teacher

In his delegation of duties, the principal can assign the experienced teachers on his staff to act as mentors to assist in the induction of the newly-appointed non-beginner teacher (cf 3.3.6.2). Although the latter is also experienced in his career as a teacher, he can be helped by a mentor to, for example, become acquainted with the layout of the school where he is newly-employed. Mentoring as an induction strategy provides the newly-appointed teacher with support and encouragement (Rebore, 1991:142).

This idea is further substantiated by Millman and Darling-Hammond (1990:109) when they say that colleagues or experienced teachers can be mentors for the new teachers on the staff., but they must be well-trained mentors who can serve as guides, consultants and advocates but should not be evaluators.

During the process of induction the experienced colleague should take into account that, as pointed out by Laslett *et al.* (1984:47), that a colleague with a problem wants a fair hearing, rather than a pat answer. Too ready a response may be interpreted as an attempt to brush aside the teacher's own perception of the situation. The mentoring colleague should realise that the newly-appointed teacher wants to experience a feeling of acceptance so that he can render excellent performance in the classroom. According to Witmer (1993:71) it is assumed that the teacher serving as a mentor will help the uninitiated teacher with discipline techniques and teaching strategies, and will serve as a consultant and counsellor. The success of this informal system will depend on the rapport that has been established between the mentor and the newly-appointed non-beginner teacher.

It is important that the principal should monitor and control the mentor's delegated duties of orientating the newly-appointed colleague.

Witmer (1993:73) further categorises the responsibility of the mentor as follows:

- * Collegiality and team work;
- * improving instructional strategies;
- * planning and implementing staff development and professional growth; and
- * providing special services.

The willingness to collaborate makes a teacher more skilled in both offering to help and in receiving assistance (Reynolds, 1989:247). One way in which colleagues offer support to each other is through consultation. This implies that even the newly-appointed non-

beginner teacher may have knowledge and skills useful to fellow teachers. On the otherhand the newly-appointed non-beginner teacher should expect and seek help from colleagues rather than assume that they are inadequate in dealing with difficult situations in the new school.

3.3.7.4 Knowledge of the school-community relations and its importance during induction process

The bonds between the school and the community can be very strong. The newly-employed non-beginner teacher often finds himself in an unfamiliar setting or in a community in which he was not reared. According to Duke (1990:205) failure to understand local norms can place a teacher in potentially embarrassing situations and possibly jeopardise his employment (cf. 2.3.8). It is, therefore, of paramount importance that the principal, in his induction process, should put the newly-appointed non-beginner teacher in touch about the relations between the school and the community which can be described as, perhaps, conflicting or cooperative. It is a standing fact that the school cannot survive for long without the cooperation of the community. Duke (1990:216) points out that parents are the most obvious community influence on the actions of the teachers. He further states that the teacher and teaching can, on the other hand, influence the community. This type of information should be taken care of during the induction process.

Barnard (1991:41) analyses the goals of the school-community relations as follows:

- * The intepretation and explanation of strengths and weakness of school activities so that the community has a better insight into the school matters.
- * Making the possible aspects of school activities known to the community to promote pride in and support for the school.
- * Generating trust and interest in the school for the community's support of and participation in school activities.

Explaining the community to the professional staff as well as the new teacher can benefit everybody in the school. This idea is propagated by Sergiovanni *et al.* (1980:262) who maintain that discussions about the community history, its economic base, social and religious life may help the teacher in dealing with problems they confront.

Ideally, school-community relations are identified by participation and conversation with the public as well as communication to them. It is, therefore, important that during the induction process, the principal must inform the new teacher that he should seek to teach the community not only with what it desires but also to raise the aspirational level of the community about what the schools ought to do (Sergiovanni *et al.*, 1980:261).

3.4 The personnel development task of the principal in inducting the non-beginner teacher

Jones and Mann (1992:97) define personnel development as the process of fostering social well-being, intellectual growth and job-competence for current performance and career advancement for duration of organisational membership. Personnel development programmes are used as the basis of providing opportunities for employees to learn more about the organisation, the inter-relationship of its constituent parts and the roles played by different individuals and groups (Heap, 1992:153).

