

Mentor and new teachers' perceptions of the New Teacher Induction Programme in the North West Province

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DECLARATION

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ABSTRACT

It is widely accepted that new teachers find the transition from the student environment to the professional one demanding and, in many cases, overwhelming. The negative experiences of a considerable number of new teachers may have led to the continual rise of global attrition rates and the sense among them of disgruntlement and isolation. The necessity for addressing the needs of new teachers during their transition into professional teaching has resulted in a variety of induction programmes across the globe. The South African Department of Education collaborated with various key stakeholders to develop the New Teacher Induction Programme (NTIP), which should be rolled out in due time. The main aim of this study was to determine that which the NTIP encompasses and whether its contents would address the needs and challenges of new teachers. Furthermore, the study sought to gain insight into the views of the NTIP held by new and mentor teachers. The framework that underpinned this research is the communities of practice theory.

The study was qualitative in nature, as the researcher was intent on understanding the experiences of the participants with regard to the NTIP. The researcher conducted semi-structured interviews with four mentor and eight new teachers to collect data that would provide the descriptions necessary to understand the phenomenon. The NTIP was analysed by means of detailed document analysis during which the researcher could effectively determine the contents of the NTIP in its entirety. The document analysis that was conducted alongside a study of the interview data yielded several themes that the researcher identified, discussed and interpreted. The results demonstrated that new teachers were not offered any form of induction. The majority of the new teacher participants were overwhelmed and felt overworked and unable to meet the administrative demands made on them. Mentor teachers were unsure of the support that new teachers needed and seemed to rely on the new teachers to make their needs known. They also found it hard to meet the demands of administrative duties over and above the additional pressure of providing effective mentoring.

The results point to a need for a comprehensive but simplified approach to induction in schools, as new teachers experience several challenges and have a considerable number of needs. The workload of teachers is already a burden; therefore, the induction process should not add to it. The researcher addressed the problem by developing a framework in which the Quality Management System and the NTIP have been integrated to ensure that induction takes place in a targeted manner where the new and mentor teacher collaborate to identify challenges that could be addressed by means of various structures already available to them.

Key Terms: education, induction, mentor teacher, mentoring, new teacher, perceptions, school

OPSOMMING

Dit word algemeen aanvaar dat beginneronderwysers die oorgang van die studente-omgewing na 'n professionele beginneronderwyser veeleisend en, in baie gevalle, oorweldigend vind. Die negatiewe ervarings van vele beginneronderwysers het moontlik 'n bydrae gelewer tot die voortdurende styging van beginneronderwysers wat die beroep vroeg verlaat. Baie beginneronderwysers wat in die professie aanbly maak so ten spyte van gevoelens van ontevredenheid met die professie en isolasie in die werksplek. Die noodsaaklikheid om die behoeftes van beginneronderwysers aan te spreek wanneer hulle die professionele omgewing betree het tot 'n verskeidenheid van induksieprogramme regoor die wêreld gelei. Die Suid-Afrikaanse Departement van Onderwys het met verskeie sleutelbelanghebbendes saamgewerk om die Nuwe Onderwyserinduksieprogram (NTIP) te ontwikkel, wat mettertyd beleid sal word.

Die hoofdoel van hierdie studie was om vas te stel wat die NTIP behels en of die inhoud aan die behoeftes en uitdagings van beginneronderwysers voldoen. Verder het die studie gepoog om insig te kry in die beginneronderwysers en mentore se opinies aangaande die NTIP. Hierdie studie is onderneem vanuit die "Communities of Practice" teorie.

Die studie was kwalitatief van aard omdat die navorser insig wou bekom aangaande die persepsies van agt beginneronderwysers en vier mentore met betrekking tot die NTIP. Semi-gestruktureerde onderhoude is deur die navorser gevoer met beide die beginneronderwysers en mentore. Die doel van hierdie semi-gestruktureerde onderhoude was om data in te samel wat die fenomeen kon beskryf. Die navorser het verder gebruik gemaak van dokument analise om vas te stel wat die inhoud van die program is en of die program die behoeftes en uitdagings van die beginner- en mentor onderwysers genoegsaam aanspreek. Die data van beide die dokument analise en onderhoude is gebruik om verskeie temas te identifiseer, te bespreek en bepaalde afleidings vanuit die data te maak.

Die bevindinge van hierdie studie het aangedui dat die deelneemede beginneronderwysers geen vorm van oriëntasie of induksie ontvang wanneer hulle die skoolomgewing betree nie. Die meerderheid van die beginneronderwysers wat aan die studie deelgeneem het, het aangedui dat hulle oorweldig en oorwerk voel en dat hulle nie in staat is om aan die administratiewe eise wat die skool stel te voldoen nie. Mentor-onderwysers daarteenoor was onseker oor die ondersteuning wat beginneronderwysers nodig het, en het verwag dat beginneronderwysers hulle behoeftes aan hulle moes kommunikeer. Die mentor-onderwysers het verder aangedui dat hulle dit moeilik gevind het om aan die addisionele eise wat die program daar stel te voldoen, veral ten

opsigte van administrasie take en die verantwoordelikheid as rigtingwyser vir beginneronderwysers.

Die bevindinge dui op 'n behoefte aan 'n omvattende, maar vereenvoudigde benadering tot induksie van beginneronderwysers sonder dat dit verder bydra tot die reeds oorweldigende administratiewe las van onderwysers. Ek het die probleem aangespreek deur 'n raamwerk te ontwikkel waar die kwaliteitbestuurstelsel en die NTIP geïntegreer is, om sodoende te verseker dat die induksieprogram op 'n doelgerigte wyse plaasvind. In die benadering werk beginner- en mentoronderwysers saam om die uitdagings te identifiseer en aan te spreek.

Sleutelwoorde: beginner onderwyser, induksie, induksie program, mentor, mentorskap onderwyser, nuwe onderwyser, onderwys, persepsie, skool.

LIST OF ABBREVIATIONS

ATP –	Annual Teaching Plan
AMT –	Aligned Monitoring Tool
CAPS –	Curriculum and Assessment Policy for Schools
CDE –	Centre for Development and Enterprise
CPD –	Continuous Professional Development
CPTD –	Continuing Professional Teacher Development
CoP –	Communities of Practice
DBE –	Department of Basic Education
ELRC –	Education Labour Relations Council
HOD –	Head of Department
LTSM –	Learning and Teaching Support Material
ICT –	Information and Communication Technology
IQMS –	Integrated Quality Management System
SACE –	South African Council for Educators
SBST –	School Based Support Team
SGB –	School Governing Body
SMT –	School Management Team
VVOB –	Flemish Association for Development Cooperation and Technical Assistance
QMS –	Quality Management System

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CHAPTER 1: ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Across the globe, novice teachers echo the same cry of tremendous disillusionment on having entered the world of professional teaching (Karlberg & Bezzina, 2022:642; Kearney, 2014:4). A plethora of research indicates that new teachers feel completely overwhelmed and often consider leaving the profession within the first few years (Gan, 2018:2; Ingersoll & Smith, 2004:28; Wong, 2004:44). Research indicates that new teachers feel that their initial teacher training was not adequate for the challenges they face on entering the workplace, where they were expected to teach and perform a variety of tasks (Gaikhorst, Beishuizen, Roosenboom & Volman, 2017:47; Flores & Day, 2006:220; Steyn, 2004:81). The gap between the theoretical knowledge gained at university and the reality of teaching results in new teachers finding themselves unprepared for the challenges they face each day (Maddock & Maroun, 2018:194). New teachers claim that they find that their university degree only provided a small measure of support (Confait, 2015:9). Subsequently, new teachers soon find themselves in a 'sink or swim' situation (Gaikhorst, Beishuizen, Roosenboom & Volman, 2017:46; Maddock & Maroun, 2018:208). The teaching profession is not easy, and the negative experience among potentially excellent new teachers may lead to abandoning the profession within the first few years (Kearney, 2016:2; Greenlee & Dedeugd, 2002:64; Stoichici & Ionita, 2022:103). Global attrition rates have begun to indicate a significant decrease amongst new teachers, of whom up to 50 % leave the profession within the first five years (Wyatt & O'Niel, 2021:1).

New teachers in South Africa have not been spared from similar disillusionments. They experience an assortment of challenges when they embark on their new careers (Maddock & Maroun, 2018:208). They lack experience to fall back upon and their shortcomings are seemingly more pronounced than those of their experienced colleagues (Kadenge, 2021:214). Compounding the already overwhelming landscape of challenges that they face, is the uniquely diverse nature of South African schools. School context and the diversity of staff and learners could contribute to unexpected issues that the new teacher must face. Some schools are affluent and others, not necessarily located far from it, can only cater for the most basic needs of the learners. Many South African classrooms are overcrowded, schools have a lack of teaching resources and infrastructure does not support safety and schooling (Ngwira & Potokri, 2019:779). New teachers may find themselves thrust into a classroom where they face learners with behavioural difficulties and vulnerabilities concomitant with overwhelming administration, unsupportive or over-involved parents, extant conflict in the school environment and a lack of

professional development opportunities (Du Plessis & Mestry, 2019:2; Makoa & Segalo, 2021:939; Magudu & Gumbo, 2017:3). Each of these exacerbate the challenges that they are confronted with.

To address these and other challenges faced by new teachers in their first years of teaching, a number of countries and schools have implemented induction programmes (Ingersoll & Smith, 2004:29; Greenlee & Dedeugd, 2002:65; Kelley, 2004:438). Ingersoll and Smith (2004:28) explain that induction programmes differ from content in courses completed by new teachers during their studies: induction programmes are designed to act as bridges between training and practicing. An induction programme should thus enable the transition into the teaching career for new teachers. New teachers require intensive support of a varied nature (Reeves, Hamilton & Onder, 2021:2) and experience a need for socialisation in the school environment (Cherian & Daniel, 2008:2; Kadenge, 2021:217). Induction should aid novices, help them adjust and socialise them into the school culture (Reeves *et al.*, 2021:3). Bickmore and Bickmore (2010:1010) believe that an effective induction programme should be designed to meet the professional, personal, and social needs of new teachers, thus addressing potential challenges that they experience in an integrated manner. New teachers who have undergone successful induction programmes are more likely to be successful and effective teachers, which inevitably lead to learners who perform better (Wong, 2004:42).

Induction programmes vary in composition but generally consist of various elements including orientation programmes, mentoring for a period and components of self-reflection. However, induction programmes usually differ from school to school (Ingersoll & Smith, 2004:29) and should be tailored to meet the specific challenges new teachers are expected to meet within a particular school context (Gaikhorst *et al.*, 2017:48; Kearney, 2014:12; Maddock & Maroun, 2018:210). Mentoring appears to be one of the key aspects of every induction programme, as it provides new teachers with a specific person or persons they can turn to for assistance (Kearney, 2014:11; Wong, 2004:45). It is vital that all the stakeholders in a school recall that new teachers are learning and developing and will or should be assisted by their mentor teachers (Confait, 2015:17). The culture and climate of the school will impact on the success of an induction programme; thus, it is important to ensure that, prior to any roll-out of induction programmes, the school climate is welcoming and supportive towards this (Barrera, Braley & Slate, 2010:72).

The desire to conduct this research is based on my personal involvement in the development of new teachers, and the understanding of the grave reality that this is not taking place in many schools in South Africa. I have witnessed the desperation that new teachers experience when entering the workplace and have seen the negative impact that a lack of induction, and in some

cases even a lack of basic orientation has had on these new teachers. Many new teachers have informed me that they have no desire to remain in the profession and are actively looking for other employment. Those who do not leave, I have found resort to destructive practices in class, which negatively impact the learners in their classes. The new teachers become unhappy and filled with despair. I have been a teacher for sixteen years and have not once witnessed effective induction taking place in my workplace. After having been selected as a mentor teacher in our district, I was disheartened to discover that there was very little support available to mentor teachers. Many mentor teachers have no understanding of the commitment that they are making when availing themselves as mentors, and soon find that they have little skills to help them be effective mentors. Sadly, I also experienced that the structure of the school system does not allow time for mentor teachers to engage in mentoring activities. I am employed at a primary school in the Kenneth Kaunda district of the North West province. New teachers would be capable of much more if they are allowed to participate in effective induction practices at their schools. Before the roll-out of the New Teachers Induction Programme in South Africa, three provinces were selected for participation in a pilot programme. I was hopeful that the NTIP would address the challenges of the new and mentor teachers, which eventually lead to the conceptualisation of this study.

1.2 CLARIFICATION OF CONCEPTS AND TERMINOLOGY

The following terms and concepts were relevant to this study.

1.2.1 Perception

A perception, according to the Longman Dictionary of Contemporary English (Longman Dictionary, 2020), is the way in which one thinks about a certain thing or the idea of what something may be like. Perception also refers to the way in which one sees and uses senses to experience things as well as the ability to naturally understand certain things. In this study, a perception is the understanding of and thoughts about a given phenomenon.

1.2.2 Induction

The *Merriam-Webster online dictionary* (2020) defines *induction* as the “the formal process of placing an employee in a new job.” Thus, induction can be understood as a process during which a new or inexperienced employee in a trade is shown the ropes in the work environment. Induction is a formal activity and a process that occurs over an extended period of time. In the present context it will be defined as the process during which a new teacher is guided by a more experienced or veteran teacher (mentor) into teaching as a full-time teacher. However, relevant

extant literature contains various views regarding that which induction entails exactly, how long the process should last, the structure of an induction programme and the components that it should include (Ingersoll, 2012:47; Ingersoll & Smith, 2004:29; Wong, 2004:43).

Kearney (2014:5) states that induction is the first phase in a “continuum of professional development” which leads to the new teacher’s full integration into a community of practice; it should provide the foundation for continuing professional learning throughout his or her career. Induction can also be described as a “systematic process, embedded in a healthy school climate that meets new teachers’ professional and personal needs” (Bickmore & Bickmore, 2010:1006). Ingersoll and Smith (2004:29) define induction as “a variety of different activities such as classes, workshops, orientations, seminars and especially mentoring.” Kadenge (2019:30) defines it as a process mainly aimed at providing guidance to and support for new entrants to the teaching profession. Erawan (2019:117) says it is “the primary phase in the continuum of beginning teachers from their progression into the learning community and continuing professional development throughout their career.” Steyn (2004:83) describes the term as an individual school’s effort to enable and assist new staff members to adjust smoothly to their new environment so as to ensure that the school is functioning as effectively as possible.

It is clear, then, that the different views converge on the following common denominators:

- The induction process involves newly qualified, beginner, new or novice teachers.
- Induction is a *process* that typically continues for more than a year. It is during this time that the new or teacher is offered support so as to adjust to teaching full time by means of various methods and structures.
- Induction should always be collaborative in nature, where the school, staff members and the mentor teacher and new teacher participate in the process.
- The components of the induction process should enable the new teacher to adapt to their new working environment and thus act as a bridge between pre-service training and teaching full time.
- This process should be the start of the new teacher’s ongoing professional development, which should not end until the teacher exits the profession.

In this study, the researcher found that the most encompassing definition of induction is stated by Wong (2004:43): it is “a systemwide, coherent, comprehensive training and support system that continues for two to three years and then becomes part of the lifelong professional development

programme, with the purpose of keeping new teachers teaching and improving toward increasing their effectiveness.” This definition underpins the discussions to follow.

1.2.3 New teacher

As this study focused on the extent to which the NTIP in South Africa (Department of Basic Education, 2016) is meeting the needs and challenges of new teachers in various schools, it was important for the researcher to clarify what a new teacher is. They are widely referred to as beginner teachers, newly qualified teachers and newly appointed teachers. The latter, however, may be incorrectly used when referring to a beginner teacher: some teachers are employed by the school governing body (Beckmann & Prinsloo, 2009:178) and may only have been appointed as departmental staff in later years as departmental posts became available. The “date of appointment” therefore does not indicate if teachers are newly qualified or new teachers or reflect the teachers’ experience or expertise (Sephton, 2017:260).

In the Department of Education’s publication, *New Teacher Induction Guidelines for the Orientation Programme* (2016), which outlines the information that schools need to provide a foundation to begin the NTIP, new teachers are defined as:

“graduates who have completed their professional qualification at higher education institutions and who will be appointed at a South African public school for the first time, a foreign teacher who is new to the profession, a foreign teacher who has served in their country of origin, South African citizens who obtained their teaching qualification in other countries or a teacher who has returned to teaching as not having taught for five years or more (Department of Basic Education, 2016:4). “

A new teacher should therefore be defined as follows: he or she has

- less than three years’ experience teaching full time (Arends & Phurutse, 2009:1).
- been appointed by either the Department of Basic Education or a school governing body and is working as a teacher in a school.
- is newly qualified and has just entered the teaching profession.

restarted teaching full-time after a period of five years or more (Department of Basic Education, 2016:4).

The Department of Basic Education (2016: 4) defines new teachers as

- a) graduates who have completed their professional qualifications (REQV 14) at higher education institutions and who will be appointed at a South African public school for the first time.
- b) foreign teachers who are new to the profession.
- c) foreign teachers who have served as teachers in their country of origin.
- d) South Africans who have obtained their teaching qualifications in other countries.
- e) teachers who are returning to the profession after not having taught for five years or more.

The Department of Basic Education (2016:1) also refers to the new teachers as “novices.”¹ The term novice and new teacher refers to the same group of teachers in this study and thus can be used interchangeably.

1.2.4 Mentor and mentoring

The term ‘mentoring’ has often been incorrectly and interchangeably used with the term ‘induction’ (Wong, 2004:42). As clarified, induction is a process while mentoring is an action that forms part of the induction process (Wong, 2004:43). Mentoring alone is not induction (Kearney, 2014:11; Hobson, Ashby, Malderez & Tomlinson, 2009:207; Wong, 2004:43). Bickmore and Bickmore (2010:1007) describe a mentor as a teacher who has been selected for or assigned to actively support a new teacher by offering expert advice so as to facilitate the new teacher’s professional needs. Mentoring is the action of the mentor teacher and the active process of guiding and advising the new teacher during the process of induction (Greenlee & Dedeugd, 2002:69). Mentoring and being assigned to act as a mentor teacher do not amount to induction (Wong, 2004:43) but rather are considered to be essential components of an induction programme.

Both the mentor and new teacher play active roles in the induction process. Hobson *et al.* (2009:207) define mentoring as “one-on-one support of a novice or less experienced practitioner by a more experienced practitioner, primarily to assist the development of the mentee’s expertise and facilitate their induction into the culture of the profession and into the specific local context.” The definition of Hobson *et al.* (2009:207) of a mentor teacher most accurately describes him or her and his or her actions, as mentoring should be a learning relationship between a mentor and new teacher in which the new teacher can gain insight from the mentor teacher within the specific

¹ In this study new teacher and novice teacher will be used interchangeably.

school context. The interactions the mentor and new teacher share should result in the professional development of the new teacher.

1.3 THEORETICAL FRAMEWORK FOR THE STUDY

To provide a foundation for this study, the theoretical framework for this study, namely Communities of Practice, is provided. I discuss the key features of communities of practice as these pertain to the induction of new teachers in a school.

1.3.1 Communities of practice and new teacher learning

A theory is defined as a “broad explanation for behaviour and attitudes” (Creswell, 2007:148). Research requires the use of theory to underpin findings and thus provide a framework for the argument. Auerbach and Silverstein (2003:46) explain that a theoretical framework is “the set of beliefs about psychological and social processes with which you approach your research study.” Theory will therefore provide the framework for the pattern that the researcher discovers within the data (Auerbach & Silverstein, 2003: 18). According to the Department of Basic Education (2019:8d), the purpose of “the new teacher induction programme is to produce independent new teachers who engage meaningfully in systems, structures and practise which culminate in lifelong learning.” Communities of practice are based on social learning. Wenger defines a community of practice as follows: “communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour” (Wenger & Wenger-Trayner, 2015:1).

It is well documented that collaboration between teachers is important, and this collaboration requires mutual engagement (Brouwer, Brekelmans, Nieuwenhuis & Simons, 2012:347). As teachers interact with one another, they learn, whether formally or informally, and this contributes to the construction of their identity (Brouwer *et al.*, 2012:349). New teachers are also required to interact and engage in a community of learning as they undergo the induction process. Communities exist among new teachers, mentor teachers, new and mentor teachers, school management and teachers, management and principals and many others in a school context. Communities of practice have three characteristics that are essential to their being defined as such (Wenger & Wenger-Trayner, 2015:2): the *domain*, the *community* and the *practice*. Smith *et al.* (2017:211) explain that the *domain* in communities of practice is the field or area of knowledge in which people engage.

In the context of the present study, the *domain* comprises teaching and knowledge of teaching practice. All the participants in the domain are involved in teaching and teaching practice, thus

the group identify themselves as teachers. The *community* comprises the teachers as their domain is teaching and knowledge of teaching practice. Teachers come together within communities of practice and interact with each other by engaging in activities and discussions regarding their domain and, in this way, learning takes place (Smith *et al.*, 2017:215). In the community, members develop and construct relationships which enables learning to take place (Wenger & Wenger-Trayner, 2015:3). The *practice* relates to the entire body of knowledge shared among members and the engagement of members with the domain.