One of the major tasks of the principal is personnel development. In developing his personnel, the principal should focus his attention on the induction and integration of the new member of his teaching staff so that he can perform certain new duties that he might not have done in his previous school. This idea is supported by Bailey (1991:124) by his pointing out that staff development is important in helping teachers assume new roles such as:

- * Making the best use of the school evaluation system.

- * Being familiar with a variety of instructional techniques.
- * Being able to objectively and intelligently defend these new roles to parents.
- * Maintaining as updated a status on education, instruction, and education policy as possible.

The principal has to ensure that these roles and many others are acquired by the teacher in his personnel development task. It is, therefore, important that the principal should plan a personnel development programme which will reflect an inventory of every teacher's needs. Such a programme will help him in inducting the newly-appointed non-beginner teacher. Teachers believe it is important for staff development programmes to offer practical advice, for example, how to deal with continuing problems faced in the classroom (Bailey, 1991:12). In other words, the personnel development participant wants to be involved in learning new roles. According to McNergey *et al.* (1981:223), when the teacher educator expresses his perceptions of teacher needs openly and sensitively, teachers are given a chance to help themselves to grow. If the newly-appointed non-beginner teacher becomes aware of his capabilities as viewed through the eyes of another, this might enable the teacher to make better decisions about his own development.

In planning personnel development, the teacher development must also be developmental. This means that it must be concerned with the growth of a teacher over time. It may be that the teacher who starts in September is not the same person who finishes in June. The principal should bear in mind that in the course of teaching and learning each day, a teacher changes but not always in a positive direction (McNergney & Carrier, 1981:18). The principal should take into cognisance that the newly-appointed non-beginner teacher is not an exception to this rule. He should, during the process of induction, accommodate such changes in developing the newcomer on his staff. In drafting the development plan, the principal should include the evaluation of working ability for development purpose.

Dean (1991:48) recommends that the principal should plan a staff development policy and programme which will accommodate the new member on the staff (cf. 3.8.1). This presupposes that the newly-appointed non-beginner teacher needs to know what is available by way of professional development and what support he can expect.

3.4.1 Induction planning for the newly-appointed non-beginner teacher

A planned orientation and re-orientation programme benefit not only the new teachers, but the whole school (Freshour & Hallman, 1990:78). In planning the induction programme, the principal should avoid overloading the newly-employed teacher with information. This overloading of information and weighing down with policies and schedules can actually impede the induction process. According to Freshour and Hollmann (1990:80), information overloading can be minimized by dividing the doses of information into smaller units of time and into a logical sequence.

Instead of making the entire induction process verbal, the principal can also plan to use a variety of materials such as charts, leaflets or even checklists. By using the checklist in particular, the principal will avoid gaps in the content of the induction programme. Furthermore, in his planning of induction of the new teacher, the principal should consider involving the mentors (cf. 3.3.7.3). These mentors should be involved in the planning and development of the checklist. These mentors and other persons who are involved in the induction of the newly-appointed non-beginner teacher should be given clearly defined responsibilities.

Daresh and Playko (1992:81) advocate planning of the induction of the new teacher for it is essential to the development of a strong induction programme. According to Rebore (1991:136), in planning for a effective induction of the newly-appointed teacher, the principal should set well-defined objectives that will address the needs of the inductee (cf. 3.4.1.2).