The relevance of this theory for this study is that new teachers must participate and engage with others in their domain in order to learn and gain experience. In the absence of this, their learning will be inhibited. For learning to take place in communities of practice, certain criteria or conditions must moreover be met. According to Smith *et al.* (2017:213), the criteria for learning in communities of practice are *joint enterprise*, *mutual engagement* and *shared repertoire*. The joint enterprise is the collective understanding of that community. Mutual engagement centres on the interactions between members of the community where norms, expectations and relationships are established. The shared repertoire centres on sharing communal language, methods, ideas and skills. Communities of practice cannot exist functionally if these conditions are not met because, as the theory is one of social learning, all three conditions lead to the taking place of learning.

However, learning is not the only process that one observes in communities of practice. The acquiring of knowledge in communities of practice creates a shared and individual identity (Ngwira & Potokri, 2019:777). As new teachers enter the community of teaching and collaborate with more experienced teachers or even other new teachers, a gradual transfer occurs of knowledge and practice that constructs a new identity for new teachers on their road to professionalism and effective teaching, as they take on new practices and skills. Induction programmes are designed to ensure that new teachers can adapt and acculturate into their new working environment and thus become part of communities of practice in their school environment, while learning through interaction with their mentor teacher and other teachers in their community (Kearney, 2010:4). This allows them to develop and create a shared and individual identity as professional, effective teachers who make use of quality teaching practices that ultimately secure effective learning in the classroom. The community of practice theory is thus an excellent platform for the placement of findings made in this study, as schools are indeed communities of practice and should ideally then support induction programmes as learning processes (Cherian & Daniel, 2008:9).

Globally, induction programmes have gained popularity as a means to ensure that new teachers adjust to their professional environment, and that they are well supported (Fantilli & McDougall,

2009:815; Kearney, 2014:2). Despite evidence that induction programmes can be very successful, there is currently little evidence that induction programmes are functioning in South African schools (Setlhako, 2019:100), despite efforts from the Department of Basic Education to encourage activities related to induction. New teachers in many South African schools find themselves developing a negative mindset towards teaching and become less committed to self-improvement (Maddock & Maroun, 2018:194). It is evident that not much 'professional learning' could be taking place amongst new teachers without effective induction programmes that allow for learning, while providing the necessary support to new teachers during the transition period. For new teachers to learn from their experienced colleagues, there must be collaboration and participation from both new teachers and experienced colleagues (Ngwira & Potokri, 2019:777). Such participation and collaboration opportunities could easily be found in an effective induction programme, where the aim is to guide the new teacher formally and informally into a professional teacher. Participating in the induction programme also allows for the new teacher to develop their identity (Ngwira & Potokri, 2019:778). Induction programmes would therefore provide platforms where collaboration with other members of the school and community takes place. These interactions allow the teacher to learn and negotiate his/her identity. The entire induction process mirrors systems in a community of practice.

1.4 BACKGROUND TO THE STUDY

This section provides the background to the study. It presents the factors in the educational landscape that necessitate changes regarding the ways in which new teachers begin their careers as professionals. Literature that identifies typical challenges that new teachers encounter is discussed to elucidate the difficulties that new teachers experience as well as the types of support that are available to them during the transition from pre-service teacher to professional teacher. The researcher furthermore discusses various induction programme elements and presents literature that supports the necessity of induction in schools as well as the format for induction programmes that is considered to be best practice. As it is a key component of successful induction, the researcher discusses the various characteristics of effective mentoring, after which a brief summary is presented.

1.4.1 New teacher challenges: Reasons for global concern

New teachers enter the world of teaching with great excitement and gusto. However, it seems that their enthusiasm is quickly curbed once the reality, shock and pressure of full-time teaching hit home (Botha & Rens, 2018:1). New teachers find themselves faced with a myriad of challenges

that they feel unprepared for and describe the sensation of being “constantly overwhelmed” (Gan, 2018:8). Amongst the foremost challenges are inadequate resources, difficult classes, the loneliness of the classroom and the harsh reality of what happens in schools today (Greenlee & Dedeugd, 2002:64). Many new teachers have been found to experience high levels of frustration and feelings of failure during their first year of teaching (Department of Basic Education, 2019:7). New teachers are expected to perform the same duties as their veteran colleagues who boast years of experience. It seems that the first few years of a new teacher’s career is spent trying to survive, often on their own (Fantilli & McDougall, 2009:814). It is well documented that the first year of a teacher’s professional career can greatly impact their decision to remain in teaching and the kind of teacher they become (Department of Basic Education, 2019:4; Wong, 2004:52).

According to Wong (2004:42), up to 50% of new teachers in the United States leave the profession within the first five years of teaching. In Australia, teachers often leave the profession to enter different fields within the first five years of teaching (Kearney, 2010:2). When new teachers are subjected to stress and negative emotions, they are unable to teach effectively, thus hindering the learning process (Kearney, 2010:2). Learners are also less likely to respond positively to a teacher who appears overwhelmed and underprepared for the task at hand and are therefore more likely to underperform in the classroom (Confait, 2015:9). Teachers who are determined to continue their chosen career paths despite unhappiness in their career, cannot become the type of teacher that encourages “deep and complex learning” from their learners (Feiman-Nemser *et al.*, 1999:18).

The purpose of schools is to learn, and ineffective, unhappy teachers who are simply going through the motions to reach the end of the day will not inspire learners to engage in active learning. Teacher quality and teaching quality are the single best predictors for learner success (Wong, 2004:41). Besides the obvious duty of instruction in subject matter, Flores and Day (2006:221) found that many new teachers found that they had to be ‘more’ than a teacher. This included dealing with learners’ emotional challenges, being a counsellor to learners who are facing difficulty and many other more ‘social’ challenges. New teachers also struggle with maintaining discipline in their classrooms, dealing with time constraints and the workload of teaching as well as conflict in the workplace and among parents, to name a few of the daily demands or difficulties faced by new teachers (Fantilli & McDougall, 2009:823).

1.4.2 New teachers in South Africa: A unique challenge

Extant literature indicates that new teachers in the South African context experience feelings similar to the ones described above citing a lack of guidance and support from colleagues and support structures in schools (Department of Basic Education, 2019d:7). South African schools

present a unique challenge to new teachers. These schools are in dire need of educational reform as many learners are performing poorly and are not achieving academic success (Centre for Development and Enterprise, 2015:31). Maddock and Maroun (2018:192) explain that researchers are finding increasingly that South African learners are not performing well in comparison to other countries and that many teachers are undertrained and unprofessional (Du Plessis & Mestry, 2019:54).

Poor teacher quality has contributed to the growing number of learners who receive poor instruction in schools (Kadenge, 2021:214). Many South African schools are poorly resourced (Donald *et al.*, 2006:197). One wonders what becomes of new teachers who enter schools where basic infrastructure does not support teaching, classrooms are overcrowded, a lack of teaching and learning resources are found, where little or no maintenance occurs, and staff members are unmotivated and undisciplined. New teachers entering the school system in this manner are immediately confronted with negative emotions (Greenlee & Dedeugd, 2002:66). Furthermore, new teachers may also be confronted with teaching multi-grade classes, where different subjects and grades are combined into one class, making planning and effective teaching a very trying situation, even for an experienced teacher (Du Plessis & Mestry, 2019:5). Experienced teachers who are well-qualified move away from these schools, as there is little room for growth and career advancement (Du Plessis & Mestry, 2019:4). This may result in new teachers who enter the school system in these school environments feeling isolated and unsupported.

They may try and cope on their own for a while but, with little or no guidance and support in a tremendously challenging environment, they eventually either leave the profession completely or become part of the group of unmotivated teachers for whom teaching is nothing more than a routine (Flores & Day, 2006:230). South African schools are often largely diverse containing various cultural and religious views that must be upheld and respected by teachers. The challenge of being culturally responsive is complicated even for experienced teachers and, understandably, even more so for new teachers (Hramiak, 2015:2). Research has suggested that new teachers are not adequately prepared for the challenges associated with teaching in culturally and linguistically diverse schools (Hramiak, 2015:3).

Confait (2015:9) found that new teachers felt that their degree only contributed positively to some aspects of effective teaching and provided some support in their subject area, but that it did not necessarily prepare them for managing diversity, maintaining discipline in the classroom or managing the attitudes of their learners. Another pressing issue facing new teachers is that, in many schools in South Africa, parental support is lacking or absent, and parents often do not have any involvement in their child's education (Du Plessis & Mestry, 2019:5). Many learners suffer

malnutrition or abuse and are considered to be 'vulnerable.' These circumstances and factors may contribute to ill-discipline in the classroom; all of these combined contribute to the impression and experience that new teachers will have in their first few years of teaching (Gan, 2018:9).

A lack of resources, basic facilities and little or no support from the school's management and colleagues may further contribute to feelings of despair and a sense of failure amongst new teachers. A considerable number of the aspects of teaching can only be learnt 'on the job,' and new teachers need to learn in a social constructivist manner by developing collaborative relationships with other staff members (Flores & Day, 2006:231; Gan, 2018:10). Bickmore and Bickmore (2010:1007) state that a positive school climate is a prerequisite for a successful induction programme, regardless of the excellence of the components of the programme. New teachers employed in schools where there was a collaborative school climate, encouraging leadership as well as informative and supportive staff had a more positive outlook on teaching (Flores & Day, 2006:229). Thus, should a school have a negative climate due to any of the mentioned factors, it is likely that induction programmes are likely to be less successful. Many of the components which make a school healthy are unfortunately lacking in South African schools (Du Plessis & Mestry, 2019:54). Research provides evidence that some schools, particularly in rural areas, are more likely to lack experienced teachers that are motivated and well-qualified (Du Plessis & Mestry, 2019:54).

Several studies found that, in such schools, new teachers are given the most difficult classes to teach (Du Plessis & Mestry, 2019:55; Kearney, 2014:3; Ngwira & Potokri, 2019:779). These factors undoubtedly contribute further to the despair of new teachers. They need support and guidance but may feel that asking for these is a sign of weakness refraining from asking help, particularly if it is not offered (Confait, 2015:2). In order to begin addressing the overwhelming number of challenges new teachers face, it is of utmost importance that they are supported early in their journey to becoming successful and effective colleagues, as this inevitably enables quality teaching and learning in schools (Kearney, 2011:6). Teacher quality in South Africa has unfortunately been found to be one of the foremost contributors to the poor quality of education delivered in schools, and new teachers lacking experience reinforce this issue.

The pressing issue of poor teacher performance and the impact that this has on learners in the classroom is one of the reasons that has led to the prioritisation of induction programmes in South African schools by the Department of Basic Education as well as other stakeholders in the education sector. The Department of Basic Education report entitled '*Teachers for the future: Meeting teacher shortages to achieve education for all*', released in 2005, stated that every new teacher should be expected to undergo a professional induction programme that should last at

least two years. In 2016, the *New teacher induction: Guidelines for the orientation programme* (Department of Basic Education, 2016), was published and, by January 2017, the pilot programme was set to begin. The induction programme was one of three phases comprising teacher training and development, namely: initial teacher education (which takes place at university), the NTIP, which commences once the teacher is appointed at a school for the first time or upon returning after an absence of longer than five years and, finally, continuous professional teacher development (CPTD) which should continue as long as the teacher is employed in education (Centre for Development and Enterprise, 2015).

Induction programmes cannot be successful unless they are comprehensive and coherent (Kearney, 2014:6; Wong, 2004:47). Beyond this, they must be implemented as planned, consistently applied and render effective results. These programmes must be monitored to ensure implementation (Bickmore & Bickmore, 2010: 1013). Successful induction programmes have several key components and are based on more than just mentoring of a new teacher (Wong, 2004:42). Although mentoring is a key component, one of the foremost challenges it presents is that the mentor teacher must be able to relate to the new teacher (Wong, 2004:43). Mentoring does provide much-needed support to new teachers but cannot be utilised in isolation to address the needs of new teachers. Induction programmes must be adapted to meet the needs of new teachers, both professionally and personally. Well-designed induction programmes allow new teachers to receive support on various levels: socially, emotionally, and academically (Ingersoll & Smith, 2004:31; Kelley, 2004:448). The NTIP aims to act as a bridge between academic theory and the practice of teaching in the field, and thus combat high attrition rates and develop capable teachers who deliver effective and quality teaching (Department of Basic Education, 2019:4). In addition, the NTIP aims to provide intensive support to aid new teachers when it comes to adapting to the demands of teaching. The Department of Basic Education (2019:8) states that new teachers will be guided through the induction programme by means of an appointed mentor teacher. The latter is required to provide support on personal, emotional, social and professional levels (Department of Basic Education, 2019:8).

New teachers will, according to the Department of Basic Education (2016; 2019), take part in an orientation programme provided by the district and the school, which will be part of the NTIP. However, Kadenge (2021:215) states that district officials have been found to exert pressure on teachers, rather than provide support. This presents a challenge to the implementation of the orientation programme as district officials are expected to play a considerable role during its implementation (Department of Basic Education, 2016:16). If district officials do not act in a supportive manner during the implementation of the orientation programme, the possibility of ineffective roll out cannot be ignored. The proposed orientation programme will be followed by

consistent mentoring during the year by the appointed mentor teacher. New teachers will be required to submit a professional development portfolio at the completion of the NTIP, which will provide the required evidence that they have successfully completed the programme. However, it is still not clear which body will take responsibility for the monitoring of these portfolios once they have been completed. The *NTIP Handbook for Teachers for Field-Testing* states that the portfolio must be handed in to the district (Department of Basic Education, 2019b:12). In 2020, the Department of Basic Education launched a field test of the NTIP in three provinces: North West, Kwa-Zulu Natal and the Free State. However, the impact of the Covid-19 pandemic undoubtedly had a tremendous impact on the implementation of this programme. Ideally, once the new teacher has successfully completed the NTIP, the new teacher is expected to be able to continue with continuous professional development to ensure that learning does not cease once induction is completed.

Currently, QMS forms a part of continuous professional development as it allows teachers to identify areas in which they need development. QMS should therefore form part of the new teacher's educational landscape during the induction programme to ensure that they are able to utilise it as a tool to identify areas where they are in need of assistance once they have completed the induction phase. Induction is an ongoing process in which the new teacher is recognised as one who is still learning, while certain expectations are maintained around their performance (Confait, 2015:18). The need for support of new teachers has been clearly indicated in South Africa and many other countries globally but, often, induction programmes fail or are ineffective due to clumsy implementation or the fact that they are not viewed as policy (Greenlee & Dedeugd, 2002:65; Kearney, 2014:7; Ngwira & Potokri, 2019:775). It is imperative that the NTIP is scrutinised not only quantitatively, but also in a qualitative manner, where a voice is given to participants who have first-hand experience of it. These findings have been used to guide effective programme implementation (Greenlee & Dedeugd, 2002:72).

Although the NTIP was compiled by experts commissioned by VVOB (Flemish Association for Development Cooperation and Technical Assistance), the implementation of this programme as well as feedback from participants regarding their perceptions during the field test will ultimately indicate whether it addresses the needs identified by the Department of Basic Education. The researcher believes that, although new teachers entering the school system will face similar challenges, it is possible that a 'one size fits all' induction programme cannot meet their particular needs. It may also become evident that the additional work and administrative load on new and mentor teachers may lead to further disgruntlement and frustration. It is therefore necessary to examine the contents of the NTIP and the perceptions of new teachers.

1.5 RESEARCH QUESTIONS

The following main research question is formulated for this study:

How would the perceptions of mentor and new teachers of the New Teacher Induction Programme affect the development of an integrated support framework that addresses their needs and challenges and facilitate the effective implementation of the NTIP?

The following sub-research questions were formulated for this study:

- What does the NTIP entail in terms of:
 - the contents of the programme?
 - the tasks and portfolio that should be completed?
 - the role and responsibilities of the various role players in the NTIP?
- To what extent, if any, do the contents of the NTIP address the needs and challenges faced by new teachers?
- How do new teachers and mentor teachers perceive the NTIP in terms of:
 - the contents of the programme?
 - the tasks and portfolio that should be completed?
 - the role and responsibilities of the mentor teacher?

1.6 PURPOSE OF THE STUDY

The purpose of this study was to address the main research question as formulated above and to determine:

- What the NTIP entails in terms of:
 - the contents of the programme.
 - the tasks and portfolio that should be completed.
 - the role and responsibilities of the various role players in the NTIP.
- The extent to which the contents of the NTIP address the needs and challenges faced by new teachers.
- How new teachers and mentor teachers perceive the NTIP in terms of:

- the contents of the programme.
- the tasks and portfolio that should be completed.
- the role and responsibilities of the mentor teacher.

1.7 RESEARCH METHODOLOGY

1.7.1 Research paradigm

Bertram and Christiansen (2019:24) describe a research paradigm as a worldview that underpins researcher endeavours and guides how the research should be conducted. A particular paradigm determines the type of research questions asked at the onset of the study, that which can be observed or investigated, the methods of data collection suitable for the study and, finally, how the findings will be interpreted. Nieuwenhuis (2019:85) states that the research paradigm is a “set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view.” This means that a paradigm determines the ways in which one will interpret one’s reality. The present research required of the researcher to gain a deep understanding of the perceptions of both new teachers and mentor teachers regarding the NTIP.

For this reason, the study was set within the interpretivist paradigm. Interpretivism attempts to understand a phenomenon through the meaning that people attach to it, and it carries several underlying assumptions (Nieuwenhuis, 2019:80). Firstly, human experience can only be understood from within, which requires that the researcher attempt to gain such understanding and make use of theory and methods that will allow for it to be constructed. Secondly, interpretivism regards social life as decidedly human. Thirdly, the origin of an experience is the mind of the participant. Therefore, only by understanding how meaning is imparted regarding a certain phenomenon can we begin to understand and gain insight into the phenomenon (Nieuwenhuis, 2019:82). Interpretivism is a process that provides more than one explanation for a phenomenon, and this inevitably affects human behaviour, as knowledge influences how one behaves (Bertram & Christiansen, 2019:3). In this study, the interpretive paradigm allowed the researcher to explore new teachers’ perceptions of the NTIP and the meaning that was given to the data by the participants, who were directly involved in it.

1.7.2 Research approach

As this research aimed to gain understanding into participants' perspectives of the NTIP, a qualitative approach was followed. Qualitative research involves a naturalistic approach (Nieuwenhuis, 2019:59) in which the researcher follows a constructivist perspective to make knowledge claims (Auerback & Silverstein, 2003:46; Creswell, 2007:21). The data collected allows the researcher to intentionally develop themes, as the aim of a qualitative study is to elicit meaning from the data (Nieuwenhuis, 2019:59). Qualitative research furthermore allows the researcher to be novel and work within a researcher-designed framework in order to answer the research questions (Creswell, 2007:23). Auerbach and Silverstein (2003:35) propose several motivations for the use of the qualitative approach:

- Qualitative research allows the researcher access to subjective experiences.
- The collected data allows the researcher to gain understanding of the phenomenon on the basis of a description from the participants.
- Qualitative research facilitates the effective study of diversity, given that experience is subjective to the participant.
- Participants in qualitative studies are its expert informants.

The relevance of these items resonates with the fact that the researcher intended to explore the perceptions of new and mentor teachers who were involved in the NTIP. The researcher required the participants to provide descriptions of their subjective perceptions, which was different for each participant, as no two individuals will perceive a phenomenon in the same manner. The participants in the study were indeed the expert informants, as they were the parties directly involved in the roll-out of the NTIP and were the sources of the perceptions that the researcher intended to describe and understand.

1.7.3 Research design

This study followed a phenomenological research design. Pathak (2017:1) states: "A phenomenological research study is a study that attempts to understand people's perceptions, perspectives and understandings of a particular situation (or phenomenon)." Creswell (2007:19) explains that phenomenological research is an intensive procedure (Creswell, 2007:19). This design proposes that there cannot be understanding of social phenomena if one does not grasp

the individual interpretation of people as well as their perceptions of the world (Nieuwenhuis, 2019:67). Phenomenology steers the researcher to gain insight into the phenomenon and provides the opportunity to explicate meaning from the data obtained (Van Manen, 1997:9). A phenomenological research design was suitable for this study, as it sought to understand participants' perspectives rather than explain or predict their behaviour (see Babbie & Mouton, 2009: 53). This study required the researcher to understand how participants subjectively perceived the NTIP.

To ensure that the research questions were answered, the researcher aimed to provide a thick description of the participants' perceptions of the NTIP that clearly relates their experiences, context and thoughts during induction. Thus, this study adopted a transcendental phenomenology (Nieuwenhuis, 2019:86), which requires from the researcher to provide textual and structural descriptions of the phenomenon researched. The combination of these two descriptions would provide the fundamental nature of participants' perspectives (Nieuwenhuis, 2019:87). To ensure that the description was not tainted by the researcher's own experiences, it was necessary that the researcher employ the concept of bracketing as formulated by Husserl (Tufford & Newman, 2010:83). Bracketing is an on-going process that must be employed throughout the study in order to ensure that a voice is given to the participants of the study and not the preconceptions of the researcher. It ensures the rigour of the research because it protects the authenticity of the participants' words (Tufford & Newman, 2010:81).