3.4.1.1 Interviews as induction strategy for the principal

It is important that the principal should plan an interview when inducting the newly employed non-beginner teacher. He may involve the other members on the staff during the induction interview. It is essential that the interview should be planned and structured beforehand, to make full use of the expertise of individual panel members (Banfield & Fearn, 1987:315). Jenkins (1991:112) proposes that the principal should have an active staff development committee which will establish priorities for training and the allocation of resources. This interview should seek to assess the development needs and career aspiration of the newly-appointed non-beginner teachers (cf. 3.4). It is important that this interview should operate under the chairmanship of the principal so as to get first-hand information about the new teacher who has to be inducted in the new school system. Rebore (1991:107) indicates that all interviews are more effective if the principal conducts them in a pleasant environment. This will help put the newly-appointed non-beginner teacher at ease and will facilitate the kind of verbal exchange that gives the interviewer the most information about the teacher. It is also important for the principal to evaluate the interview session and to give feedback to the interviewee about his strong and weak points (cf. 3.7.5).

According to Piek (1991:3), the manager who wishes to be effective should set and balance objectives which represent the outcomes that they want to achieve.

3.5 School organisational structure and its influence on the principal to organize induction of the newly-appointed non-beginner teacher

The principal has, as one of his major tasks, to integrate the newly-appointed non-beginner teacher into the organisational structure of the school. Niemann (1991:413), states that when creating an organisational structure, people are grouped together to carry out certain tasks within the framework of posts for the purpose of attaining common goals and objectives. This means that the newly-appointed non-beginner teacher must be

informed about his responsibilities and the role that he has to play as the newly-appointed teacher. The principal must make the newly-employed teacher aware about the school line organisational structure. In other words, the teacher has to know the lines of authority. Fidler and Cooper (1992:199) explain the organisational structure as the individual job description of each employee. The teacher must know what is expected of him. In staff development, emphasis will vary according to the needs of the school at any given time (cf. 3.4). The new staff, however experienced in the true sense of the word, need induction into the particular school organisation and system (Dean, 1991:74). This means that induction applies to anyone coming new to a school, whether a teacher new to the profession or an experienced teacher. The principal, therefore, has to strategise and organize induction of the newly-appointed non-beginner teacher if he aims at achieving his objective of integrating this teacher into the organisational structure of his school. Furthermore, the principal must ascertain that the appropriate ground will be covered when organizing induction of the newly-appointed teacher. Van der Westhuizen (1991:118) says the knowledge of a school as an organisation and its structural laws brings about better accomplishment of the educational leader's calling.

3.5.1 In-service training as an organizational task of the principal

In-service training at school level for teachers includes workshops, teachers' meetings, interest study groups, exchange visits, class visits and supervision by the principal (Endem, 1982:64). It is the task of the principal to organize and plan the in-service training sessions for the staff and the newly-appointed non-beginner teacher.

The principal mentors and other teachers should prevent unpleasant human relations from affecting the newly-appointed non-beginner teacher who is still undergoing an orientation process. A bad relationship with one of the teachers will eventually have a harmful effect on the newly-appointed non-beginner teachers' classroom atmosphere. In achieving good human relations, Burkett (1990:27) explains that people with effective human relations skills have personal relationships that are satisfying and lasting and respect differences

they find in people. It is, of course, as important for the principal and his inducting team to accept the difference that they may find in the newly-appointed non-beginner teacher with a view to cultivating healthy human relations. In this way, the new teachers will feel able to deal with most situations that come their way.

Forming relationships with other staff members helps the newly-appointed non-beginner teacher to achieve satisfaction in his work. Rebores (1991:140) supports this statement by mentioning that a meaningful relationship of the new teacher with their members of the staff rests with the principal. In formulating the induction programme the principal has to take this idea into consideration.

An effective induction method for the newly-appointed non-beginner teacher is to organize activities that give him the opportunity to socialise with other members of the staff (cf. 3.7.4). Bondesio (1991:294) remarks that it is imperative that the principal should be sensitive about creating and maintaining good staff relations. This concern should be attended to by all members of the staff as well as by the newly-appointed non-beginner teacher during the induction process. A principal who establishes good relationship can be sure to facilitate healthier inter-personal relationship. The newly-appointed non-beginner teacher, as a new man in the community attached to the school, has to be initiated into this new pattern of community relations (cf. 3.3.6.4).