The research made use of four steps throughout, as identified by Van Manen (1997):

- Bracketing: the phenomenon was isolated from what was already known about it.
- Intuiting: the researcher remained open to the meaning that participants attributed to their perception of the phenomenon.
- Analysing: the researcher used the data by developing categories and thus making sense of the true meaning of the phenomenon.
- Describing: The data allowed the researcher to adequately understand and describe the phenomenon as it was perceived by participants in the study.

These steps facilitated an understanding and interpretation of the way in which participants perceived the NTIP given that it might have been implemented in the Dr Kenneth Kaunda District of the North West Province.

1.7.4 Sampling

Within the interpretive paradigm, the researcher is interested in obtaining rich and detailed descriptions of the participants' perceptions of a given phenomenon (Bertram & Christiansen, 2019:72). Thus, the study did not require a large sample but, instead, samples restricted to various schools where the programme might have been implemented. Therefore, this study made use of purposive sampling. This sampling method was selected since the participants were chosen by means of pre-determined criteria (Bertram & Christiansen, 2019:73): that selected schools should have employed new teachers over the duration of the preceding three years, that they should have appointed teachers who are mentors and that the participants would be willing to participate in this research study once the necessary permission had been obtained. Nieuwenhuis (2019:93) discusses various criteria to be met by the sample to achieve the goal of obtaining rich data. Foremost, the sample purposefully selected must be capable of providing rich information with regard to the phenomenon studied. The sample should furthermore enhance transferability and should lead to credible descriptions.

The sample chosen must adhere to all the necessary ethical considerations and ethical preconditions. Finally, the sample must be attainable and reasonable. Against this background, the following pertinent criteria determined inclusion in the present study.

- Three schools in the Kenneth Kaunda District of the North West Province were sampled by the researcher: each had one or more new teacher(s).
- Eight new teachers in total participated in the study.
- Four mentor teachers participated. All of them were employed at primary schools.
- Four of the new teachers were White, two Coloured, one African and one Indian. There were three male new teachers and five were female.
- Three of the mentor teachers were White and one was Indian. The ages of the mentor teachers were between 38 and 53.

1.7.5 Data collection methods

This study required a deep understanding of the way in which participants perceived the NTIP. The following data collection methods were therefore used. The researcher conducted **semi-structured interviews** with each of the new teachers and mentor teachers who had agreed to participate. Interviews ensured that detailed descriptions containing feelings, knowledge,

perceptions and opinions were collected (Patton, 2002:4). The semi-structured interview is a well-known method of collecting data from participants, specifically in a qualitative approach (Willig, 2008:23). It allowed the researcher to gain understanding into the participants' perceptions of a phenomenon (Patton, 2002:341). In this study, the researcher held the participants' perceptions in the highest regard and believed that their perspectives would, through this research, become known and meaningful (Patton, 2002:342).

The interviews lasted approximately 45 minutes and were conducted in the middle of the year, close to the end of the second term. The researcher conducted most of these in person, but also made use of the Zoom platform. Guidelines provided by Greeff (2020) in terms of conducting qualitative research during a period of lockdown and social distancing were adhered to. The researcher chose semi-structured interviews as such interviews allowed the researcher to take the context and environment of the participants into consideration (Creswell, 2007:213). The researcher also paid careful attention to linguistic variability. Willig (2008:24) defines this as "the various interpretations people hold of various words." The researcher therefore ensured that the true meaning of the participants' words was understood as intended by the participants.

The focus of the interviews had to remain on the meaning intended by them. The researcher also took notes during the interviews (Creswell, 2007:215) to record context and other relevant notions such as facial expressions and body language. The semi-structured interviews were audio-recorded with the consent of the participants. No participant was mentioned by name, but a code was allocated to each participant. The recordings were transcribed verbatim, and copies of the interviews were made available to participants (Willig, 2008:26). Willig (2008:23) states that semi-structured interviews are a very suitable method of data collection for qualitative research. Willig (2003:24) explains that participants are able to answer questions in a more unrestricted manner because the interview is not as formal. The researcher knows which information will answer the research questions; thus he/she can guide the interview but remain focused on the meaning in the participant's responses. The flow of the interview is similar to a conversation, during which the participant can discuss his/ her experiences. The questions asked and probes made allowed the researcher to guide the flow of the interview and to collect appropriate data.

In order to determine what the NTIP encompasses, as well as the extent to which the content addresses the needs of and challenges faced by new teachers, the researcher made use of document analysis to examine the contents of all the manuals and book that comprise the NTIP:

- *The NTIP handbook for teachers for Field Testing*
- *The NTIP handbook for teachers: Activities*

- *New Teacher Induction: Guidelines for the Orientation Programme*
- *The NTIP Manual for Training Mentors*
- *The NTIP Framework for Induction*

Before commencing with the document analysis, the content of the NTIP Handbook for Teachers for Field-Testing was summarised to allow an initial understanding of the content (cf. Appendix A). The analysis was done in a systematic manner so as to enhance triangulation (see Bowen, 2009:29). Triangulation allows the researcher to ensure validity in qualitative research. Document analysis also provided the researcher with a comprehensive understanding of what the NTIP requires at ground level from the participants of the programme.

1.7.6 Data collection procedure

The analysis of the *Handbook for the New Teacher Induction Programme* was done initially as well as concurrently with the semi-structured interviews. The aim was to obtain a thorough understanding of the programme, while being able to refer back to the programme continuously as information about the programme was provided during the semi-structured interviews by the participants. The semi-structured interviews took place during the first semester of 2022 at a time when new teachers were oriented to and ideally participating in the NTIP at their respective schools in the Kenneth Kaunda District of the North West Province.

Where possible, interviews took place at the various schools where the participants (i.e., new teachers and mentor teachers) were employed. They were conducted after school hours and took place at a time that was convenient for the participants.

1.7.7 Data analysis

Qualitative data analysis is not a straightforward process (Cohen *et al.*, 2018:643). The researcher presents findings not according to a formula, but according to the merging of interpretation and analysis. For interviews that focus on communication, content analysis is suitable (Fong *et al.*, 2012:306, citing Babbie, 2010:333). This entails a systematic approach to data analysis (O'Connor, 2016:27). Thematic analysis of the transcripts of the semi-structured interviews and results of the document analysis allowed the researcher to identify codes by means of which the raw data was interpreted (Maree, 2013:101).

Creswell (2007: 218–220) suggests steps for the data analysis process, each of which will be itemised and briefly discussed below as used in the present study.

Step 1: All the data recorded was prepared for analysis. This required of the researcher to transcribe all the audio-recordings verbatim. The transcripts were grouped according to the school at which the participants were employed.

Step 2: The researcher read through the transcripts and made notes of initial ideas and general thoughts about the perceptions that new teachers held regarding their experiences.

Step 3: The researcher then embarked on detailed analysis by means of coding which is the systematic categorization of the data that was collected during the study. Coding is a critical element of analysis. The coding procedure is lengthy, and Tesch (1990:142-145) proposes several steps that were followed to ensure successful coding. To begin with, the researcher read through all the raw data and obtained a sense of what these revealed. A random transcript was then selected and, as I read through the transcript, initial thoughts regarding the meaning of the words were noted in the margins. Tesch (1990:143) suggests that the same be done with all the other transcripts where emergent topics as found in the data are listed. The researcher followed the same procedure for each transcript. These topics were allocated into groups: 'major topics,' 'unique topics' and 'leftover topics.' I then returned to the topics and abbreviated each into a code and subsequently identified corresponding segments of the text, marking these adjacent to the code. This indicated emergent new categories.

After initial topics had been identified, I renamed topics as descriptively as possible and then determined the final abbreviations. All the relevant data were placed within a suitable category and preliminary analysis was performed.

Step 4: The coding process generated descriptions of the perceptions that the participants held of the NTIP. I consequently gave a preliminary description that contained detailed information about the perceptions that the participants had expressed. These descriptions provided codes, which after categorization, generated themes. Themes, according to Van Manen (1997:88), are a means of exploring deeply the phenomenon under examination. A good theme will give form to the phenomenon, which engenders a description of its nature. I made use of the 'selective approach,' which required a reading of the transcripts to identify and use phrases uttered and statements made by the participants which, in turn, revealed the true nature of the perception that the participants held of the NTIP.

Step 5: I discussed all the themes together, which included all participants' perspectives of the NTIP in this study.

Step 6: This prompted me to interpret the data and derive meaning from these. I located the findings within the communities of practice theory. During this final step, research lacunae emerged, which engendered recommendations for further study.

1.8 TRUSTWORTHINESS AND RELIABILITY

Qualitative research must answer to the concepts of validity, that is, as to whether explanations are true, accurate and correctly captured in order to show that which is occurring in relation to the chosen topic. According to Creswell and Miller (2000:126), "validity procedures," as reflected by interpretive perspectives, present criteria with labels distinct from quantitative approaches, such as trustworthiness (i.e., credibility, transferability, dependability and confirmability), and authenticity (i.e., fairness, [which] enlarges personal constructions, leads to improved understanding of constructions of others, stimulates action, and empowers action).

Credibility refers to an evaluation as to whether the research findings are a true representation of the data collected from participants (Korstjens & Moser, 2018:121). Dependability can be described as an assessment of the quality of the integrated processes of data collection, data analysis and theory generation (O'Connor, 2016:28). Transferability is the degree to which the findings of the study can be transferred beyond the bounds of the project and the "stability of findings over time" (Korstjens & Moser, 2018:121).

Confirmability refers to the extent to which the findings of the research are supported by the data collected as confirmed by other researchers (Korstjens & Moser, 2018:121). To establish trustworthiness, I, in terms of Gibbs' (2010:97) suggestion (2010:97), checked and re-checked transcriptions to ensure the consistent and accurate use of codes. To further enhance trustworthiness, I constantly and clearly demonstrated how the study was grounded in the data as collected and interpreted.

1.9 ETHICAL CONSIDERATIONS

Three main ethical considerations played a role in the present project: autonomy, non-maleficence and beneficence. I accordingly paid careful attention to each, as itemised and briefly discussed below.

1.9.1 Confidentiality

Researchers should ensure that the autonomy of the participants in any study is respected. The implication of this is that no participant should participate without giving consent to the researcher to take part in the study and should be allowed to withdraw at any time (Bertram & Christiansen, 2019:79). I was transparent about that which was expected of participants and obtained consent from each before any research was conducted. This allowed the participants to make an informed decision regarding their participation before entering the research process.

I obtained ethical clearance for the project from the Research Ethics Committee of the Faculty of Education (Edu-Rec) before commencement of the study. In addition, permission was obtained from the North West Provincial Department of Education, which allowed me to conduct research in public schools in the North West Province. Further permission was obtained from the Director of the Kenneth Kaunda District, the principal and SMT's of the schools and school governing bodies. Informed consent was obtained from the participating mentor and new teachers. Participants in the study signed an informed consent form which explained to them that their participation was voluntary and that they were allowed to withdraw at any time should they no longer wish to take part in the study.

1.9.2 Non-maleficence

Research should never cause harm to participants in any way, including social, physical or emotional harm of any kind (Bertram & Christiansen, 2019:80). In this study, I protected the participants, their opinions and feelings regarding their participation in the NTIP by ensuring confidentiality of the information that they gave. The identities of the participants were not made known by me and are not available to others. This included the safe keeping of the transcripts as well as the recordings of the interviews conducted with participants. The names of the schools where the participants were employed were also not made available.

1.9.3 Beneficence

Research should be of benefit either to the participants of the study or to the academic community or society at large (Bertram & Christiansen, 2019:80). I believed that this study was indeed of benefit to all participants. The research gave them an opportunity to share their perceptions of the NTIP, and thus gave a voice to new teachers. The study was also of benefit to the academic community, as it presented researchers interested in this field opportunity for further study and investigation and continues to do so. Society at large will benefit when new teachers are prepared and supported adequately to become professional teachers who teach effectively and encourage learners that will develop a passion for learning.

1.10 THE ROLE OF THE RESEARCHER

I was personally involved in conducting the research and gathering data. The questions used in the semi-structured interviews were developed by the researcher. Appointments for the semi-structured interviews were made by me and recorded. I conducted interviews with various participants who were possibly partaking in the roll-out of the NTIP. The data collected by means of the semi-structured interviews were analysed and are kept safe to protect the anonymity of the participants. The analysis of the semi-structured interviews as well as the document analysis provided me with emergent themes and categories which were used to answer the research questions.

1.11 OUTLINE OF CHAPTERS

CHAPTER 1: BACKGROUND AND PROBLEM STATEMENT

This chapter presented the background and rationale for this study. It clarified the relevant terminology. A review of relevant extant literature and a discussion regarding the theoretical framework for this study were presented. The research paradigm, approach and methodology were discussed to locate the study. Ethical considerations were unpacked and the researcher's role determined. It will conclude with a summary.

CHAPTER 2: LITERATURE REVIEW

This chapter centres on in-depth discussion of the theoretical framework in which this study is grounded, namely, the communities of practice theory. It discusses the various terms and concepts that are related to the study in terms of this theory. A literature review regarding the

attrition rate trends of new teachers and a presentation of findings regarding the various challenges that new teachers are expected to face within their first years of professional teaching follow. I then explore extant literature relating to new teachers in South Africa and their unique challenges. Literature pertaining to various induction practices is subsequently discussed. The roles and responsibilities of mentor teachers in the induction process is presented, including a section centred on the challenges and benefits of playing this role. The chapter concludes with a summary.

CHAPTER 3: DESIGN AND METHODOLOGY

This chapter focuses on methodology. It establishes the research paradigm and discusses the approach and design. The chapter also unpacks the data collection methods and procedures followed. The role of the researcher is revisited along with ethical considerations.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION

In Chapter four I present the various themes and categories that were identified following the data analysis. The findings indicated foremost that there is a need for both orientation and induction for new teachers, but this was not common practice. The NTIP proved to be a comprehensive set of documents, however, the volume of the documents may add to already overwhelmed mentor and new teachers. There were also clearly stipulated roles allocated to parties that should be involved in both orientation and induction, yet participants felt that they did not have adequate, if any, support at school.

Mentoring has been wholly neglected and appears to be a practice that is misunderstood by most parties at a school. There should be much attention paid to mentor training to ensure that the practice is done correctly and effectively. New teachers cited a need for emotional and instructional support, however, the NTIP lacks in ensuring emotional support and does not offer sufficient opportunities to allow observation of new teachers or mentors to ensure effective instructional support. Several activities in the NTIP did not seem to be logically located in the theme in which the activity is found. New teacher participants were found to be very aware of their needs and challenges, which informed the researcher that the NTIP would have to be continually adapted to meet the individual needs of the new teachers. Finally, I found that there should be more focus on the development of classroom and discipline management in the NTIP content as these were found to be significantly challenging to new teachers.

CHAPTER 5: CONCLUSION, ALIGNED FRAMEWORK, RECOMMENDATIONS AND

1.12 LIMITATIONS

A summary of the findings and the interpretation of these are presented. Subsequently, I present the framework for integrating the current QMS policy with the NTIP. The framework intends to address the needs and challenges of the new teacher. It is aimed at providing necessary support for new teachers, while lessening the administrative load that they face. This framework is followed by recommendations for future research. The chapter ends with a concise summary.

1.13 SUMMARY

This chapter provided the orientation to the study. The purpose of this study was to determine how mentor and new teachers perceived the NTIP, and how the development of an integrated support framework could address their needs and challenges and lead to a more effective implementation of the New Teacher Induction Programme. A brief background to the study was given and an outline of the methodology was provided to orient the reader. The following chapter presents the theoretical framework that formed the point of departure for the study as well as a critical analysis of literature relevant to the study.

CHAPER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Extant literature relevant to induction will be discussed in this chapter. To present a thorough literature study, I consulted various platforms to locate it, including EBSCOhost, Sabinet, various journals and the internet. Literature centred on the theoretical framework is presented first, followed by a discussion of the trends in attrition rates of new teachers internationally and nationally. These underscore the need for effective induction practices. Subsequently, a presentation is given of known challenges faced by new teachers during the period in which they transition into full-time teachers, again in terms of extant literature. Special attention is paid to the unique challenges in the South African education system that give rise to new teachers' challenges. Literature on various induction practices that aim at addressing the needs of new teachers is explored. Clarification is sought around the roles and responsibilities of the mentor and new teacher during the induction programme, including the benefits enjoyed and challenges faced by the mentor teacher.

2.2 THEORETICAL FRAMEWORK: COMMUNITIES OF PRACTICE

A theory is defined as a "broad explanation for behaviour and attitudes" (Creswell, 2007:148). All research requires the use of theory to underpin and support findings and thus provide a framework within which the study can be located. Auerbach and Silverstein (2003:46) delineate a theoretical framework as "the set of beliefs about psychological and social processes with which you approach your research study." Theory therefore provides a location in which to situate the patterns that the researcher may discover in the data (Auerbach & Silverstein, 2003:18).

The *NTIP handbook for teachers for field-testing* (Department of Basic Education, 2019b:8) states that "*The purpose of the new teacher induction programme is to produce independent new teachers who engage meaningfully in systems, structures and practise which culminate in lifelong learning.*" The purpose statement for the NTIP is therefore clearly underpinned by the communities of practice theory, which provides an excellent theoretical framework for a study of this nature, as it relates directly to the ways in which new teachers learn and develop in their professional environment, particularly during a period of induction. While undergoing induction, new teachers are expected to interact with their mentors and other members of the teaching and education community to learn and grow as professionals.

2.2.1 Introduction to the communities of practice theory

Although the development of the communities of practice theory is regarded to be fairly recent, the theory describes a long-standing learning process (Wenger, 2011:1). According to Wenger (2011:3), the term was developed while he and an anthropologist, Jean Lave, (Lave & Wenger, 1991:4), were studying apprenticeship as a learning model. It became clear to them that this consisted of many intricate social relationships between the “master” and “apprentice” (Wenger, 2011:4). It was clear to the researchers that this learning occurred among the entire community and that it was thus considered to be a “living curriculum” (Wenger, 2011:4). Wenger initially defined his theory of communities of practice, which was formally developed in 1991 and elaborated on extensively in 1998, as follows: “communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour” (Wenger & Wenger-Trayner, 2015:1).

Later, the 1998 definition was refined by Wenger, Wenger-Trayner and De Laat (2011:9) and communities of practice were consequently defined in terms of “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.” Such communities are found in all cases where learning occurs (Wenger, 2011:3). By naming the way in which learning takes place in a community of practice, one is provided with an understanding through which one can “perceive the structures defined by engagement and the informal learning that comes with it” (Wenger, 2011:3). The theory of communities of practice (hereafter CoPs) centres on a learning experience based on the foundations of social learning (Cuddapah & Clayton, 2011:63). It is widely accepted that learning is participatory and social in nature (Patton & Parker, 2017:352). Educational theorists have long supported the notion that learning can be of a formal or informal nature, while it indubitably takes place in terms of various forms of interaction, participation and exposure to new or different contexts (Patton & Parker, 2017:352).

2.2.2 The nature of communities of practice

CoPs are always social organisations. These organisations are created when groups of people with a common concern or passion engage with each other and learn how to do something better (Wenger & Wenger-Trayner, 2015:1). Within these organisations, learning and participation between members take place continually. Such organisation are the communities in the communities of practice, and comprise of various sizes, participants, locations, structures and methods of meeting one another (Patton & Parker, 2017:351).

Each CoP has a shared goal which ensures that the group is purposeful and meaningful (Patton & Parker, 2017:352). The advantages of participating in a CoP are numerous (Zaffini, 2018:38). It decreases feelings of isolation while elevating feelings of personal empowerment. It creates dialogue among members about their professional practices, which equips the apprentice or new teacher with tools and resources to make use of when needed (Zaffini, 2018:38). It is important to note that, while a CoP can be formal or informal, not every community is necessarily a CoP as not every community enables learning (Wenger, 2011:1). CoP members can participate in a variety of ways. It can be done peripherally (as a newcomer), as an insider (older member of the community, in terms of becoming an 'insider,' or in terms of one who has gained what they could from the community and is in the process of exiting it (Zaffini, 2018:39).

2.2.3 Characteristics of a community of practice

CoPs have three key characteristics that must be present in order for these to exist and function (Wenger & Wenger-Trayner, 2015:2). These are the domain, the community and the practice. The domain is the field or area of knowledge in which members of the CoP engage with each other (Smith, Hayes & Shea, 2017:211). It is more comprehensive than just a network of connections or a group of peers. It gives a certain identity to the CoP which is shared by all the members (Wenger, 2011:2). In the context of this study, the domain is teaching as well as knowledge of teaching practice. All the participants in the community were involved in teaching and teaching practice and thus the group shared the identity of being teachers. However, it is important to note that more than one CoP exists among a group of teachers. New teachers may form their own CoP, as would be likely in the case of veteran teachers.

There are CoPs to be found among various structures and staff members in a school and each has its own unique construct of knowledge shared among members. What is of particular importance in this study is that learning must take place *among* members. New teachers are in the process of learning during induction, but the mentor teacher is also in the process of learning. Mentor teachers and new teachers learn different and new skills and methods and discuss ideas during their interactions. They both are in the process of learning with and from each other and this interaction occurs within the domain of teaching and teaching practice, thus meeting the characteristics of a domain (Wenger, 2011:2). The second characteristic is community. It includes all the members of a certain CoP and their engagement with other members and their participation in it. Members of a CoP interact with each other by engaging in activities and discussions regarding their domain (Wenger, 2011:2) and, in this way, learning takes place (Smith *et al.*, 2017:215).

Members develop and construct relationships that enable learning (Wenger & Wenger-Trayner, 2015:3). In a school many different types of CoPs may occur (Brouwer *et al.*, 2012:347). New and veteran teachers, school management team (SMT) members, as well as various other parties in the school form part of CoPs because the domain (teaching and knowledge of teaching practice) is relevant to them. New and mentor teachers develop a relationship in which they should interact regularly and both parties learn together and from each other (Wenger, 2011:2). During the induction process, new teachers will attempt to enter some of the established CoPs in the school, if they consider the existing CoP to be of benefit to them. The new teachers may also form new CoPs in which they can learn and develop their professional identity (Brouwer *et al.*, 2012:348). The third characteristic of a CoP, practice, relates to the entire body of knowledge shared among members and the engagement of members with the domain. The members in the CoP are professional teachers who engage and interact with each other (Wenger, 2011:5). During these engagements and interaction, a variety of resources are constantly developed, and all of the latter pertain to the domain (Wenger, 2011:2). The resources may develop informally during conversations or formally while members are brainstorming (Wenger, 2011:2). All the resources that develop from interactions ultimately enable learning among the members of the CoP.

2.2.4 Communities of practice and induction

When reading about apprenticeship in terms of the CoP theory, which one could categorise induction as, Lave and Wenger (1991) explained that newcomers do not automatically enter the CoP as “full members.” Initially, newcomers go through a period of legitimate peripheral participation. During this time, the apprentice (or newcomer) will observe, interact, engage and learn how to become a contributing member of the community in which they find themselves. It is during these interactions, observations and engagement that the newcomer will begin to develop and construct a new identity (Cuddapah & Clayton, 2011:63; Zaffini, 2018:39).

The individual’s engagement in a CoP is always accompanied by a process of the negotiation of meaning (Smith *et al.*, 2017:212). This occurs at the convergence of two processes, namely participation and reification. These processes are complementary, and each component can make up for the limitations of the other (Smith *et al.*, 2017:212). Both are necessary to be present for learning to actively occur within a CoP (Wenger *et al.*, 2009:57). When the processes of participation and reification continually take place, the members of the CoP will develop certain criteria or conditions that must be met, so that they are recognised to be a part of it (Smith *et al.*, 2017:212). These criteria and conditions are that there must be joint enterprise, mutual engagement and shared repertoire.

The former refers to the collective understanding of that community. Mutual engagement relates to the interactions among members of the community, where norms, expectations and relationships are established. Shared repertoire within a CoP pertains to the sharing of communal language, methods, ideas and skills. CoPs cannot exist functionally if these conditions are not met because, as the theory is one of social learning, all three conditions must be present to ensure that learning takes place. Participants in one CoP often also belong to other CoPs. This may lead to what Wenger (1998:109) refers to as 'brokering'. This occurs when a member of a certain CoP transfers elements to other CoPs. For example, a member of a CoP among veteran teachers shares knowledge gained in that CoP with a CoP comprising new teachers. The transfer of knowledge, resources or ideas gained in one CoP to another, when relevant, can be utilised by the members: this would mean that the said 'brokering' has in fact taken place (Smith *et al.*, 2017:213). A good broker would thus implement the import-export of knowledge, resources and skills among various CoPs (Smith *et al.*, 2017:213). A good mentor would typically be able to broker between CoPs, as they gain knowledge in one CoP (perhaps from the CoP existing between veteran teachers) and transfer such knowledge to the new teachers in a different CoP.

However, learning is not the only process that one observes in a CoP (Wenger, 1998:212). The acquisition of knowledge in a CoP creates both a shared and individual identity (Ngwira & Potokri, 2019:777). As a member of a CoP engages and participates in it, that which they learn will inevitably begin to change their identity, as a learning process transforms who one is and what one is capable of doing (Wegner, 1998:215). It is well documented that collaboration between teachers is important, and this requires mutual engagement (Brouwer, Brekelmans, Nieuwenhuis & Simons, 2012:347). According to Zaffini (2018:39), mutual engagement is not only a characteristic of a functioning CoP, but also a prerequisite for its existence. This is due to the exchanging nature of a CoP – the members contribute to each other's knowledge and resources and, in this way, interaction, learning and identity formation occurs (Zaffini, 2018:39).

New teachers will, upon entering the school's various CoPs, most likely fit into the role of legitimate peripheral participation, as they are required to undergo an induction process (Cuddapah & Clayton, 2011:64). As the new teachers become more involved in their CoP, they begin to also contribute to the shared resources and knowledge within it and, over time, their "membership status" changes and novices become full members (Zaffini, 2018:39). CoPs should be prevalent in a healthy school context (Zaffini, 2018:39). New teachers should collaborate with more experienced ones, as the latter may already belong to various CoPs in their school community (Cuddapah & Clayton, 2011:64). This is expected particularly in terms of induction, as the NTIP requires a mentor teacher to be appointed for the new teacher.

New teachers will also enter a community of other new teachers as they learn from each other and collaborate around thoughts and ideas (Ngwira & Potokri, 2019:776). During the various collaborations and interactions in these different CoPs, a gradual transfer of knowledge and learning takes place. The practice and implementation of the newly acquired knowledge aids the new teacher in his/ her construction of a new identity as he/she grows into a professional teacher delivering effective teaching (Ngwira & Potokri, 2019:777). New teachers will begin to take on new practices and skills. The more often the new teacher engages with other members in his/her CoP within the school community, the more he/she will begin to take on the practices and perspectives of the community. During this time, there will also be gradual changes in the makeup of the new teacher and perhaps the mentor teacher's identity (Cuddapah & Clayton, 2011:64; Brouwer *et al.*, 2012:346). This allows new teachers to become more aware of their role within the community; they begin to function as full members of a given CoP and form networks in which they are exposed to feedback and input, all of which contributes to their professional development (Ngwira & Potokri, 2019:777).

2.2.5 Induction activities and communities of practice

As CoPs are inherently social, learning takes place in a social manner where collaboration and interaction are central to it (Sarid & Levanon, 2022:1693). Induction programmes are designed to ensure that new teachers can adapt and acculturate into their new working environment (Ingersoll, 2012:47). To enable learning during induction, new teachers should become part of the various CoPs in their school environment, while learning through interaction and collaboration with their mentor teacher and other teachers in their community (Kearney, 2010:4). These interactions and collaborations allow new teachers to develop their identity as professional and capable teachers who make use of quality teaching practices which may ultimately lead to effective learning in the classroom (Sarid & Levanon, 2022:1694).

One of the foundations of the NTIP is the collaboration between the new and mentor teacher. This will consist of various activities in which they engage. The mentor teacher will help and teach the new teacher to practice and develop various skills such as problem-solving, conflict management and communication. These skills are taught and observed when they work on the various activities which are laid out in the NTIP. New teachers will turn to their mentors with their requests for different types of information and questions regarding teaching practice, methods and skills. The mentor teacher may share past experiences which the new teacher could relate to during reflection activities, which encourage critical self-reflection practice (Wenger, 2011:2).

According to Sarid and Levanon (2022:1696), self-reflection is considered critical to identity formation and learning. The exposure to different situations in the classroom, observation of various teaching methods, and getting to know aspects of conflict management, among others enable learning for the new teacher while allowing for self-reflection by the mentor teacher (Wenger, 2011:2). During the NTIP process the new teacher will be required to collaborate with other teachers in the CoP of his/her school community. Zaffini (2018:40) states that reflective practice and interaction with others form part of the numerous benefits of participating in a CoP. New teachers will initially rely on their various CoPs for the location and reusing of various assets available to members (Zaffini, 2018:40). Templates of assessment practices, marking guidelines and rubrics will form part of this.

At a school, CoPs may also discuss developments that affect them such as policy implementation or the lack thereof as well as various systemic challenges that they may experience. New teachers may engage in these conversations with their mentors and other CoP members that they interact with and learn during these interactions, while being provided with new perspectives and thoughts regarding education developments (Graven & Lerman, 2003:186). Induction programmes should incorporate class visits and observation by the novice and mentor teachers, as these are typical activities of a CoP (Wenger, 2011:3). These visits provide novices with exposure to new methods and situations are observed, which are then incorporated into their own teaching practice and methodology. Each of these activities may contribute to the formation of new teachers' developing identity as a professional teacher (Sarid & Levanon, 2022:1694), thus achieving one of the aims of the NTIP (Department of Basic Education, 2016:8).

2.2.6 Challenges within a community of practice

According to Zaffini (2018:40), various challenges may occur within a CoP. These can contribute to difficulties between the mentor and new teacher during the induction process. Zaffini (2018:40) summarises various studies and states that challenges in a CoP may include the following items, each of which is briefly named and discussed below. An unequal distribution of work among the participants: This challenge is likely to occur within a school setting, particularly with regard to the induction process, as mentor teachers may not necessarily be given reduced teaching time or workload (Kearney, 2014:4), while it is nonetheless expected of them to mentor the new teacher (Greenlee & Dedeugd, 2002:69). The new teacher may be given additional work by the mentor leading to an increased workload that further burdens him/her (Du Plessis & Mestry, 2019:54; Gallant & Riley, 2004:566; Kearney, 2014:4).

Lack of recognition from peers: new teachers could be easily dismissed by more experienced members of the CoP due to their lack of experience in the field (Gallant & Riley, 2004:565). They may simply not be recognised as worthy participants of the CoP and thus ideas, resources or contributions made by them are likely to be ignored or misused. This would encourage the novice to locate other sources of recognition and support. Such seeking will add to the already stressful environment of the new teacher (Fantilli & McDougall, 2009:815). Tension among members: Should the relationship between the mentor and the new teacher not be well matched, it is inevitable that tension between the pair will arise (Greenlee & Dedeugd, 2002:69). Such tension would prevent meaningful participation within the CoP and could also contribute to negative feelings among other members regarding either the new teacher or the mentor teacher (Ngwira & Potokri, 2019:782).

Lack of time or incentive: Induction is a time-consuming process on the part of the novice, but more so on the part of the mentor teacher. Mentor teachers are often already battling a large workload and may therefore find it challenging to accommodate the eager new teacher in their quest to participate in the CoP. There is also currently no form of incentive for mentor teachers leading to many declining the offer to become such teachers since they view the experience as “just more work and responsibility” (Kearney, 2014:11). All three characteristics of a CoP exist in the school workplace and, during the induction process, constant learning should be taking place for the new and mentor teacher. New teachers must participate and engage with others in their domain to learn and gain experience, particularly from their mentor teacher. The school should ensure that systems are in place to support the development and maintenance of a CoP within its environment, particularly with regard to the CoP that should emerge from the induction practice (Zaffini, 2018:41). The absence of this will inhibit learning and growth leading to the possible failure of attempted induction practices. The subsequent section discusses extant literature regarding attrition rates in a global and South African context and emphasizes how these caused a need to investigate why teachers are leaving the teaching profession and that which leads to premature abandonment of their teaching careers.

2.3 TPI-THEORY OF INDUCTION

Adams' (2010) TPI-Induction theory aligns with the theoretical framework chosen for this study, namely Wenger's (2011) communities of practice. Adams' (2010) theory of induction proposes a comprehensive framework for supporting the professional growth of new teachers (Mchete & Shayo, 2020:285). According to Adams (2010), induction should be a collaborative, ongoing process that begins before the first day of teaching and continues throughout a teacher's career

(Mchete & Shayo, 2020:286). The 'T' in TPI-Theory represents Theoretical knowledge while the 'P' Practical knowledge and the 'I' represents the Interaction and integration needs of teachers (Ndebele, 2013:103). According to this theory, effective induction should involve both the acquisition of theoretical knowledge about teaching and learning and the development of practical skills and knowledge through hands-on experience in the classroom (Ndebele, 2013:103).

Theoretical knowledge refers to an understanding of educational theories, research, and best practices, gained during pre-service training and during orientation (Mchete & Shayo, 2020:292). This type of knowledge provides new teachers with a solid foundation for teaching and helps them make informed decisions about instruction and assessment. Adams (2010) suggests that new teachers should engage in professional development activities, such as workshops and coursework, that help them build their theoretical knowledge.

Practical knowledge, on the other hand, refers to the skills, strategies, and knowledge that teachers gain through hands-on experience in the classroom. This type of knowledge is essential for effective teaching, as it allows teachers to apply their theoretical knowledge to real-world situations. Ndebele (2013:111) states that Adams (2010) emphasizes the importance of providing new teachers with opportunities to practice and refine their skills through mentorship and induction partnerships.

One of the key elements of Adams' theory is the emphasis on mentorship and induction partnerships. New teachers are paired with experienced mentors who provide support and guidance, help with lesson planning and classroom management, and model effective teaching strategies. This type of mentorship can help new teachers navigate the challenges of their first year of teaching and develop their own teaching styles (Ndebele, 2013:111).

Another important aspect of Adams' theory is the focus on professional learning communities or communities of practice. New teachers are encouraged to participate in ongoing professional development opportunities, such as workshops, book clubs, and online learning communities, where they can share their experiences and best practices with their peers. This type of professional learning can help new teachers build relationships with other educators and expand their knowledge and skills.

Another key aspect of Adams' theory is the use of ongoing assessment and reflection. New teachers are encouraged to regularly reflect on their teaching practices and seek feedback from their mentors, peers, and students (Ndebele, 2013:111). This type of self-reflection can help new teachers identify areas for improvement and make adjustments to their teaching styles.

In conclusion, Adams' (2010) theory of induction provides a comprehensive framework for supporting the professional growth of new teachers. The emphasis on mentorship, professional learning communities, and ongoing assessment and reflection can help new teachers develop their teaching skills, build relationships with other educators, and become more effective teachers. These aspects are critical to the effective functioning of communities of practice where not only theoretical knowledge, but also practical application should be shared and made accessible to new teachers.

2.3.1 Teacher attrition rate

Teacher attrition rates, that is, the premature and voluntary departure of teachers, have become an issue of increasing concern in education policy (Wyatt & O'Niell, 2021:1). These rates have recently attracted attention internationally as the world became increasingly aware of the impact that education, or lack thereof, has on society.

The impact of growing attrition rates can be seen in the cost of constantly replacing teachers, the negative impact on the effective implementation of the curriculum and the unfavourable effect on the climate of a school (Wyatt & O'Niell, 2021:2). Good teachers are vital for the success of any education system; they embody possibly the single most important factor around learner achievement (Fantilli & McDougall, 2009:815). Learner motivation often boils down to that which the teacher does and what he/she knows (Wong, 2004:43). However, attrition rates lead to disruption in teaching continuity, and this inevitably impacts negatively on learners in the classroom (Wyatt & O'Niell, 2021:2).

2.3.2 Global attrition rates

Teacher attrition rates have turned into a complex and global problem (Pitsoe, 2013:311; Wyatt & O'Niell, 2021:2). Dove (2004:8) states that these are the largest single factor determining the shortage of qualified teachers across the world. Several research studies indicate that these rates are globally the highest within the first five years of a teacher's career (Maphalala & Mpofu, 2019; Gaikhorst *et al.*, 2017:47; Fantilli & McDougall, 2009:814; Dove, 2004:8; Gallant & Riley, 2004:562). Unnaturally high attrition rates within the first five years of a teacher's career are indicative that the challenge is not in recruiting suitable candidates to become teachers, but rather in retaining such candidates once they have embarked on their careers (Dove, 2004:9). Current estimates indicate that 50% of new teachers in the United States exit the teaching profession within the first five years of teaching (Fantilli & McDougall, 2009:814; Ingersoll & Smith, 2004:29;

Kelley, 2004:438). In addition, attrition rates have continued to increase by one third over the past two decades in the United States (Ingersoll (2012:49). Alarming, only 2% of teachers leaving the profession do so for retirement, which clearly points to a need for understanding why they are leaving (Ingersoll & Perda, 2008).

The data collected in the United States point to a revolving door situation: new teachers enter the profession but leave soon and schools are left with a shortage of teaching staff. Again, the enrolments in teacher training does not appear to be the challenge: rather, it is retention of teachers in the profession, especially new ones (Ingersoll, 2012:49). Gallant and Riley (2004:573) investigated the phenomenon of early career teacher attrition. Their results indicated that attrition rates were mirrored across three continents: Australia, the United Kingdom and the United States. Across these three continents, more than half of the graduates entering the profession are filling posts that have been vacated by teachers who left within the first five years of being employed (Gallant & Riley, 2004:562). These findings reinforce that between 40% and 50% of teachers are leaving the profession within the first five years of employment (Gallant & Riley, 2004:574).

A study conducted by Fantilli and McDougall (2009:814) confirmed that there had been no change in the attrition rates in the United States, and the number of teachers abandoning their profession prematurely remained steady between 40% and 50%. Participants in the earlier Gallant and Riley (2004:577) study stated that they left prematurely after becoming so disillusioned with the profession that they saw no other choice. Findings from the study furthermore indicated that new teachers did not leave after one or two negative experiences, but that their decision to leave teaching was a cumulative process which took place over an extended period. This indicates that attrition is not an event but a process (Gallant & Riley, 2004:574). In New Zealand, current estimates are that 20% of new teachers leave the profession within the first three years of being employed on a full-time basis (Fyall, Cowan & Buchanan, 2020:7). Pitsoe (2013:309) found that at least ten countries in the Arab states and Asia were experiencing teaching gaps caused by a low supply of teachers and high attrition rates.

2.3.3 South African teacher attrition rates

The Department of Higher Education and Training (2015) has suggested that South Africa will need as many as 30 000 new teachers each year over the next decade. Findings in a study conducted by Pitsoe (2013:310) indicate that South Africa's teacher attrition rates were eerily comparable to international trends. The study confirmed that teacher attrition rates in South Africa were also the highest in the first five years of a teacher's career. Arends and Phurutse (2009:2) explain that teachers under the age of 30 resign from teaching in significantly greater numbers than their older colleagues. There is also evidence that skilled teachers seem to be leaving the

country to emigrate and teach abroad: however, there is to date no official number to indicate how many of these South Africa has lost (Arends & Phurutse, 2009:2).

Rising attrition rates in South Africa have therefore been noticed, and Pitsoe (2013:312) states that there seems to be a growing concern nationally about teacher supply and demand. The number of teachers in South Africa actively teaching is decreasing, while class sizes are increasing. Although the national attrition rate in South Africa was 5.9 % in 2002 in the case of teachers vacating a departmental position, many school governing body teachers may be leaving, which could increase the number substantially as many new teachers are employed in these positions. There is to date no statistics available to show attrition rates amongst these teachers. It may be that attrition rates are another factor contributing to the poor quality of education in many South African schools (Pitsoe, 2013:312).

Another concern is that enrolment in teacher education programmes have decreased substantially (Department of Higher Education and Training, 2015). In 1994 it stood at well over 70 000 students, but in 2015 only 10 153 students enrolled in teacher education programmes nationally (Department of Higher Education and Training, 2015). To address the impending shortage of teachers due to lack of enrolment, the Department of Higher Education and Training has been offering various bursaries to candidates who wanted to study; however, it did not have the financial capacity to do so and thus the situation has not improved much. The Funza Lushaka bursary programme is a bursary that is awarded to students who wish to enroll in teacher education programmes at universities in South Africa. The programme is sponsored by the Department of Basic Education and has increased enrolment in teacher education and provided students with the security of being appointed by the Department of Basic Education once they have graduated (Department of Higher Education and Training, 2015).

However rosy this picture may appear; the Department of Higher Education and Training still estimates that the general shortfall of teachers in 2020 was 19 916. Bertram *et al.* (2006:2) conducted a study amongst fourth-year education students nearing the end of their pre-service training to investigate what they planned to do after graduation. The study further investigated why so many schools were without teachers, particularly in rural areas. It found that up to 30% of the graduates were not planning on teaching in South Africa at all and had already committed to teaching abroad. Motivation provided for their decision was the notion that South African schools did not offer good working conditions and that they would receive greater remuneration abroad. A further 10% of the hopeful graduates indicated that they were not at all interested in teaching but wanted to gain a degree in order to improve their chances of employment in other fields. The Bertram *et al.* (2006:3) study is but one that supports the notion that South Africa is not doing

enough to keep teachers in teaching (Du Plessis, 2014:1112; Pitsoe, 2013:310; Setlhako, 2019:103).

Teacher attrition rates, or the rate at which teachers leave the profession, can be a strong indicator of the necessity of teacher induction programmes (Milton, Daly, Langdon, Palmer, Jones & Davies, 2020:4). High teacher attrition rates can have negative impacts on both the individual teacher and the school as a whole. High teacher attrition can result in a lack of stability in the classroom, reduced educational quality for students, and increased costs for schools in terms of recruiting and training new teachers (Renbarger & Davis, 2019:21).