3.5.3 Team-teaching as an organisational task of the principal for induction

Witmer (1993:71) believes that direct personal contact is an essential part of collegiality and team-building. It is, therefore, necessary for the principal to have a direct contact with his entire staff and to promote collegiality among themselves (cf. 3.3.6.3).

Building a spirit of oneness among the teachers with regard to their common job description or subjects is one of the principal's induction tasks in the induction of the newly-appointed non-beginner teacher. Millman and Darling-Hammond (1990:222)

point out that in team-teaching the teachers, especially the newly-appointed non-beginner teacher, can compare their own techniques. They may be quite specifically directed toward certain aspects of the model teacher. The principal, during the induction process, has to initiate the new teacher into this type of activity which the latter may not have experienced in his former school. Glatthorn (1990:368) suggests that for more effective use of team-teaching as an induction mechanism, the principal should entrust the team of experienced teachers with the task of orientating the new teacher into their common job or subjects. Much success can be gained once the newly-appointed non-beginner teacher can gain acceptance in the team.

Bailey (1991:157) advocates that the teachers should be placed in work teams so that they can group decisions about curriculum, instruction, scheduling and all important decisions associated with students. As a member of this team, the newly-appointed non-beginner teacher successfully acclimatizes himself into the new school system.

Team-teaching, according to Piek (1991:138), requires the maximum utilization of the special competencies of the individual teachers involved. This implies that the principal should see to it that the newly-appointed non-beginner teacher is assisted in this regard.

3.6 Communication as a task of the principal in inducting the newly-appointed non-beginner teacher

The principal must use effective oral and written communication to be successful in his management (Richardson *et al.*, 1993:202). This presupposes that, for the principal to accomplish the aim of induction of the newly-appointed non-beginner teacher, he has to ensure that he applies an understandable efficient communicative network. In other words, communication, from the school standpoint, should influence the behaviour of the new teacher on the staff in ways conducive to attaining the objectives set for all teachers. The use of effective communication skills is the foundation for good classroom management (Jones & Jones, 1981:101). Unless the non-beginner teacher employs good

communication skills acceptable in the school where he is newly-appointed, all attempts at creating a positive learning environment will be limited. On the other hand, if the principal wishes to create a positive environment in which this new teacher feels safe and respected, it is imperative that the principal should make more inviting rather than uninviting statements during the communication process. The principal has the responsibility for preparing communication and ensuring that it is provided for the staff (Jordan *et al.*, 1985:398).

It is the task of the principal to induct and develop the newly-appointed non-beginner teacher through effective communication (cf. 2.3.2.2.5). The principal should further take into account that during induction, the newly-appointed non-beginner teacher should be acquainted with communicative strategies of the school because he has to communicate with the colleagues, students and parents. There are different methods of communication that are applied at a school.

3.6.1 Staff meetings as the communication task of the principal

The staff meetings are very important as one of the principal's communicative measures with his staff. Robinson (1980:142) believes that the staff meeting is the backbone of a good school communication system. The principal has to induct the newly-appointed non-beginner teacher into his management style with regards to the approach to staff meetings. His attitude, the essence and quality of information he imparts, will set the tone of the meeting. During the staff meeting, the principal's level of tolerance and his openness will contribute to the understanding and participation of the newly-appointed non-beginner teacher.

Arends (1991:426) expresses the idea that the new teacher will attend meetings, and in many schools these offer the best communicative opportunity for influencing needed experience. It is in the staff meetings where much of the collaborative work of the school occurs. Bondesio and De Witt (1991:279) confirm that staff meetings imply an informal

yet businesslike communication between the school principal and his staff. The principal has to encourage and lead the new member on his staff to make a constructive and positive contribution because of the experiences he might have gained in his previous school. The staff meetings give the principal the opportunity to discuss professional needs of teachers as well as the solutions thereof. Furthermore, the newly-appointed teacher will get to know his pupils because of the comments made by his colleagues during discussions.