One way in which teacher attrition rates point to the necessity of teacher induction programmes is by highlighting the importance of support and resources for new teachers (Doherty, 2020:77). Teachers who lack access to support and resources are more likely to experience burnout, feel unsupported in their role, and ultimately leave the profession. Teacher induction programmes provide new teachers with the resources and support they need to be successful in their role, including professional development opportunities, mentorship programmes, and opportunities to collaborate with colleagues (Kearney, 2017:791).

Another way in which teacher attrition rates point to the necessity of teacher induction programmes is by highlighting the importance of effective onboarding and integration into the school community. New teachers who are not effectively onboarded and integrated into the school community may struggle to establish themselves, may feel isolated and unsupported, and may be more likely to leave the profession (Shanks, Attard Tonna, Krojgaard, Paaske, Robson & Bjerkholt, 2022:762). Teacher induction programmes provide new teachers with the resources and support they need to be effectively onboarded and integrated into the school community, which can help to reduce teacher attrition rates (Langdon *et al.*, 2019:251).

2.4 INDUCTION: A PRACTICE TO ADDRESS THE NEEDS OF NEW TEACHERS

Transitioning into the workplace entails a period of adjustment and growth for graduates. Many careers offer entrants into the profession time in which they are introduced into the workplace with guidance and support (Ingersoll, 2012:2). Most medical fields require graduates to complete an internship and law firms require of them to complete their 'articles'; time where they are working within the firm while learning the ropes. However, pre-service teacher training often provides teachers with limited exposure to the realities of a classroom and most of their training is theoretical (Muraya & Wairimu, 2020:473).

Society is rapidly changing, and new teachers are expected to adapt readily to an ever-changing world (Confait, 2015:3). As in the case of any other profession, various skills are necessary to overcome challenges, and novices need time to acquire and practice these. New teachers must be recognised as professionals who are still in the process of learning (Confait, 2015:17). In an attempt to begin to address the many challenges faced by new teachers and equip them with the necessary skills and competencies to be effective, induction programmes have begun to form part of education policies across the world. Wyatt and O’Niell (2021:2) state that the best time to shape a teacher is in the early years of their career.

Participating in induction programmes that are implemented properly and meet pre-determined goals lead to lower attrition rates, and new teachers develop into teachers who can confidently provide quality education in their classrooms (Kwok *et al.*, 2021:169; Van Tonder, 2021:880).

2.4.1 Bridging the gap between pre-service and in-service teachers

Given these various realities, many countries have begun to implement induction programmes (Reeves, Hamilton & Onder, 2021:2). These are not the same as pre-service and in-service training programmes, and it is vital that the distinction be made in schools (Ingersoll & Smith, 2004:28; Shanks *et al.*, 2022:751). Literature has demonstrated that effective induction programmes will alleviate pressures faced by new teachers, arrest attrition rates and facilitate the transition into full-time teaching (Kwok *et al.*, 2021:169; Flores & Day, 2006:230; Kearney, 2014:2; Wong, 2004:42). They are designed to act as ‘bridges’ between pre-service training completed at university and the transition into professional teaching (Ingersoll & Smith, 2004:28). New teachers should be seen as qualified *and* still in the process of learning, however, schools hold broad expectations of them (Confait, 2015:3). A plethora of literature supports the success of well-designed and well implemented induction programmes in schools of various contexts (Ingersoll & Smith, 2004:29). Ideally, induction programmes will provide new teachers the support they need on all levels. Bickmore and Bickmore (2010:1007) state that well-conceived induction programmes will provide support on professional, personal, social and emotional levels. As teaching is an emotionally and physically draining career, it is vital that the needs of new teachers be addressed during their induction period (Gan, 2018:13). Ensuring that new teachers are properly inducted will help to prevent ‘reality shock.’ Induction can also mitigate the impact of emotional burnout that many novices experience (Voss & Kunter, 2020:292).

2.4.2 Factors affecting the implementation of induction programmes

Teacher induction programmes are an important aspect of the professional development of teachers and play a crucial role in their successful integration into the education system (Kearney, 2017:787). However, there are several factors (i.e., challenges) that can affect the effectiveness of these programmes and determine their success or failure. Some of the most significant factors are discussed below:

2.4.2.1 School culture and climate

School culture can have a significant impact on the induction process for new teachers. The culture of a school refers to the shared beliefs, values, practices, and norms that exist within the school community (Bickmore & Bickmore, 2010:1009). A positive and supportive school culture can provide new teachers with a sense of belonging, help them feel valued, and provide the resources and support they need to be successful in their role (Hopper, Robinson & Fitchett, 2022:402). On the other hand, a negative or toxic school culture can create challenges for new teachers and negatively affect their induction experience (Greenlee & Dedeugd, 2002:70). When a school climate is unhealthy, the environment is toxic to new teachers (Greenlee & Dedeugd, 2002:70). Collaborative school environments create a space in which new teachers can express their needs and challenges which, in turn, creates positive and supported new teachers (Flores & Day, 2006:229; Shuck *et al.*, 2016:211). Pitsoe (2013:311) affirms that a vital condition for any induction programme in a school is its climate. He further states that a school should already have adequate support systems in place before an induction programme can be implemented, since the programme implementation would require support from school management and staff and bring about new administrative roles and responsibilities.

Gallant and Riley (2004:573) also propose that a positive school climate is of utmost importance to the success of an induction programme. In their study, participants who were lost due to early attrition stated that the negative school climate contributed largely to the decision to abandon their careers in teaching prematurely. Not only did these participants state that they felt the school climate was unwelcoming, but also experienced that they were occasionally prevented from achieving professional development by more experienced colleagues (Doherty, 2020:80; Gallant & Riley, 2004:573). The atmosphere at some schools was tense and teachers were constantly in discord with one another, which led to new teachers trying to negotiate their way through the politics of the school's complicated social structures. In short, a negative school culture cannot foster the growth of a new teacher (Gallant & Riley, 2004:575).

One way in which school culture can impact teacher induction is through the level of support and resources provided to new teachers (Doherty, 2020:77). In schools with a positive and supportive culture, new teachers are likely to receive the resources and support they need, such as access to professional development opportunities, mentorship programmes, and opportunities for collaboration with colleagues. In contrast, schools with a negative or toxic culture may provide limited resources and support, and new teachers may feel isolated and unsupported in their role.

Another way in which school culture can affect teacher induction is through the level of expectations placed on new teachers. In schools with high expectations and a culture of academic rigour, new teachers are likely to receive support and guidance in developing rigorous and challenging curriculum and assessment practices (Shanks *et al.*, 2022:782). However, in schools with lower expectations or a negative culture, new teachers may struggle to establish themselves and may be discouraged from implementing best practices in their teaching.

Finally, school culture can also impact teacher induction through the level of collaboration and communication between teachers and administrators (Gan, 2018:12). In schools with a positive and supportive culture, new teachers are likely to feel comfortable communicating with administrators and other staff members and are more likely to receive support and guidance as they navigate their role (Hopper *et al.*, 2022:403; Levy & Khoury-Kassabri, 2021:1177). In contrast, in schools with a negative or toxic culture, new teachers may feel discouraged from seeking help and may be less likely to receive support from administrators and other staff members.

2.4.2.2 Leadership

The involvement of the school's leadership should also be visible in the design and implementation of the induction programme, as this will contribute to its success (Wong, 2004:53). Principals should be on the "frontline" in the reception and support of new teachers (Greenlee & Dedeugd, 2002:71). When new teachers find themselves in a school where its management encourages and supports them during an induction process, they are more likely to succeed and have a positive attitude towards teaching in general (Flores & Day, 2006:229).

Reports of favouritism from leadership, nepotism and constant conflict among staff members further tainted the already gloomy environment in which they found themselves in (Pitsoe, 2013:310). The study conducted by Pitsoe (2013) also found that these unfavourable conditions were more prevalent in rural schools, which may explain why so many posts at rural schools remain open. Ngwira and Potokri (2019:775) presented findings regarding new teachers at two

secondary schools in South Africa. These schools were located in townships and offered the researchers insight into the challenges faced by new teachers in a different environment to that which they may have expected before they began teaching.

Teachers who receive strong support from their school administrators are more likely to be successful in their role and benefit from induction programmes (Harrison Berg, 2019:88). This includes access to resources, mentorship and guidance, and opportunities for professional development. The support provided by administrators during the teacher induction process can have a significant impact on the success and effectiveness of new teachers (Kearney, 2017:791).

Research indicates that the following aspects may affect teacher induction: Onboarding and orientation: Administrators who provide comprehensive onboarding and orientation programmes for new teachers can help to ensure a smooth transition into the new school environment. This can include providing information on school policies, procedures, and resources (Kearney, 2017:793), as well as opportunities for new teachers to meet with other staff members and establish connections within the school community (Kearney, 2017:788).

Professional Development: Administrators who provide opportunities for new teachers to participate in ongoing professional development can help to build their knowledge and skills (Kearney, 2017:793). This can include providing training on specific teaching strategies, technology integration, and assessments. Providing these opportunities can also help to build the confidence and competence of new teachers, which can lead to more positive induction experiences (Renbarger & David, 2019:23).

Mentoring and Coaching: Administrators who provide new teachers with access to mentoring and coaching can help to ensure their success in the classroom (Goodwin *et al.*, 2021:3). Mentors can provide guidance and support as new teachers navigate the challenges of their first years of teaching, while coaches can provide specific feedback and support to help them improve their practice (Harrison Berg, 2019:89).

Collaborative Culture: Administrators who foster a collaborative culture within the school can help to support the induction of new teachers (Shanks *et al.*, 2022:764). By encouraging open communication and collaboration among staff members, administrators can help to create a supportive environment that promotes the sharing of ideas, resources, and best practices (Kearney, 2017:794).

Administrative Support: Administrators who provide consistent and responsive administrative support can help to ensure the success of new teachers during induction (Hopper *et al.*, 2022:424). This can include providing resources, answering questions, and addressing any concerns that may arise (Levy & Khoury-Kassabri, 2021:1177). On the other hand, administrators who provide inadequate support during the induction process can contribute to difficulties for new teachers. New teachers who lack access to professional development opportunities, mentoring, or administrative support may experience feelings of isolation, frustration, and dissatisfaction, which can negatively impact their induction experience.

2.4.2.3 Quality of the programme

The quality of the induction program can greatly affect its success (Kearney, 2017:788). Induction programmes that are well-designed, well-delivered, and have clear goals and objectives are more likely to be effective (Reeves *et al.*, 2021:8). In contrast, programmes that are poorly designed or delivered can be ineffective and leave teachers feeling frustrated and unsupported. The quality of a teacher induction program can have a significant impact on the success and effectiveness of new teachers (Kearney, 2017:788). A review of the research indicates that the following aspects can affect the quality of an induction programme can affect teacher induction:

Alignment with school goals: A high-quality induction program should be aligned with the goals and priorities of the school. This includes considering the school's mission, vision, and values, as well as the specific needs and challenges of the school and its students (Kearney, 2019:13). When an induction programme is well-aligned with school goals, it can help to ensure that new teachers are prepared to support student learning and contribute to the overall success of the school.

Access to resources and support: A high-quality induction programme should provide new teachers with access to the resources and support they need to be successful. This includes providing access to professional development opportunities, mentoring and coaching, and administrative support. When new teachers have access to these resources, they are more likely to feel supported and confident in their abilities, which can lead to more positive induction experiences (Hopper *et al.*, 2022:403).

Opportunities for collaboration and reflection: A high-quality induction programme should provide opportunities for new teachers to collaborate with their peers and reflect on their practice. Collaboration can help to build relationships and foster a sense of community, while reflective practice can help to promote continuous improvement. When new teachers are provided with these opportunities, they are more likely to feel engaged and supported, which can contribute to their success during induction.

Evidence-based approach: A high-quality induction programme should be based on evidence-based practices. This includes using research-supported teaching strategies and approaches, as well as providing opportunities for new teachers to engage in data-driven decision-making. When an induction programme is evidence-based, it can help to ensure that new teachers are equipped with the knowledge and skills they need to be effective in the classroom (Kearney, 2016:2).

Continuous improvement: A high-quality induction programme should be continuously evaluated and improved. This includes regularly collecting feedback from new teachers and making changes to the program as needed. When an induction programme is continuously improved, it can help to ensure that it remains relevant and effective in meeting the needs of new teachers (Reeves *et al.*, 2021:3). On the other hand, low-quality induction programmes can have a negative impact on the induction experience of new teachers. New teachers who are not provided with adequate resources, support, or opportunities for collaboration and reflection may experience feelings of isolation and frustration, which can negatively impact their induction experience (Kearney, 2016:1). Additionally, induction programmes that are not evidence-based or continuously improved may not effectively support the development of new teachers and their ability to support student learning (Kearney, 2016:2).

Many induction programmes have an excellent theoretical underpinning but fail in terms of practical application (Greenlee & Dedeugd, 2002:62). Against this background, it is important to consider that no induction programme can be implemented effectively if the following items are not met.

- Implementation must be done as planned in the programme (Kearney, 2014:12).
- The programme compilation must meet the needs of new teachers in all aspects (Gaikhorst *et al.*, 2017:47).
- The programme must be implemented consistently (Bickmore & Bickmore, 2010:1010).

Wong (2004:44) believes that induction programmes can only be successful if they are comprehensive and structured. The programme must also be monitored, and each involved party needs to understand their role and actively collaborate in the induction process. The focus of the induction programme should be on the development of professional learning, as this will ensure the growth of the novice teacher. According to Wong (2004:45), the following components should form the foundation for an effective quality induction programme:

- Before formal induction begins, new teachers need an orientation programme of four to five days.

- The induction programme should be ongoing and offer systematic training to the new teacher over a period of two to three years.
- The district should provide groups in which new teachers can network and enter a learning community.
- Administrative support must form part of induction.
- Each new teacher should be assigned a mentor teacher.
- The programme should be well structured and provide effective services.
- Opportunities for the new teachers to observe and visit demonstration classrooms should be offered so as to model best practice.

It is essential that these elements are in place for the roll-out of an induction programme. Trying to incorporate these into an existing induction programme may lead to new challenges as it would require major school system changes and adaptations. Kearney (2014:11) conducted an extensive literature review of best practice induction programmes. Upon completion, he compiled a summary of the key components to be found in the most effective induction programmes already in place at schools in various countries.

According to Kearney (2014:11), best practice induction programmes consist of the following components:

- One to two years in a mandated induction programme where the focus is on how the new teacher is learning. The progress of the new teacher must be monitored consistently during the induction programme.
- The new teacher must be allocated a mentor teacher.
- The induction programme will provide the new teacher with opportunities to collaborate with other teachers.
- There will be structured observations during the programme of both the new teacher's teaching and opportunities for him/her to observe veteran teachers' teaching.
- New and mentor teachers should have reduced teaching time, allowing time for reflection, collaboration and learning.
- The new teacher will experience intense workplace learning.

- There will be opportunities for the new teacher to attend training and seminars specifically for him/her during which experiences and ideas can be shared.
- The new teacher will have a professional support system (other than the mentor teacher) and also opportunity to engage in networking.
- The entire induction programme will form part of an ongoing professional development programme which will ensure that the new teacher becomes a lifelong learner.

When the above components of best practice are in place, induction programmes will most likely be successful and yield many benefits to new teachers, mentors, learners, and schools (Kearney, 2017:791). Gan (2018:12) states that a positive induction will ensure that the new teacher experiences job satisfaction, becomes an effective teacher and will remain in the teaching profession for much longer. Successfully implemented programmes have a lasting impact on teacher quality and learning quality (Molner-Kelley, 2004:448).

Ngwira and Potokri (2019:779) affirm that successful induction leads to quality teaching and learning in the classroom, while ensuring collaboration among teachers of different teaching abilities, strengths and talents. Induction in rural schools can thus positively influence the attrition rates, ensure that better candidates apply for posts, that employed new teachers experience job satisfaction and provide opportunities for them to engage in enhanced professional development (Ngwira & Potokri, 2019:779).

2.4.2.4 Teacher preparation

International research indicates that new teachers face tremendous challenges in the transition between training and teaching (Greenlee & Dedeugd, 2002; Flores & Day, 2006; Molner-Kelley, 2004; Kearney, 2014; Ngwira & Potokri, 2019; Gallant & Riley, 2004). Many of the challenges encountered by new teachers are of such a nature that they could not have been prepared for these during their pre-service training (Confait, 2015:3; Erawan, 2019:117; Maddock & Maroun, 2018:195). New teachers have voiced in various studies that they do not believe that their degree was helpful in dealing with the challenges they faced once they had entered the classroom on a full-time basis (McGlynn-Steward, 2015:16; Confait, 2015:3; Flores & Day, 2006:220). Gan (2018:4) concluded that there was global consensus that new teachers quickly began to fight for survival in their careers and, more concerningly, that the first few years of their careers had a great long-term impact on them and their career choices. New teachers stated that they were quickly overwhelmed and felt vulnerable (Flores & Day, 2006:222).

Arends and Phurutse (2009:6) describe the transition from being a student at university to entering the teaching profession as “dramatic.” New teachers enter the classroom with enthusiasm and excitement, ready to conquer. Sadly, this enthusiasm and excitement are dampened within the first few days and months (Greenlee & Dedeugd, 2002:65). It appears that new teachers in South Africa have thus far had very little support upon entering the profession, and one need only ask a veteran teacher regarding their thoughts about new teachers to confirm the negativity surrounding them (Maddock & Maroun, 2018:195). New teachers are given the same responsibility, if not more, as their veteran counterparts, and are expected to cope with the demands that teaching brings, professionally, emotionally, physically and personally (Gan, 2018:11). They are expected to perform flawlessly and are often considered to have emerged from pre-service training with all the competencies and skills necessary to teach without intervention or assistance (Setlhako, 2019:102).

The great demands placed on new teachers, coupled with the harsh reality of day-to-day challenges in schools, lead to many new teachers experiencing what has been termed “reality shock” (Botha & Rens, 2018; Erawan, 2019:117). This occurs when these enthusiastic new teachers take on the many demands of their new career only to discover the mismatch between their idealistic fantasies and the uncompromising reality of the school environment (Flores & Day, 2006:219; Voss & Kunter, 2020:292). Many new teachers explain that they are simply unable to cope with teaching and that their preparation during pre-service training was inadequate for the demands that they faced in the actual school context (Flores & Day, 2006:223; Gan, 2018:12). A study conducted in South Africa indicated that new teachers were most likely to leave the teaching profession early due to lack of support in their schools (Pitsoe, 2013:309).

Teachers who are well prepared for their role in the classroom and have a strong understanding of their subject matter are more likely to benefit from induction programmes. On the other hand, teachers who are ill-prepared may struggle to integrate the information and strategies provided during induction. The preparation of teachers prior to induction plays a critical role in their overall effectiveness in the classroom. Teacher preparation can impact the success of induction in several ways (Graham, White, Cologon & Pianta (2020:2). First, teacher preparation programmes provide aspiring teachers with the knowledge, skills, and dispositions they need to be successful in their careers. This includes an understanding of subject matter, pedagogy, classroom management, and assessment practices. Additionally, teacher preparation programmes often provide opportunities for student teaching, which helps aspiring teachers to develop the skills and confidence needed to effectively lead a classroom. These experiences can serve as a foundation for the teacher's induction into the profession (Gravett & Jiyane, 2019:1). Second, teacher preparation programmes can also shape the teacher's perspectives and beliefs about teaching

and learning. For example, teacher preparation programmes that emphasize constructivist and student-centered approaches can help teachers develop a growth mindset and view themselves as lifelong learners. These perspectives can positively impact the teacher's approach to induction, as they are more likely to seek out support, engage in reflective practices, and continuously improve their practice (Gravett & Jiyane, 2019:2). However, the quality of teacher preparation programmes varies greatly and can also impact the success of induction. Teachers who have had inadequate preparation may struggle to apply their knowledge and skills in the classroom and may be less effective in supporting student learning (Gravett & Jiyane, 2019:5). This can lead to a lack of confidence, which can impede their ability to engage in induction activities and seek out support. Additionally, teacher preparation programmes that do not effectively address issues such as cultural diversity, equity, and inclusive practices can leave teachers ill-prepared to meet the needs of all students.

2.4.2.5 Resources

Teachers need access to resources to support their professional development and growth. This includes access to instructional materials, technology, and professional development opportunities (Tiba & Condry, 2021:299). Induction programmes that are well-resourced are more likely to be effective. The availability of resources can have a significant impact on the success and effectiveness of teacher induction. Research indicates that the following aspects can affect teacher induction:

Professional Development Opportunities: New teachers who have access to professional development opportunities can build their knowledge and skills and become more effective in the classroom. However, when resources for professional development are limited, new teachers may not have access to the training and support they need to be successful. This can negatively impact their induction experience and hinder their ability to support student learning (Renbager & Davis, 2019:89).

Mentoring and Coaching: Mentoring and coaching can provide new teachers with the support they need to navigate the challenges of their first years of teaching (Helmke, 2022:26). However, when resources for mentoring and coaching are limited, new teachers may not have access to these important forms of support. This can contribute to feelings of isolation and frustration, which can negatively impact their induction experience.