Piek (1991:77) highlights the fact that through staff meetings the principal and teachers get to know one another better and, increasingly, support one another. Staff meetings, therefore, are a valuable means of evaluation where the potential of the newly-appointed non-beginner teacher can be identified. These meetings are an important form of in-service training (Viljoen & Moller, 1992:146).

3.6.2 Subject meetings as a communication task of the principal

The subject meetings are important for the successful administration of the school. It is therefore, necessary that the subject meetings should be held more regularly than the general staff meetings. Robinson (1980:143) emphasises that these meetings are usually more professional than the general staff meetings in that issues affecting the teaching of various subjects form the basis of discussions. The principal has an important task of communicating information to the newly-appointed non-beginner teacher about the importance of these meetings. Like all other teachers, the newly-appointed non-beginner teacher has to be motivated to discuss openly his strong and weak points and problems related to his class teaching (cf. 3.6.1).

The subject meetings provide the newly-appointed non-beginner teacher with the opportunity of getting to know better the other teachers who teach the same subject with him. The principal should, therefore, see to it that the staff and subject meetings are directed to improving educative teaching (Bondesio & De Witt, 1991:293). The role of

the subject meeting as a coordinating tool should not be underestimated. Although the subject meeting is formal, members, especially the newly-appointed non-beginner teacher, should be at ease and a cooperative spirit should prevail. Piek (1991:138) emphasises that not only the organisation of the department should be discussed but also its function at the school. The principal can also delegate the responsibility of conducting subject meetings to the head of department or the subject head.

3.6.3 Notices and circulars as a communication task of the principal

The schools send out letters, circulars, memos and notices to parents on a regular basis. Such communication procedures must be explained to the newly-appointed non-beginner who may not be conversant with such responsibilities. It is the task of the principal to acquaint this new teacher with what shape should the notices of the meeting to the parents as far, for example, as the pupil's behaviour is concerned. Squelch (1994:64) recommends that important letters and circulars should be kept in a file in the safe for future reference. Such information can help the newly-appointed non-beginner teacher to arm himself with information about the communication pattern of the school where he is newly-appointed.

The principal also has circulars and notices that will from time to time be circulated and signed by every member on the staff about important educational matters. Barnard (1991:439) accentuates the importance of the written word as a medium used by the principal to convey information to the school community.

3.7 Control during the induction process of the newly-appointed non-beginner teacher

To accomplish the objective of induction of the newly-appointed non-beginner teacher, the principal has to exercise control by evaluating the induction activities from time to time. This notion is supported by Viljoen and Moller (1992:10) by defining control as a

process of monitoring the activities to determine whether individual units and the organisation itself are obtained and utilizing their resources effectively and efficiently. When inducting the newly-appointed non-beginner teacher, the principal may delegate to some members on his staff the responsibility to perform certain duties during the induction process.

Bookbinder (1992:16) affirms that, the controlling function includes the principal's evaluation and review responsibilities of providing feedback and assuring attainment of the goals and objectives of the school. In controlling the process of induction, the principal is able to identify the strengths and weaknesses of the new teacher. He will, as a result, seek remedial strategies to assist the newly-appointed non-beginner teacher to overcome such stumbling blocks.

In controlling the delegated responsibilities to the senior teachers, the principal is actually displaying accountability. Accountability, according to Viljoen and Moller (1992:151), is to give an account of the work done in terms of set criteria and Standards. The success of the newly-appointed non-beginner teacher in the induction process will depend on the control exercised by the principal.

3.7.1 Personnel evaluation as a responsibility of the principal.

The responsibility which the principal cannot avoid is that of evaluating staff members with regard to their performance. The inductee has to be evaluated from time to time to assess the progress that he is making. The principal has a major responsibility for formalising the evaluation process. In other words, the principal's attitude and procedures can make the evaluation programme an enlightening, interesting venture or one that is viewed negatively by those involved (De Roche, 1981:7). This means that the personnel evaluation depends on the ability of the principal to use the programme that assists him with his supervision and evaluation responsibilities.