Classroom Resources: New teachers who have access to the resources they need to support student learning can be more effective in the classroom (Renbager & Davis, 2019:90). However, when resources for the classroom are limited, new teachers may struggle to provide engaging and effective instruction (Erawan, 2019:117). This can negatively impact their induction experience and the learning outcomes of their students.

Technology: Technology can play an important role in supporting the induction of new teachers (Tiba & Condry, 2021:297). For example, new teachers who have access to technology can participate in online professional development opportunities, collaborate with peers and mentors, and access resources and support from a distance. However, when resources for technology are limited, new teachers may not have access to these important forms of support, which can negatively impact their induction experience (Tiba & Condry, 2021:297).

Time: New teachers who have adequate time to plan and prepare for their lessons, collaborate with their peers, and reflect on their practice can be more effective in the classroom (Kearney, 2017:795). However, when resources for time are limited, new teachers may struggle to balance the demands of teaching with the other responsibilities they face. This can negatively impact their induction experience and their ability to support student learning (Langdon, Daily, Milton, Jones & Palmer 2019:249).

2.4.2.6 Teacher demographics

The demographics of teachers, including their age, experience, and cultural background, can impact their ability to benefit from induction programmes. Younger teachers, for example, may benefit from mentorship and guidance during their induction, while more experienced teachers may prefer professional development opportunities that allow them to deepen their expertise. Teacher demographics can have a significant impact on the induction process for new teachers (Hopper *et al.*, 2022:492). This is because the demographic characteristics of teachers can influence the types of support they receive, the challenges they face, and the level of success they experience in their early years of teaching (Hopper *et al.*, 2022:424).

One way in which teacher demographics can affect induction is through access to resources and support. For example, research has shown that teachers who are people of colour or from lower-income backgrounds may not have the same level of access to professional development opportunities, mentorship programmes, and other resources that can support their growth as teachers (Bettini, Cormier, Ragunathan & Stark, 2022:532). Additionally, some schools and

districts may not have strong induction programmes in place, which can leave new teachers feeling isolated and unsupported (Kearney, 2016:8).

Another way in which teacher demographics can affect induction is through the types of challenges that teachers face. For example, new teachers who are of a different race or ethnicity than the majority of their students may face additional cultural and linguistic barriers in building relationships with their students and communicating effectively with families (Hopper *et al.*, 2022:425). Similarly, teachers from different socio-economic backgrounds may face challenges related to navigating the school system, understanding school policies, and finding support from colleagues and administrators.

Finally, teacher demographics can affect the level of success that new teachers experience during their induction. Research has shown that teachers who are people of colour and/or from lower-income backgrounds are more likely to leave the profession within their first few years of teaching (Hopper *et al.*, 2022:426). This may be due to a combination of factors, including lack of support, cultural mismatch, and limited opportunities for growth and development.

2.4.2.7 Teacher workload

Upon discovering that teaching was a tremendously demanding profession, new teachers cited that they did not feel able to undertake the tasks and duties they were expected to perform (Doherty, 2020:79; Flores & Day, 2006:223). Participants in the study explained further that they suffered feelings of isolation in their workplace and a general lack of support, which increased their motivation to abandon their careers prematurely (Flores & Day, 2006:219). Ingersoll (2012:47) maintains that new teachers often fulfil their duties in isolation from their colleagues and feel isolated within their environment. This isolation, if not addressed adequately, leads new teachers to feeling “lost at sea” (Ingersoll, 2012:2). Kearney (2014:4) investigated the challenges that new teachers faced in their first few years. He found that they suffered from burnout and stress due to an enormous workload and that they felt isolated socially and unsupported by management and other staff members. Furthermore, participants in his study indicated that they were unable to maintain discipline in their classrooms and it seems that they were often given the toughest classes to teach (Kearney, 2014:4).

Many of these findings are echoed in other studies. Gallant and Riley (2004:568) found that new teachers were abandoning the teaching profession as they experienced burnout, often caused by a lack of support. New teachers were given enormous workloads and were expected to perform under the most unfavourable working conditions, often as soon as they entered the profession.

In a study conducted by Gallant and Riley (2004:567), new teacher participants emphasised that they would rather leave the teaching profession than become like their veteran colleagues who continuously complained about their work and showed no enjoyment or enthusiasm for it.

The workload of teachers can greatly affect their ability to participate in and benefit from induction programmes. Teachers who are overworked or have excessive responsibilities may struggle to find the time to participate in induction programmes and integrate what they have learned into their practice (Shanks *et al.*, 2022:763). Teacher workload can have a significant impact on the induction process for new teachers. The workload of teachers refers to the total amount of tasks, responsibilities, and duties they are expected to perform, including instructional planning and preparation, assessment, and administrative tasks. A high workload can create stress and burnout for teachers, especially for new teachers who are just starting their careers (Graham *et al.*, 2020:7).

One way in which teacher workload can impact teacher induction is through the amount of time and energy new teachers have to devote to their role. New teachers are often given a high workload, including a heavy teaching schedule, and are expected to quickly adapt to the demands of the job (Doherty, 2020:80). This can leave them feeling overwhelmed and stressed and may limit their ability to effectively plan and prepare for their classes, build relationships with their students, and engage in ongoing professional development.

Another way in which teacher workload can impact teacher induction is through the level of support and resources provided to new teachers. New teachers with a high workload may not have the time or energy to seek out support and resources, such as mentorship programmes or professional development opportunities, that could help them to be more effective in their role (Gaikhorst *et al.*, 2017:56). Additionally, high workloads can limit the amount of time new teachers have to collaborate with colleagues and seek out advice and guidance from more experienced teachers.

Finally, teacher workload can also impact teacher induction through the level of stress and burnout that new teachers experience (Doherty, 2020:80). High workloads can lead to increased stress and burnout, which can negatively impact a teacher's mental and physical health and their ability to be effective in their role (Langdon *et al.*, 2019:251). This can result in new teachers leaving the profession or becoming disengaged from their work, which can negatively impact the quality of education that students receive.

Greenlee and Dedeugd (2002: 66) concluded that inadequate resources, difficult classes and teaching assignments, isolation from the school's social structure as well as the overall harsh reality of teaching led new teachers to the decision to abandon their careers and pursue other fields (Greenlee & Dedeugd, 2002:66). It is therefore understandable, on the whole, that the teaching profession has often been described as the career that "eats its young" (Molner-Kelley, 2004:438); new teachers are expected to "sink or swim" (Greenlee & Dedeugd, 2002:63). Ingersoll (2012:2) states that some have referred to teaching as a profession that "cannibalizes its young" and as a place where new teachers are expected to go through a "trial by fire." Ingersoll (2012:2) argues that, while it is broadly known that teaching is complex work, it seems that reform in terms of support for new teachers has only begun to take shape in the preceding decade (Ingersoll, 2012:2).

Ngwira and Potokri (2019:778) reported that the new teachers in their study could not manage learner discipline effectively, and overcrowded classrooms prevented any other attempts the new teachers made to teach effectively. Participants in their study stated that they were shocked to find how 'hard' teaching was, and one participant described time spent at school as 'torturous.' The new teachers also stated that they were unable to complete assessments and found that they were even less capable of executing more than one teaching task at the same time, such as controlling the class, checking the work and assisting learners who needed intervention during the lesson. The researchers observed that the learners showed very little respect for the new teachers and were completely unmotivated to learn. Ngwira and Potokri (2019:779) furthermore reported that new teachers had no support from parents and that most parents were unwilling to co-operate with them. Another concerning finding made by Ngwira and Potokri (2019:780) was that the new teachers were acutely aware of the vulnerable learners they were encountering but were unable to help them.

The awareness of the suffering or abuse of some of their learners led to new teachers feeling emotionally overwhelmed and drained. This finding is interesting and vital, as Arends and Phurutse (2009:44) found that new teachers expressed a desire to receive more training centred on counselling during their pre-service education, or at least be better prepared for the context of their learners prior to beginning to teach. New teachers are thus dealing with emotional and contextual issues of learners in their classrooms but experience an inability cope with the severity or scope of these. Participants in the study conducted by Ngwira and Potokri (2019:775) also stated that the lack of resources in the school posed an additional challenge. It hampered the delivery of quality teaching. One participant explained that the use of the little available resources came with experience: therefore, ironically, the new teachers were handed the least resources.

They described that they had no support from their veteran colleagues and felt that they were 'bothering' heads of department when they had questions or needed assistance.

2.4.2.8 Contextual factors

Many new teachers find themselves exposed to diverse classes upon entry into the teaching profession (Gaikhorst *et al.*, 2017:46). They face classes where learners come from various socio-economic backgrounds, varied religions, ethnicities and family compositions.

Findings from a study conducted by Gaikhorst *et al.* (2017:47) indicated that schools presented unique contextual challenges determined by its setting and population, over and above the usual problems to be faced by teachers. Schools where learners were predominantly from lower socio-economic groups presented challenges unique to their context. Firstly, learners showed greater diversity terms of cultural background, home language and ethnicities (Du Plessis, 2014:1109). Learners also showed variation in terms of social skills, behaviours, norms, values and attitudes. In addition, there was also variation in the cognitive and language development amongst them, which presented challenges when developing assessments and supporting the learners (Gaikhorst *et al.*, 2017:49). Many learners were failing the grade or had previously failed a grade. New teachers in such schools were found to have experienced greater exposure to violent acts in the school and community. Poverty led to a number of challenges, all of which created an unfavourable learning and teaching environment. Some learners even suffered from hunger, illnesses and anxiety due to circumstances at home.

Gaikhorst *et al.* (2017:57) also described the contextual challenges of schools where parents belonged to a higher socio-economic status. These challenges were in stark contrast to the those to be found in lower socio-economic schools. Challenges included new teachers who felt inadequate and incapable of meeting the demands from parents. Participants cited that the parents were exceptionally demanding and over-involved. The higher socio-economic schools seemed to have greater numbers of learners, resulting in less time being available to support new teachers with orientation or induction practices (Gaikhorst *et al.*, 2017:53). Schools present new teachers with challenges that are in most cases unique to their context and location. It is therefore necessary to acknowledge that new teachers in rural schools will face challenges that are different from those faced in urban areas. In the South African educational landscape, the findings presented by Gaikhorst *et al.* (2017:52) resonate distinctly with that which many teachers know already: context and diversity in schools lead to varying challenges that they must learn to overcome. It would be foolish to ignore the contextual challenges that a school presents when it comes to investigating new teachers' experiences.

One of the foremost contextual challenges in many South African schools is poverty (Du Plessis & Mestry, 2019:53, Du Plessis, 2014:1109). Due to the location of many poor schools, basic infrastructure which should be in place to facilitate and support learning is non-existent or non-functioning (Du Plessis & Mestry, 2019:53). Willis and Hofmeyr (2019:191) found socio-economic circumstances to be one of the factors that had the largest impact on the academic progress of a learner. Particularly in South Africa, strong correlations exist between the background of a learner and his/her academic success and achievements (Wills & Hofmeyr, 2019:193).

In many schools, a lack of physical resources such as sanitation, water, roads, and electricity unfortunately continue to impact the effectivity of these schools severely. Posts at schools where basic employment conditions are unfavourable are unattractive and quality teachers frequently do not apply for these. Often, these schools also cannot fill posts as there are no available funds to pay salaries from a school governing body (Bertram *et al.*, 2006). Many teachers who are employed at decentralised schools are required to teach multi-grade classes with limited resources and curriculum support. Such classes present teachers with taxing administration and planning, which would be even more overwhelming for a new teacher. Parents who have children in these schools are often unemployed and illiterate, and thus do not always emphasise the importance of education. Children are often absent from school and there is little or no support from parents to address such challenges (Du Plessis & Mestry, 2019:55). New teachers need support in many areas, but this is even more unlikely in rural or decentralised school settings where there is a notable lack of qualified teaching staff. Those teachers who are employed and have stayed are overworked and do not have time to assist and guide new teachers while the latter are finding their feet (Du Plessis, 2014:1109).

2.5 MENTORING: A KEY COMPONENT OF EFFECTIVE INDUCTION PROGRAMMES

In every successful induction programme, mentoring is a key component and has grown in popularity as it is central to the development of the new teacher's identity as a professional (Hairon, Loh, Lim, Govindani, Tan & Tay, 2020:105; Wong, 2004:43). Mentoring often provides the new teacher with professional and personal support, which they appreciate in their first few years as professionals (Bickmore & Bickmore, 2010:1007; Lammert *et al.*, 2020:2). Kwok, Mitchell & Huston (2021:186) found that the relationship between the mentor teacher and the new teacher was one of the most important aspects of induction to new teachers. The practice of mentoring new teachers was introduced for various reasons (Hobson *et al.*, 2009:208). It encourages the retention of both veteran and new teachers as it mitigates the reality shock experienced by the new ones, while providing the veteran teacher with an opportunity of becoming

a best practice teaching role model for the new teachers (Hobson *et al.*, 2009:208). Mentoring is not a short-lived experience for the new or mentor teacher. The act of mentoring or being mentored embodies a relationship between the pair where both experience growth and development (Fyall *et al.*, 2020:13).

The mentor and new teacher's relationship should be based on trust, engendering an experience of support and encouragement for the new teacher to engage in professional learning activities (Muraya & Wairumu, 2020:475). Mentoring further embodies a constructivist relationship where knowledge is constructed, where learning is an active and ongoing process and where it is "social, democratic and collaborative" (Fyall *et al.*, 2020:13). The mentoring relationship should remain flexible and adapt to the needs of the new teacher (Muraya & Wairumu, 2020:475). Although flexible, the new teacher must understand that the relationship remains formal in nature (Setlhako, 2019:104). Mentoring is, however, complex. Research supports that at times the concept involves a lack of clarity and structure, particularly when it comes to being practiced in schools (Hairon *et al.*, 2020:106).

This is of importance in the South African context as the Integrated Strategic Planning Framework for Teacher Education and Development (2011:7) states that mentoring should take place at all levels of teacher education, but this is not currently the case in South African schools (Setlhako, 2019:103). It may be that the lack of clarity and structure, described by Hairon *et al.* (2020:106), contributes to ineffective mentoring in South African schools. It appears that mentoring is often confused with 'supervising,' and this misunderstanding of the term may influence its implementation (Muraya & Wairimu, 2020:475). Mentoring cannot be equated to an induction programme. It cannot and will not on its own meet all the needs of the new teachers, nor will it affect teacher attrition rates, as some mentored new teachers still become discouraged and leave the profession (Wong, 2004:44).

2.5.1 Characteristics of a quality mentor teacher

Popescu-Mitroi and Mazilescu (2014:3559) observed that mentor teachers should possess certain personal characteristics. They should be dynamic in their approach to teaching, appreciative of the efforts made by the new teacher and reasonable in their demands of him/her. Mentors should offer professional support and guidance in a tactful, non-aggressive manner. It will be necessary for them to be involved in the new teacher's school life and they should ensure that they convey enthusiasm and passion for working collaboratively with a new teacher (Popescu-Mitroi & Mazilescu, 2014:3562).

Ellis, Alonzo and Nguyen (2020:9) conducted a thorough literature review in order to compile a set of descriptive characteristics that identify the 'good mentor teacher'. Their findings indicated that mentor teachers need to be intrinsically motivated and have a desire to act as mentor teachers. This entails that veteran teachers should not be forced into mentoring new teachers. When mentor teachers self-elect, they were found to be more effective and committed to their role. The mentor teacher needs to maintain a positive attitude throughout the mentoring journey showing enthusiasm for the task (Ellis *et al.*, 2020:6).

When mentor teachers maintain a positive attitude and present with enthusiasm toward the new teacher, they will be able to connect with the new teacher on a personal level to create a space where the latter feels comfortable to ask questions (Ellis *et al.*, 2020:6). The success of mentoring is almost entirely dependent on the relationship between the mentor and the new teacher – thus conflict and negative feelings about each other will not contribute toward growth in either case. Kwok *et al.* (2021:187) noted that an important factor that may potentially impact the relationship between the new and mentor teacher, is the 'match' between the pair. Without such a 'match', it becomes unlikely that mentor teacher is able to connect with the new teacher on a personal level, which inevitably impacts their relationship negatively. Although the likelihood of a 'perfect match' is near impossible, Kwok *et al.* (2021:187) suggested that matches between mentor and new teachers should be made by keeping the similarities of each individual context in mind. There should be similarities in the teaching philosophies of the pair as well as similar school sites (e.g., not matching a Foundation Phase mentor to a Senior Phase new teacher).

The quality mentor teacher should have excellent interpersonal skills. These skills engender effective communication and provide the mentor and new teacher with a foundation of trust in the relationship. Stoichici and Inota (2022:110) agree that mentor teachers should have outstanding communication skills and should use these communication skills to provide high quality and constructive feedback to new teachers. Interpersonal skills will also allow the mentor teacher to relate to the new teachers' experiences with empathy and understanding. New teachers valued empathy and patience toward them highly (Stoichici & Inota, 2022:109). Demonstrating empathy and understanding would require the mentor teacher to provide appropriate responses to the challenges that the new teacher is facing and support for him/her during the emotional highs and lows that accompany teaching. When the new teacher experiences failures or perceives that he/she has failed, the mentor teacher should provide conversations that are supportive and gentle, not judgmental or degrading. These conversations, however, should still provide clear guidance to the new teacher. Feedback given to the new teacher should be attainable and of high quality, ensuring the development of the new teacher (Dos Reis & Braund, 2019:31).

Regarding instructional skills, mentor teachers should have a rich repertoire of teaching methods and strategies. New teachers are in the process of discovering and investigating various styles of teaching (Ellis *et al.*, 2020:6). They need to develop their identity as a teacher and thus the mentor teacher should be able to expose them to a variety of teaching methods and tools enabling them to make connections between theory and practice. It is also recommended that new teachers are assigned mentor teachers who are teaching the same subject or area that the new teacher is teaching. This allows for the sharing of instructional methods and content specific support, which enable the new teacher to develop self confidence in their subject area (Hayes, Lachlan & Williams, 2019:3).

The successful mentor does not impose a power relationship between himself/herself and the new teacher (van Ginkel *et al.*, 2015:101). The nature of the interactions and collaborations between the pair should thus be collegial, and the new teacher should experience the relationship as a partnership. Mentors should focus on becoming a partner to the learning experience of the new teacher and should engage in collaborative learning with the new teacher (van Ginkel *et al.*, 2015:105). Kearney (2016:8) found that when new teachers were assigned mentor teachers who were already in a position of authority at the school, the new teachers were hesitant to ask for assistance, and did not feel comfortable to approach their mentor teacher (Barrera, Bradley & Slate, 2010:72). When a mentor teacher is in a position of authority, it is unlikely that a partnership in learning will develop.

Another necessary attribute of a quality mentor, that that they will be able to model ways in which to deal with diversity in the classroom. Demonstrations and discussion pertaining to such will be done in an enthusiastic manner that will enable the new teacher to construct knowledge on the best approach to manage diversity in the classroom in order to ensure that they are teaching in an inclusive manner (Ellis *et al.*, 2020:10).

Finally, the mentor should ensure that he/she facilitates the learning of the new teacher. The mentor teacher should guide them through challenges by teaching problem solving, conflict management, communication and other professional skills that they need to cope with difficult situations. New teachers should observe how the mentor teacher employs self-reflection to use the skill themselves. The mentor teacher should thus be an outstanding role-model to the new teacher (Ellis *et al.*, 2020:7). He/she should also provide the new teacher with constructive and quality feedback that is not derogative but rather enables (i.e., self-reflection should be modelled) growth. This will facilitate the new teacher's independent ability to identify that which their learning needs are, and they will be comfortable to share their thoughts with the mentor.

2.5.2 Types of support mentor teachers should provide

Research indicated that support provided to new teachers by mentor teachers are greatly variable (Spooner-Lane, 2016:269). In some mentoring programmes, mentor teachers were only expected to provide emotional support to new teachers. Although emotional support is necessary to all new teachers, there should be constructive feedback to the new teacher which inevitably enhances professional development. Mentor teachers should, according to Popescu-Mitroi and Mazilescu (2014:3560), be capable of providing four different kinds of support to new teachers:

Evaluative support: The mentor teacher is required to provide support to the new teacher that would aid him/her in developing a positive attitude, while also having the ability to respond appropriately in various situations that they may encounter. Evaluative support includes guidance in viewing perceived failures as opportunities to learn.

Informational support: Mentor teachers should guide the new teachers towards gaining professional knowledge and understanding, while exposing them to various issues in the field of teaching. Informational support would also enable the new teachers to become lifelong learners, and their mentors should ensure that they have an open mind and show curiosity in their own learning.

Instrumental support: The mentor should assist the new teacher in making the transition from being a novice to a professional, allow the new teacher to reflect on their teaching development, develop their confidence and facilitate the development of self-efficacy skills. The mentor teacher must be deeply involved in the novice's growth and should furthermore model integrity in every aspect of teaching. His/her passion for education and enthusiasm for teaching also provides instrumental support, enabling the novice to engage in teaching with similar attributes.