Moyles (1987:210) believes that self-evaluation requires the teacher to have a high degree of confidence in his abilities and flexibility. Such influence can come from the training and in-servicing the principal offers. This idea is supported by Millman and Darling-Hammond (1990:218) by saying that self-assessment is a powerful mechanism for personal development, because the teacher who engages in it is usually highly motivated towards self-improvement. He further points out that the teacher's involvement in his own evaluation, aids in the principal relationship because he is relieved of the role of sole data and judge. The principal should encourage the new teacher to engage him/herself in self-evaluation if success is to be attained. The principal's evaluation of personnel must be linked to the improved performance. It is important that the evaluation process should be ongoing, especially for the new appointee who still has to be integrated into the school system. The principal can use the deputy principal, heads of department and the senior teachers to help him in evaluating this new teacher (cf. 3.7.6).

3.7.2 Class visits as a control measure of the principal in the process of induction

One of the management tasks of the principal is to plan for and conduct class visits. These class visits by the principal should aim at improving the educational experience of the new appointee. According to Piek (1991:77), creating a healthy relationship between the principal and the teachers demands more than mere knowledge regarding the cause of problems and reasons for negative reaction by the teachers. The pupil's educational needs must enjoy priority.

Establishment of rapport between the principal and the newly-appointed non-beginner teacher is important during the class visit. It is during this visit that the principal will evaluate the aspects of the teaching-learning situation of the inductee. Where necessary, the problems of this new teacher should be rectified immediately. Piek (1991:77) advocates that a class visit should be inspiring and educational, but not investigative in nature. The non-beginner teacher should not be given the impression that he is being tested on his weak points. Since the principal is indirectly responsible for what goes on

in the classroom, he must update himself about anything that goes astray in the work of the newly-appointed non-beginner teacher.

According to Millman and Darling-Hammond (1990:109) visiting programmes give the new teacher an opportunity to see good teaching practice and to get solutions to immediate concerns. This statement implies that the principal has to plan a programme for class visits which will help the newly-appointed non-beginner teacher to identify his shortcomings. Class visits should not serve merely as a routine purpose to carry out checks but should channel the staff member's teaching in an upward direction as far as quality is concerned (Van der Westhuizen, 1991:293).

Class visits must never be underestimated and must be carefully carried out and administered. These visits serve as a powerful instrument in the hands of the principal to diagnose the problems of the teachers as well as the new member on the staff. Class visits offer an ideal opportunity for individual in-service training for teachers (Viljoen & Moller, 1992:147).

3.7.3 Extra-mural activities as a sub-task of the principal in inducting a newly-appointed non-beginner teacher

Although every staff member must pull his weight extra-murally it still remains the sub-task of the principal to induct the newly-appointed non-beginner teacher in the extra-mural activities of the school. The policy regarding the mural-activities may vary from his previous school. De Witt (1981:183) accentuates this idea by pointing out that a school's load of extra-mural activities is the responsibility of the entire staff and not only of willing, enthusiastic individuals. The principal has, therefore, the task of initiating the new colleague to this concerted effort and remains accountable for its failure or success.

The teacher-inductee should be motivated to encourage the pupils to take part in the extra-mural activities because, as stated by Squelch (1994:37), they provide the opportunity for:

- * Using leisure time in a constructive way;
- * improving confidence and self-esteem;
- * meeting people and making new friends;
- * specialising in a field in which he or she shows particular interest;
- * helping children to develop a sense of responsibility; and
- * acquiring new knowledge.

The principal should make it clear to the inductee that the latter and the other teachers are responsible for the safety of the pupils during these activities. The extra-mural activities offer a means of evaluation because they afford the teacher and the newly-appointed non-beginner teacher the opportunity to exchange ideas.