Emotional support: The mentor teacher needs to be sensitive towards the challenges faced by the novice, while addressing these in a non-aggressive manner. They teach new teachers to embrace various perspectives on teaching and teaching practice and guide them to attain their full potential. Support of an emotional nature would also require that the mentor should ensure that their relationship is based on trust. He/she cannot be aggressive towards the new teacher as such behaviour would be detrimental to the latter's growth.

2.5.3 Training of mentor teachers

Teachers should be trained to fulfil the role of mentor teacher (Ambrosetti, 2014:33). During the training, they should be made aware of the many roles that they will need to fulfil and be exposed to skills that would allow them to provide tailored support to the new teacher (Popescu-Mitroi &

Mazilescu, 2014:3559). Ambrosetti (2014:30) found that very few mentor teachers were prepared for their task or had received training to equip them with the necessary skills to perform it effectively. It is often assumed that an effective teacher will make an effective mentor, which is not always the case (Ambrosetti, 2014:30). It is vital that mentors understand the constructivist nature of the relationship between themselves and new teachers (Setlhako, 2019:103; Voss & Kunter, 2020:295).

The mentoring relationship is also mutual, where both participants should be negotiating the journey together (Ambrosetti, 2014:31). Hairon *et al.* (2020) believe that mentoring should be a structured process, although structure alone does not guarantee successful mentoring. When a mentoring programme is structured, it provides the mentor and new teacher with common and pre-defined goals that they both strive to attain (Hairon *et al.*, 2020:106). Mentor training provides them with development of the skills necessary to effectively mentor as well as equipping them with a platform on which they can collaborate around challenges they face and engage in problem-solving in a collaborative manner (Ambrosetti, 2014:35). When mentors are made aware of the nature of mentoring as well as the process of mentoring, they are furnished with knowledge that allows them to change their mentoring practices as the relationship or circumstances around them evolve (Ambrosetti, 2014:40).

2.5.4 Roles and responsibilities of the mentor teacher

Mentors reported that they were occasionally unsure of what their duties encompassed and of the progress that the new teachers were making (Setlhako, 2019:105). This finding illustrates the need for mentors to receive training focused on helping them understand their roles and responsibilities (Ellis *et al.*, 2020:2). The latter are described usefully in the *Alberta Teachers' Association Handbook for Mentoring Beginning Teachers* (Garvey, 2017:10). It states that mentor teachers, although tasked with the additional workload of mentoring, should continue to practice teaching; several authors nonetheless recommend that their teaching time should be reduced (Ambrosetti, 2014:37; Hairon *et al.*, 2020:106). It is also vital that mentor teachers understand the challenges new teachers face, while being aware of the needs that are unique to the specific new teacher.

These mentor teachers should then be able to help the novice overcome challenges and meet their needs by employing a variety of strategies available to them (Ellis, Alonzo & Nguyen, 2020:6). Good mentor teachers should invite the novice into their community so that they can gain access into the wealth of knowledge and experiences that other teachers within the school

possess. When the novice enters into the 'community' of other teachers, he/she will begin to socialise and be acculturated into the school community (Gan, 2018:11; Ngwira & Potokri, 2019:786; Patton & Parker, 2017:352).

The Handbook for Mentoring Beginning Teachers (Department of Basic Education, 2017:10) also suggests that the mentor teacher should collaborate with the novice to develop a growth plan so as to monitor the progress they are making. The mentor teacher should take time to guide the novice around identifying the various strengths he/she possesses and use his/her self-identified strengths to encourage professional growth. The mentor should ensure that the relationship between them remains professional, even though it involves a personal dimension (Lammert *et al.*, 2020:2). He/she should facilitate opportunities to view various effective teaching strategies (Ellis 2020:8), while observing the new teacher's own teaching strategies and providing feedback that allows him/her to develop and learn from the experience (Lammert *et al.*, 2020:7)

2.5.5 Mentoring constraints

When it is utilised as a form of induction alone, mentoring may lack structure and is often affected by various constraints (Hairon *et al.*, 2020:106). The availability of the mentor teacher's time can negatively impact the effectivity of the induction programme, and it is unlikely that one mentor teacher will be able to meet and address all the needs of a new teacher (Wong, 2004:47). Greenlee and Dedeugd (2002:70) explain that mentor teachers are frequently already overworked and that there is little time for them to spare to assist and guide a new teacher. This finding is echoed in Setlhako (2019:105). This study found that, although mentors enjoyed being assigned a new teacher to mentor, they considered it taxing due to time constraints (Setlhako, 2019:106). Ambrosetti (2014:32) has found that mentor teachers struggled with the increased workload that mentoring brought about. Mentors agreed that the mentoring relationship added to their stress and sense of responsibility (Ambrosetti, 2014:32). Further challenges may arise around the fact that the relationship between the mentor and new teacher is critical for successful induction to occur (Ambrosetti, 2014:32). Results have shown that successful mentoring is dependent on the compatibility of the new and mentor teacher.

Should the mentor and new teacher be unable to relate to each other, an unpleasant situation arises in which the new teacher will likely not ask for guidance and assistance (Greenlee & Dedeugd, 2002:72). Mentoring is a unique process due to the "personalities" of the two participants (Ambrosetti, 2014:36). Studies found that, when new teachers are assigned mentors instead of choosing them, failure is more likely (Fantilli & McDougall, 2009:823).

2.5.6 Benefits of mentoring to the mentor teacher

Mentoring is a great responsibility and is viewed as a professional role (Ambrosetti, 2014:31). The act of mentoring is not an inherently natural one and requires several skills that are learnt over a period of time. These skills include communication, evaluation, problem-solving, decision making and, perhaps most importantly, collaboration (Ambrosetti, 2014:32). Mentoring will form part of the mentor's day-to-day responsibility and learning these skills will inevitably contribute to the mentor's personal development and professional growth (Ambrosetti, 2014:31). There are various other benefits that mentors reported from their mentoring experience, such as a renewed enthusiasm toward their profession, an opportunity to critically reflect on their own practice and a self-improved work ethic (Ambrosetti, 2014:32). Hobson *et al.* (2009:210) reported that mentoring held many further benefits for the mentor teacher. During the mentoring process, they engage in the learning process and critically reflect on their own practice. They actively practice good communication skills and this feeds into the classroom. Mentor teachers experience improved self-confidence around their ability and become more aware of the challenges that novices face and thereby inculcating new perspectives on teaching and practice (Hobson *et al.*, 2009:210). Effective mentoring is not only vital to the success of any induction programme, but also holds various benefits for both mentor and novice.

2.5.7 Benefits of mentoring to the new teacher

The practice of mentoring a new teacher involves a collaborative relationship in which the veteran and novice help each other (Setlhako, 2019:105). New teachers who are successfully mentored experience various benefits (Voss & Kunter, 2020:295), as mentioned. Those who are successfully mentored and inducted into teaching are given a foundation to become lifelong learners of professional teaching and this may prevent them from abandoning their careers prematurely (Wexler, 2019:46).

An important benefit of mentoring for the new teacher is that the collaborative and supportive relationship between the pair reduces the new teacher's feelings of isolation and increases confidence in his/her teaching ability (Hobson *et al.*, 2009:209). The support from a mentor provides the novice with a resource that prevents the latter from suffering emotional burnout and exhaustion (Voss & Kunter, 2020: 295). The new teacher engages in self-reflection practices

alongside the mentor teacher and the pair engage in collaborative problem-solving situations (Ewing, 2021:52; Hobson *et al.*, 2009:209).

The process of mentoring provides the new teacher with psychological and emotional support, which is especially helpful during their transition into teaching (Ewing, 2021:52). Furthermore, as Hobson *et al.* (2009:209) explain, mentoring will also contribute to the new teacher's increased ability and confidence to manage challenging learner behaviour, manage their time more effectively and cope with their workload. New teachers also claim that effective mentoring allowed them to become more self-reliant and stable in their careers as they grew and learned from their mentors (Ewing, 2021:52). Being assigned a mentor enhances the socialisation of a new teacher within a specific school and ensures that they are not isolated (Hobson *et al.*, 2009:209).

2.5.8 Roles and responsibilities of the new teacher

The new teacher also has various roles and responsibilities that they must be aware of (Garvey, 2017:11). In the *Handbook for Mentoring Beginning Teachers*, Garvey (2017:11) explains that new teachers must understand and respect that they are in the process of learning the practice of teaching. This will mean that they are in the process of identity formation (Flores & Day, 2006:229; Hramiak, 2015:3) as a professional teacher and must begin to develop their own teaching style. Secondly, the new teacher needs to develop listening and communication skills and become committed to reflective practice, both in terms of self-reflection and collegial reflection (Confait, 2015:3). It is vital that the new teacher develop observation and analytical skills that provide the foundation for him/her to advance their own teaching efficacy (Garvey, 2017:11). Once the new teacher begins to observe various teaching methods, he/she must ensure that he/she remains committed to observing the mentor to learn from his/her practice (Chester, 2015:21).

New teachers should also ensure that their relationship with the mentor remains professional but mutually collaborative. They must be aware that they are actively involved in their own learning process, while such learning cannot take place if the relationship between the two is one-sided (Chester, 2015:21). The new teacher should be able to ask for assistance as he/she confides in the mentor teacher (Chester, 2015:21). He/she should respect feedback and work to implement suggestions to better his/her teaching practice (Chester, 2015:21).

2.6 SUMMARY

This chapter presented the findings of a critical engagement with scholarly literature as it pertains to the present topic. A discussion of the theoretical framework of the study, namely communities of practice, was provided. TPI-Induction theory was discussed as a theory that underpins induction programmes and also aligns with the communities of practice theoretical framework. This was followed by a discussion of attrition rates among novice teachers, which clearly call on effective induction practices. Subsequently, known challenges faced by novice teachers during their first years as professional teachers were unpacked. Special attention was given to the unique challenges of the South African educational landscape as these impact novice teachers. Literature about a variety of induction practices that aim at addressing the needs and challenges faced by novice teachers was explicated. The roles and responsibilities of the mentor as well as the known benefits and challenges concomitant with the mentorship were briefly examined. The benefits of mentoring for new teachers and their roles and responsibilities during induction programmes were presented.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, I present the design and methodology of this study, and the choice of these is motivated. The sampling method, data collection methods and the procedure I followed are presented. The chapter also discusses the ethical considerations related to the present study. I was consistently guided by the research questions, which formed the study's purpose: to analyse and gain understanding of the contents of the NTIP. In addition, the extent to which the NTIP addressed the needs and challenges faced by novice teachers were also examined, particularly because addressing novice teachers' needs and challenges is one of the pronounced purposes of the programme. Finally, I was intent on determining perceptions of the NTIP that were held by both new teachers and mentor teachers, specifically in terms of the contents of the programme and the tasks and portfolio that they should complete as part of the programme.

3.2 RESEARCH PARADIGM

Bertram and Christiansen (2019:24) describe a research paradigm as a worldview that underpins researcher endeavours and guides the way in which the research should be conducted. A particular paradigm determines the type of research questions asked at the onset of the study, determines that which can be observed or investigated, determines the methods of data collection suitable for the study and, finally, it influences the manner in which the findings are interpreted. Nieuwenhuis (2019:85) states that the research paradigm is a "set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world view." This means that a paradigm embodies the way in which one will interpret one's reality. The present research required a deep understanding of the perceptions of novice teachers regarding the NTIP. A deep understanding of the perceptions of novice teachers provided me with detailed and thorough descriptions of the participants' experiences. For this reason, the study was set within the interpretivist paradigm, which attempts to understand a phenomenon through the meaning that people attach to it (Nieuwenhuis, 2019:67). It carries one or two underlying assumptions. Firstly, human experience can only be understood from within, which requires that the researcher should gain such understanding and make use of theory and methods that will allow for its construction. Secondly, interpretivism regards social life to be made up decidedly by human action. Thirdly, the origin of an experience is the mind of the participant.

Therefore, only by understanding how meaning is imparted regarding a certain phenomenon can we begin to gain insight into the phenomenon (Nieuwenhuis, 2019:68). Interpretivism considers more than one explanation for a phenomenon, and this inevitably affects human behaviour because knowledge influences how one behaves and perceives a given phenomenon differently (Bertram & Christiansen, 2019:31). This interpretive paradigm ultimately facilitated an exploration of novice teachers' and mentor teachers' perceptions of the NTIP, and the meaning that is attached to the data obtained from participants. Understanding the way in which participants experienced the NTIP engendered an elucidation of their perceptions, which was the purpose of the study and provided answers to the formulated research questions.

3.3 RESEARCH APPROACH

As this research aimed at gaining an understanding of participants' perspectives with regard to the NTIP, a qualitative approach was followed. Qualitative research follows a naturalistic approach (Nieuwenhuis, 2019:59) in which the researcher follows a constructivist perspective to make knowledge claims (Auerbach & Silverstein, 2003:46; Creswell, 2007:21). The data collected facilitated the intentional development of themes, as the aim of a qualitative study was to elicit meaning from the data (Nieuwenhuis, 2019:59). By utilising a qualitative research approach, I was furthermore allowed to be novel and work within a researcher designed framework to answer the research questions (cf. Creswell, 2007:23). Auerbach and Silverstein (2003:35) propose several motivations for the use of the qualitative approach:

- Qualitative research allows the researcher direct investigation into a subjective experience. In this study, I intended to investigate the participants' perceptions of the NTIP.
- The collected data allowed me to gain an understanding of the phenomenon in a narrative format as gleaned from the participants. The use of the qualitative approach provided me with a deep understanding of the way in which the participants perceived the NTIP while they were directly involved with the programme.
- Participants in qualitative studies are the expert informants of the study. I recognised from the onset of the study that the participants in the study would provide all the data regarding their perceptions of the NTIP. As each participant was either a novice or mentor teacher who was involved in the study, the qualitative approach provided an appropriate approach for this study.

The above motivations were each relevant to this study, as I intended to explore the perceptions of the novice and mentor teachers who were at the time of the study, involved in the NTIP. I required the participants to indicate their perceptions, which was different for each participant, as no two individuals could perceive a phenomenon in the exact same manner. The participants in the study were indeed the expert informants as they are the parties directly involved in the roll-out of the NTIP and the source of the perceptions that I intended to describe and understand.

3.4 RESEARCH DESIGN

This study followed a phenomenological research design. Pathak (2017:1) states that “A phenomenological research study is a study that attempts to understand people’s perceptions, perspectives and understandings of a particular situation (or phenomenon).” Creswell (2007:19) explains that phenomenological research is an intensive procedure. A phenomenological design proposes that there cannot be understanding of social phenomena if one does not grasp the individual interpretation of people as well as their perceptions of the world (Nieuwenhuis, 2019:67). Phenomenology allows researchers insight into the phenomenon being studied and provides the opportunity to extract meaning from the data (Van Manen, 1997:9). Webb and Welsh (2019:171) explain that when phenomenology is utilised as a research design, the inquiry is characterised by the following:

- The emphasis is on the phenomenon that is being studied, as a single concept. In this study the phenomenon being studied is the perception that new and mentor teachers have of the NTIP and on the way in which the NTIP addresses the needs and challenges of new teachers.
- There are broad philosophical assumptions. The experience of each participant in the study should be understood as is meant by the participant. This understanding provided me with a thick description of the participant’s experience, which, after analysis of the data, provided clear findings regarding the participant’s perception of the NTIP.
- Usually, data is collected by means of interviews. In this study I made use of semi-structured interviews with each participant.
- The data analysis evolved from small units into broad themes which led to the culmination of a description that captured the true nature of the phenomenon being studied.

A phenomenological research design was suitable for this study as I sought to understand participants' perspectives in the study, rather than explaining or predicting their behaviour (Babbie & Mouton, 2009: 53). In phenomenology, I attempt to describe the common meaning of an occurrence for several individuals (Webb & Welsh, 2019:171). This study required that I fully understand the way in which participants perceived the NTIP, but not solve the problems they may experience, which would not be the focus of a phenomenological inquiry (Webb & Welsh, 2019:171). To ensure that the research questions were answered, I had to provide a thick description of the participants' perceptions of the NTIP. Thus, this study was a transcendental phenomenological study (see Nieuwenhuis, 2019:86). Transcendental phenomenology requires the researcher to provide textual and structural descriptions of the phenomenon that was researched.

The combination of these two descriptions provided the fundamental nature of participants' perspectives (Nieuwenhuis, 2019:87). To ensure that the description was not tainted by my own experiences, I employed Husserl's (Tufford & Newman, 2010:83) concept of *bracketing*. Bracketing is an on-going process that was employed throughout the study, in order to ensure that a voice was given to the participants of the study, untainted by my the preconceptions. The process of bracketing also ensured the rigour of the research (Tufford & Newman, 2010:81). I made use of four steps, identified by Van Manen (1997) during the entire study, namely, bracketing, intuiting, analysing and describing. These steps allowed me to understand and interpret the way in which participants perceived the NTIP.

3.5 SAMPLING

Within the interpretive paradigm, a researcher is interested in obtaining rich and detailed descriptions of the participants' perceptions (Bertram & Christiansen, 2019:72). For this reason, this study did not require a large sample but, instead, it sought participants from different schools where the programme was in the process of being implemented. Therefore, this study made use of purposive sampling as well as convenience sampling. It was selected, as the participants in this study were chosen by means of pre-determined criteria (Bertram & Christiansen, 2019:73), namely that the selected schools should have employed novice teachers and mentor teachers who could be involved in the NTIP. This method is often utilised in qualitative research, and Nieuwenhuis (2019:93) discusses various criteria which should be met by the sample to achieve the goal of obtaining rich data. Foremost, the sample purposefully selected must be capable of providing rich information regarding the phenomenon which is being studied. The sample should furthermore enhance transferability and should lead to credible descriptions.

It must adhere to all the necessary ethical considerations and preconditions. Finally, it must be attainable and reasonable. Inclusion criteria of the present study are briefly itemised and discussed below.

- Purposive and convenient selection of various schools in which novice and mentor teachers were present. I selected three schools that were part of the field-testing group identified by the Dr Kenneth Kaunda District in the North West Province.
- Novice teachers: The eight teachers were all in their first to third year of appointment. These participants were labelled P1, P2, P3, P4, P5, P6, P7, and P8.
- Mentor teachers: The four teachers were identified as such by the management of the school. These teachers were not formally appointed as mentors but would take up the role when the induction programme was implemented after the field testing. The mentor teacher participants were labelled P9, P10, P11 and P12.

Exclusion criteria in this study consisted of:

- Schools not forming part of the initial field testing of the NTIP.
- Schools where no novice teachers had been appointed.
- Schools not within the Dr Kenneth Kaunda District.

3.6 DATA COLLECTION METHODS

This study required a deep understanding of the way in which participants perceived the contents of the NTIP so as to discuss their needs and challenges. The data collection methods itemised and briefly discussed below were identified as suitable to this end, namely semi-structured interviews and document analysis. I conducted semi-structured interviews with each new teacher and mentor who had agreed and given consent to participate in this study. These interviews ensured that detailed descriptions of feelings, knowledge, perceptions and opinions were collected (Patton, 2002:4). The questions were all aligned with the purpose of the study (cf. Appendix C). I held the participants' perceptions in the highest regard and believed that their perspectives could be made knowable, were meaningful and could be made explicit to ensure that their perspectives are not misconstrued (Patton, 2002:342). The interviews lasted approximately 45 minutes each and were conducted near the end of the second term of the year. Although I intended to conduct these interviews in person, there were times when the Covid-19 pandemic necessitated the use of a Zoom platform.

Guidelines provided by Greeff (2020) in terms of conducting qualitative research during a period of lockdown and social distancing was adhered to, so as to protect the participants and myself from possible transfer of the Covid-19 virus.

During the interviews, questions and probes allowed me to guide the interview so as to collect appropriate data (Willig, 2008:23). A further motivation for the use of semi-structured interviews was that they facilitated the taking into account of the context and environment of the participant (Creswell, 2007:213). I paid careful attention to linguistic variability to ensure that participants' meaning was understood as they intended it to be understood. Willig (2008:24) describes this as "the various interpretations people hold of various words." I had to ensure that the true meaning of the participants' words was understood as intended by him/her. The focus of the interview always remained on the meaning that the participants ascribed to the questions asked. I also determined that taking notes during the interview was of benefit (Creswell, 2007:215) so as to record the context including the visible school environment, the emotional state of the participants and his/her body language.

Each interview was audio-recorded after I had obtained consent to do so from each participant. No participant was mentioned by name: instead, each was allocated a code. The recordings of the semi-structured interviews were transcribed verbatim and a copy was made available to the participants (Willig, 2008:26). I also intended to determine the extent to which, if any, the contents of the NTIP addressed the various needs and challenges faced by new teachers. To achieve this, document analysis was used to examine the contents of the manuals and books centred on the NTIP:

- *New Teacher Induction Programme: Handbook for Teachers for field-testing*
- *New Teacher Induction Programme: Handbook for teachers: Activities*
- *New Teacher Induction Programme: Framework for Induction*
- *New Teacher Induction Programme: Training manual for Mentors*
- *New Teacher Induction Programme: Guidelines for the Orientation Programme*
- *Quality Management System documentation*

The analysis was performed in a systematic manner and served to enhance triangulation (Bowen, 2009:29). Well-conducted analysis of this nature illuminates the context in which the participants function. In this study, the manuals and books were scrutinised to facilitate insight into the context as experienced by participants. Document analysis allowed me to ask questions that needed to

be answered (Bowen, 2009:30). This further elucidated perceptions that the participants held of the NTIP.