3.7.4 Social occasions as an induction responsibility of the principal

It is significant that the principal should introduce the newly-appointed teacher at social occasions, especially those that affect the school. This idea is propounded by Hartzell (1991:81) when saying that informal socialization processes should be structured because they develop positive peer and subordinate relationship between the incumbent teachers and the inductee. As much as possible, it would seem a particularly good idea to help build strong relationships with all other senior personnel of the school. Peers are perhaps the most important factor in helping the new teacher to adjust and feel effective (cf. 3.8.3). The principal, therefore, has the responsibility of planning the socialisation process for induction of the new teacher so that he can make speedy adjustment into his new tasks and environment. Endem (1982:62) emphasises that the new appointee is apprehensive of several unknown factors, including the nature of the community in which they are to work. The principal should keep in mind that both the school locality and the

school itself should determine the kind of induction activities to be planned. The principal should give the new teacher the necessary social support when orientating him to the new environment. Sarros and Sarros (1992:55) stress that educators without access to social support seem to be more prone to work stress. The importance of recognising burnout from the newly-appointed non-beginner teacher necessitates support from the principal. Since the school can be used for a variety of other social and community services, it is important that the principal should acquaint the new teacher with such social occasions.

3.7.5 Feedback interviews as a control system of induction of the newly-appointed non-beginner teacher

Although the induction of the newly-appointed non-beginner teacher should be an on-going process, it is necessary to give him feedback about his progress. Stufflebeam (1988:65) gives the guideline that a feedback interview should be conducted to encourage evaluatee acceptance and use of the findings to improve performance.

The principal should, therefore, review with the inductee the specific areas of strengths and weaknesses but at the same time he should give recognition to outstanding performance. During the interview session, the principal should solicit the suggestions of the newly-appointed non-beginner teacher for improving performance. Fidler *et al.* (1992:246) highlight the fact that there is expectation from appraisees that the appraisal interview is an opportunity to receive feedback about performance (cf. 3.7.6).

It is important that the feedback interview should involve clear and concrete data rather than vague statements and should further employ a non-judgemental attitude on the part of the principal and the new member on the staff. Furthermore, feedback interview should deal with correctable items over which the newly-appointed non-beginner teacher has some control. The principal should provide supervisory systems that give the teacher

frequent objective feedback about his teaching from a variety of sources (Glatthorn, 1990:70).

Appraisal should include an evaluation of more than just performance in the classroom lesson situation. Reynolds (1987:134) offers the idea that the teacher is a member of the school and may have responsibility in staff decision-making process. The appraisal in all these outside-lesson areas will differ from those in the lessons.

3.8 Personnel induction programme

The major objectives for a teacher induction programme include additional skills and knowledge, professional development, a personalised transition (Hulling-Austin, 1987:98). The principal should develop the skills of the new teacher.

The problems and embarrassing situations that have been mentioned in Chapter 2 with regard to the newly employed non-beginner teacher can be avoided by introducing a proper orientation programme (cf. 2.3). A new teacher, like all other teachers, wants to make a success of teaching (Boadou, 1989:16). To be most effective, the newly-appointed teacher must be familiar with the school, district policies and systems.

It is of utmost importance that soon after the arrival of the newly-appointed teacher, the principal should provide him with the information about the induction programme and the school's expectation of the teaching staff. These programmes are hardly applied in the schools which were under the Department of Education and Training. Rebore (1991:136) argues that an effective induction programme must have well-defined objectives that reflect the needs of the new employees and the specific philosophy of the school system. Such induction programmes will thus provide the newly-appointed non-beginner teacher with the information about the school system, the school community, school buildings, curriculum and the students (cf. 3.2). The staff turnover in a school may also be caused by the principal's ignorance of orientating the new teacher into the

school system. Freshour and Hollman (1990:79) point out that if the principal provides the new teachers with a thorough orientation programme prior to their involvement in school activities, the likelihood of unnecessary turnover will be reduced. The content of a new teacher induction programme varies from school to school.

There may be items that each school system might want to include as part of its special circumstances. In designing an induction programme, Daresh *et al.* (1992:82) propose that this programme should be articulated in a written plan (cf. 3.4.1). Care must be taken that sufficient flexibility be provided to allow for emerging needs.

3.8.1 Evaluation of the induction programme

With a view of making possible adjustments and improvement of the programme, it is essential to evaluate the progress from time to time. Evaluation of the induction of the newly-appointed non-beginner teacher assists the principal in developing more effective systems. This idea is supported by Glatthorn *et al.* (1990:252) in their saying that understanding can help the leader improve methods. Potgieter (1990:34) recommends weekly discussions as well as individual sessions which can empower the induction programme.

3.8.2 Personal adjustment

Hartzell (1991:80) sounds a note of advice that opportunities to influence socialisation of new employees aid them in the reduction of uncertainty. Such opportunities help them to accomplish the adjustment tasks of transition which begin before the first day of employment (cf. 3.7.4.). The principal should make it possible for the newly-appointed non-beginner teacher to meet incumbent teachers before beginning to work. Hartzell (1990:80) further confirms that advance contacts with people who are members of the organisation can help greatly with the efforts to provide realistic job previews. To make it possible for the newly-appointed non-beginner teacher to adjust himself successfully,

the principal should acquaint him with the nature of the transition from one school to another as well as changes in the school systems.

The newly-appointed non-beginner teacher may come with particular skills which may instill a feeling of acceptability if his skills can be utilized. Care must be taken not to neglect the needs of this new teacher.

3.8.3 Teachers' centres as remedial instruments for the induction of the newly-appointed non-beginner teacher

The teachers' centre can serve as a remedial instrument for the newly-appointed non-beginner teacher to provide warm support in a non-threatening environment. Glatthorn (1990:369) notes that the teachers' centre helps the teacher to develop specific skills and materials and also provides concrete services. The teachers' needs can be addressed in the teachers' centre. Rebore (1991:178) maintains that teachers' centres have been a worthwhile innovation for the school that lacked an effective staff development programme. Since the activities of the teachers' centre are not school-based, the principal must acquaint himself with the centres. It can be concluded that the teachers' centres are supportive of the induction process of the principal for the newly-appointed non-beginner teacher.

Weindling *et al.* (1983:75) point out that the newly-appointed teacher learns from a wide range of previous experiences, knowledge, skills, interest and competence. In the teachers' centre, the teacher learning is enhanced by in-service activities that demonstrate respect, trust and concern for this newly-appointed teacher. The teachers' centre offers this teacher a variety of forms of professional support in addition to the short in-service course. For example, where a school does not have a wide range of equipment, the centre can be of great help in this regard during the induction process.

Devaney (1986:86) believes that the teachers' centres exist to help teachers to value themselves and bring some of their personal liveliness and fire into the classroom. The newly-appointed non-beginner teacher is in the best position to know what he needs by way of assistance - which he then gets in the teachers' centre.

3.9 *Conclusion*

From the discussions above one can conclude that the induction of the newly-appointed non-beginner teacher is about instilling confidence by giving him a clear picture about the school he is entering, its policy and experience of the pupils and staff (cf. 3.4.1.1). Through the process of interview, the principal is able to assess the weak and strong points of the inductee. Bruce (1988:63) points out that the induction process begins with the interview, an area which, considering the frequency which it occurs in schools, can still be conducted in a remarkably inept manner.

The principal has to plan and follow a systematic induction programme to make the induction of the newly-appointed non-beginner teacher a success. Promotion of healthy human relations among the teachers, the principal and the newly-appointed non-beginner teacher should be maintained. In his management task, the principal has to promote a good school climate conducive to teacher induction of this teacher. To promote team spirit among the members of the staff, the principal should delegate certain induction activities to these teachers to assist in the induction of the newcomer. Such mentors should be selected from among the incumbent experienced and effective teachers. In order to achieve the goals and objectives of the school, the principal has to develop his personnel, including the newly-appointed non-beginner teacher, during induction sessions. These objectives can also be attained through well planned communication channels which accord this new teacher the opportunity to communicate effectively during his induction. The principal has to control and evaluate this process of induction on an on-going basis.