It was utilised further to supplement data collected in the semi-structured interviews (Bowen, 2009:30). It provided me with a deep understanding of that which the NTIP required at ground level from the participants.

3.6.1 Procedure for conducting document analysis

In most educational settings and environments, a great deal of activity is linked to policy initiatives on either a global, national or local scale (Cardno, 2018:624). Such policy reform or development should be studied carefully to ensure understanding and implementation in the educational setting. In South Africa, various factors have contributed to the understanding amongst key stakeholders that novice teachers required orientation and induction into the workplace, and it has been a priority for the Department of Basic Education since 2005. Document analysis is an integrated procedure and technique which is used by researchers to locate, identify, retrieve and examine documents to determine their relevance, significance and meaning in terms of the study (Altheide *et al.*, 2008:127). A document, according to O'Leary (2004:177), refers to any source in which text is found. Such documents can be utilised as primary or secondary sources of data for analysis. The text must be pre-produced and not generated by the researcher (O'Leary, 2004:177). Therefore, the document is unbiased and an authoritative source of data. For document analysis to be conducted successfully, interaction between the researcher and the subject matter must occur (Altheide *et al.*, 2008:127). The nature of this study is qualitative and therefore the focus of the analysis is on describing and tracking the contents in the relevant document. I made use of all the manuals and booklets that make up the NTIP to gather, review and interrogate (O'Leary, 2004:178), to engender answers to the research questions (Altheide *et al.*, 2008:127).

The following steps were followed to conduct the document analysis in this study, as prescribed by O'Leary (2004:179) (cf. Figure 3.1).

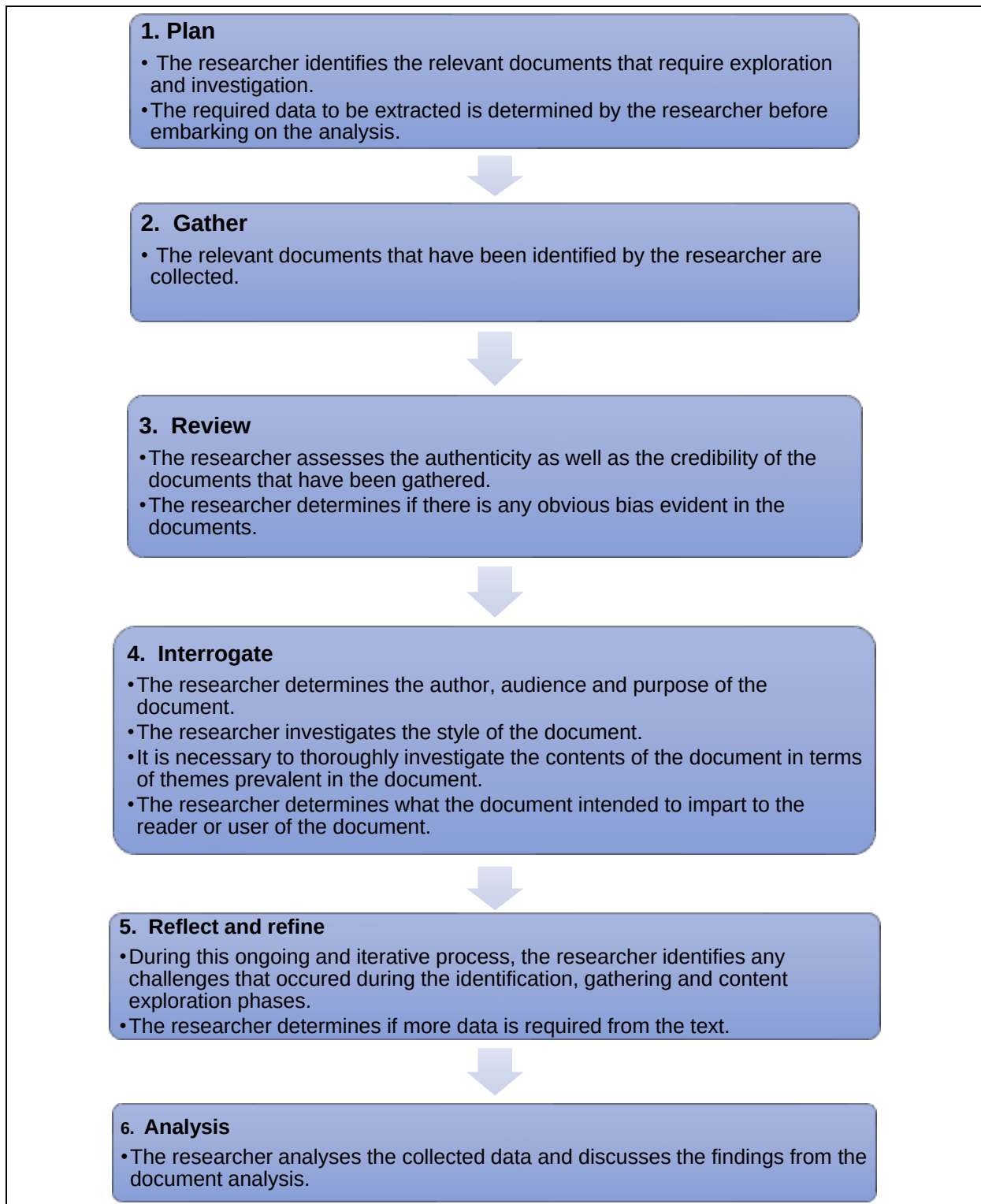


Figure 3- 1: Steps conducted to undertake document analysis of the NTIP

3.6.2 Document analysis process: Planning

All the NTIP books and manuals were analysed. To answer the research questions, it was necessary for me to determine the extent to which the various documents in the NTIP achieved the following items.

- What does the NTIP entail in terms of:
 - The contents of the programme?
 - The tasks and portfolio that should be completed?
 - The role and responsibilities of the various role players in the NTIP?
- To which extent, if any, do the contents of the NTIP address the needs and challenges faced by new teachers?

The determination of that which should be analysed during the document analysis process was guided by the questions formulated. This allowed me to continuously refer to the purpose of the study and accurately analyse the contents of the handbook and manuals.

3.6.3 Document analysis process: Gathering

I located the NTIP as provided to pilot schools during mentorship training. All of the documents necessary for comprehensive document analysis were provided to me by the Department of Basic Education during the launch of the pilot project in the North West Province. Schools were provided with these by the Department of Basic Education once they had been selected for the roll-out of the field testing of the NTIP.

3.6.4 Document analysis process: Review

The first step in the review process of document analysis was to determine the authenticity of the documents. In this study, I found that all the booklets and manuals that made up the NTIP were authentic, as they were published by the Department of Basic Education and distributed to role players by the DBE. The documents were not biased, as various role players and stakeholders in the education sector were involved in determining the need for the NTIP and its compilation. The purpose of the document and the programme is clearly stated in the New Teacher Induction: Guidelines for the Orientation Programme:

“The primary outcome of the Plan is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching. It addresses the career of a teacher from recruitment to continuing professional teacher development and highlights the induction into the profession as one key phase of the teacher education continuum.”

The fundamental purpose of the NTIP is to ensure that quality teachers, who are well adapted and teaching in a manner that ensures that all learners can learn effectively, are working in South African schools.

3.6.5 Document analysis process: Interrogation of document

The documents forming part of the NTIP were developed by the Department of Basic Education who consulted with various stakeholders in terms of the national framework for teacher induction. The process was facilitated by JET Education Services, who were commissioned by The Flemish Association for Development Cooperation and Technical Assistance (Department of Basic Education, 2019d:6). This collaboration resulted in the commissioning of experts from various universities to produce the documents. Each NTIP document was intended for different role players involved in the programme at a given school. The *Teacher Induction Framework*, the *NTIP Guide for training mentors* and NTIP handbooks were meant to be thoroughly studied by the district officials responsible for the training of the mentor teachers as well as the principal and the school management team members. This was meant to ensure that all the parties involved in the programme understood the purpose of induction and would ensure that the correct role allocation was communicated to each person or persons.

The *NTIP Handbook for Teachers for Field-Testing* is divided into three parts. The first part consists of a contextualisation of the seven themes to be covered during the induction (cf. Extract 1).

PART ONE	
1.	BACKGROUND AND INTRODUCTION
2.	THE AIMS OF THE INDUCTION PROGRAMME
3.	MENTORING SUPPORT
4.	INDUCTION AND THE PROFESSIONAL TEACHING STANDARDS

(Extract 1: Handbook for Teachers for Field-Testing, DBE: 2019b:5)

The seven themes were gleaned from the professional teaching standards as prescribed by the South African Council for Education (Department of Basic Education, 2019:6). These teaching

standards are the prescribed competencies for professional teachers and should be adhered to by each teacher employed in a South African school (Department of Basic Education, 2019d:6).

The second part of the manual consists of information that should be read and understood by the new and mentor teacher. This section also contains information for the principal and imparts information about aspects and conditions in the school that should be in place prior to the start of an induction programme.

PART TWO	
5.	GETTING READY FOR INDUCTION
5.1.	NOTES FOR THE SCHOOL
5.2.	NEW TEACHER INDUCTION ACTIVITIES
6.	NOTES FOR MENTORS
6.1.	THE PROGRAMME THEMES/ACTIVITIES GUIDE
6.2.	TASKS, REFLECTIONS, MEETINGS AND PORTFOLIO OF EVIDENCE
7.	NOTES FOR MENTEES
7.1.	THE PROGRAMME THEMES/ACTIVITIES GUIDE
7.2.	TASKS, REFLECTIONS, MEETINGS AND PORTFOLIO OF EVIDENCE

(Extract 2: Handbook for Teachers for Field-Testing, DBE: 2016b:5)

The final part of the handbook provides all the content that should be covered from its orienting inception and throughout the programme (cf. Extract 3 & 4). The new and mentor teachers are required to read and understand each section and then discuss the information in a scheduled meeting. The new teacher will then complete a variety of activities based on each of the topics and the mentor will most likely check and discuss the completed activities with him/her. Finally, the new teacher will write a reflection on each theme in the NTIP *Reflection Book*, which also forms part of the new teacher's portfolio of evidence. This enhances critical self-reflection and allows the new teacher to develop reflection skills that should serve as indications of where he/she experiences challenges or obstacles that hamper his/her teaching ability.

PART THREE

- A. THEME ONE: TEACHER PROFESSIONALISM
 - A.1. TOPIC ONE: ORIENTATION
 - A.2. TOPIC TWO: SCHOOL ATTENDANCE
 - A.3. TOPIC THREE: TEACHER ON TIME IN CLASS TEACHING (TTT)
 - A.4. TOPIC FOUR: PROFESSIONAL CONDUCT AND RELATIONSHIPS WITH COLLEAGUES, LEARNERS AND PARENTS
 - A.5. TOPIC FIVE: TEACHER RIGHTS AND RESPONSIBILITIES
 - A.6. THEME ONE: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME
- B. THEME TWO: COMMUNICATION
 - B.1. TOPIC ONE: COMMUNICATION AND COLLABORATION
 - B.2. TOPIC TWO: SUPPORTING LEARNERS LANGUAGE DEVELOPMENT
 - B.3. TOPIC THREE: MOTIVATION AND ENGAGEMENT
 - B.4. THEME TWO: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME
- C. THEME THREE: INCLUSIVE TEACHING AND LEARNING
 - C.1. TOPIC ONE: INCLUSIVE EDUCATION AND TEACHING
 - C.2. TOPIC TWO: LEARNER DIVERSITY
 - C.3. TOPIC THREE: ASSESSING AND SUPPORTING LEARNERS WITH LEARNING CHALLENGES: SIAS
 - C.4. THEME THREE: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME

(Extract 3: DBE: Handbook for Teachers for Field-Testing, 2016b:5)

- D. THEME FOUR: CURRICULUM, PEDAGOGY AND ASSESSMENT
 - D.1. TOPIC ONE: UNDERSTANDING CURRICULUM POLICIES
 - D.2. TOPIC TWO: LEARNING PROGRAMME, LESSON PLANNING AND ASSESSMENT
 - D.3. TOPIC THREE: CURRICULUM MAPPING AND SEQUENCING WITHIN AND ACROSS GRADES
 - D.4. TOPIC FOUR: TEACHER KNOWLEDGE AND UNDERSTANDING OF SUBJECT CONTENT AND HOW TO TEACH IT EFFECTIVELY (PCK)
 - D.5. TOPIC FIVE: TEACHERS USE PROVIDED EXEMPLAR LESSON PLANS AS REFERENCE IN DEVELOPING THEIR OWN LESSON PLANS BASED ON THE NEEDS, CONTEXT AND EXPECTATIONS
 - D.6. TOPIC SIX: TEACHER ACCESSES A RICH REPERTOIRE OF TEACHING PRACTICES, STRATEGIES, RESOURCES AND APPLIES THEM APPROPRIATELY
 - D.7. TOPIC SEVEN: DESIGN, DELIVERY AND ASSESSMENT OF LESSONS
 - D.8. TOPIC EIGHT: GIVING PROMPT, APPROPRIATE AND CONSTRUCTIVE FEEDBACK TO PROMOTE TEACHING AND SUPPORT LEARNING ACHIEVEMENT
 - D.9. THEME FOUR: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME
- E. THEME FIVE: MANAGING THE LEARNING ENVIRONMENT
 - E.1. TOPIC ONE: CLASSROOM AND BEHAVIOUR MANAGEMENT
 - E.2. TOPIC TWO: SAFETY
 - E.3. THEME FIVE: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME
- F. THEME SIX: RESOURCES
 - F.1. TOPIC ONE: UTILIZATION OF AVAILABLE RESOURCES
 - F.2. TOPIC TWO: EDUCATION DEPARTMENT SUPPORT STRUCTURES
 - F.3. THEME SIX: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME
- G. THEME SEVEN: TEACHER AS A CRITICAL, REFLECTIVE PRACTITIONER AND RESEARCHER
 - G.1. TOPIC ONE: TEACHER AS A LIFE-LONG LEARNER
 - G.2. TOPIC TWO: PARTICIPATION IN CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ACTIVITIES AND PROGRAMMES
 - G.3. THEME SEVEN: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME

(Extract 4: DBE: Handbook for Teachers for Field-Testing, 2016b:6)

3.6.6 Data collection procedure

The analysis of the *Handbook for Teachers for Field-Testing* was done initially and concurrently with the semi-structured interviews. The aim was to obtain a thorough understanding of the programme, while considering information provided during the interviews. These interviews took place during the first semester of 2021 after participants were supposed to have completed the orientation component of the NTIP programme. Following the orientation, they were required to start with the NTIP at their respective schools in the Kenneth Kaunda District of the North West Province. Where it was possible, the interviews took place at the school where the participants were employed. The interviews were conducted after school hours at a place and time that was indicated to be convenient by the participants. The semi-structured interviews were conducted with the new and mentor teachers identified by each school.

3.7 DATA ANALYSIS

Qualitative data analysis is not a straightforward process (Cohen *et al.*, 2018:643). I present findings not according to a formula, but on the merging of interpretation and analysis. For interviews that centre on communication, contents analysis is suitable (Fong *et al.*, 2012:306, citing Babbie, 2010:333). Content analysis embodies a systematic approach to data analysis (O'Connor, 2016:27). In this study, content analysis allowed me to gain a broad description of the perceptions of the NTIP as held by both new and mentor teachers. When making use of content analysis, researchers choose between categories and concepts (Elo & Kyngäs, 2007:108). Content analysis allows a researcher to gain an understanding of what was communicated to him/her during interviews (Elo & K Kyngäs, 2007:108).

The data gathered by means of the semi-structured interviews and the document analysis were analysed using content and thematic analysis. This enabled me to interpret the raw data (cf. Maree, 2013:101).

Creswell (2007: 218–220) suggests the following steps for data analysis, which were strictly followed in this study:

Step 1: All the data recorded were prepared for analysis. This required that I transcribe all the audio-recordings verbatim. The transcripts were then grouped according to the school at which the participants (new and mentor teachers) were employed.

Step 2: I read through the transcripts and made notes of initial ideas and general thoughts that that the novice and mentor teachers had related to the NTIP.

Step 3: I then embarked on detailed analysis by means of coding. Coding is a critical element of the analysis process. The coding procedure is lengthy and Tesch (1990:142-145) proposes several steps that must be followed for coding to be successful. To begin with, the researcher must read through all the data and obtain a sense of what the data entail. A random transcript is then selected by the researcher, and as he/she reads through the transcript, initial thoughts regarding the meaning of the words are noted in the margins. Tesch (1990:143) subsequently suggests that the same procedure be performed for all the other transcripts and emergent topics found in the data listed. These topics may be categorised as “major topics,” “unique topics” and “leftover topics.” The researcher must then return to the topics and abbreviate each in the form of a code, and subsequently identify corresponding segments of the text and jot these down next to the code. This process indicates the newly emergent categories. After initial topics have been identified, the researcher must ‘rename’ them as descriptively as possible and then determine their final abbreviations. All the data material that is relevant to a category is placed within such a set and preliminary analysis of interview data is performed. Should there be a need, the data can be re-coded by repeating the process. I meticulously followed this procedure during the coding process, which ensured that the data provided thick descriptions of the perceptions held by the participants in the study.

Step 4: I consequently began to gain insight around descriptions that contained detailed information about the perceptions that the participants held. The codes which emerged during the coding process generated themes. A theme, according to Van Manen (1997:88), is a means for exploring deeply the phenomenon under examination. A good theme gives shape to the phenomenon being examined, which enables the researcher to present a thick description of that phenomenon. The present researcher made use of the ‘selective approach,’ to generate themes, which required that she read the transcripts so as to identify and use phrases and statements made by the participants that revealed the true nature of the perceptions that they held of the NTIP.

Step 5: In this step, I represented the themes that emerged from the data in the form of a discussion of all which provided understanding into all participants’ perspectives.

Step 6: The final step required me to interpret the data and derive meaning from these. I located the findings of this study within the communities of practice theory; the theoretical framework for the study. This step facilitated the identification of lacunae in the research as will be reported here. Furthermore, this final step facilitated recommendations for further study.

3.8 TRUSTWORTHINESS AND RELIABILITY

In a qualitative study the researcher should ensure the trustworthiness of the findings (Bertram & Christiansen, 2019:206). Trustworthiness is supported when the findings of the study are credible, transferable, dependable and confirmed. As this study was set in the interpretivist paradigm, it was vital to ensure that it was trustworthy. A trustworthy study is reliable and free from the potential bias of the researcher. In a qualitative study, credibility requires a determination as to whether or not the data obtained from the participants in the study were accurately represented in the findings (Korstjens & Moser, 2018:121). I made use of verbatim quotes to motivate and support findings. The use of these quotes provided the said credibility. Transferability entails that the findings of the study can be conveyed beyond its scope and that they do not change over time (Korstjens & Moser, 2018:121). It is well established that new teachers face similar challenges when they begin their careers as those of veteran teachers. This study contributed to the growing body of research regarding these needs and challenges. These findings were found to be transferable as they were supported by existing research. For a qualitative study to be deemed dependable, the researcher should be able to account for certain variations that exist in the data (Bertram & Christiansen, 2014:209).

Ascertaining dependability is a process that commences from the onset of the study and it should be integrated into the processes of data collection, data analysis and theory generation (O'Connor, 2016:28). To increase dependability, the present researcher thoroughly consulted extant studies that relate to new teachers, mentor teachers and their respective needs and challenges during induction. I did not locate concerning variations regarding findings in these studies. I also found little variation with regard to needs and challenges during induction amongst the participants in this study. The findings of this study were therefore found to be well supported in existing literature, which ensured the necessary level of confirmability. I ensured that raw data were checked and re-checked to ascertain that the verbatim transcripts were accurately coded in order to increase trustworthiness (Gibbs, 2010:970). I also consistently demonstrated the way in which the study was grounded in the data collected and in their interpretation.

3.9 THE ROLE OF THE RESEARCHER

The researcher was involved in the gathering and analysis of data. I approached persons eligible for participation and sought to gain the necessary permission from the Department of Basic Education, the schools, novice teachers and mentor teachers to conduct the semi-structured interviews. The interviews were recorded and transcribed verbatim by the researcher. Copies of

the transcripts were sent to the novice teachers and mentor teachers for member checking to ensure intention and accuracy. The researcher conducted the data analysis and identified emergent themes.

3.10 ETHICAL CONSIDERATIONS

In this study, I carefully followed ethical considerations to ensure that the study was indeed sound. The three main considerations centred on this accomplishment were confidentiality (autonomy), non-maleficence and beneficence, as indicated in chapter one.

3.10.1 Confidentiality

O'Leary (2004:54) states that researchers must ensure that participants' identity is protected. It is the responsibility of the researcher to keep any information that could reveal their identity safe (O'Leary, 2004:54). This means that no participant should participate without giving consent to the researcher. Participants must understand that they can withdraw from the study at any time without repercussion (Bertram & Christiansen, 2019:79), as is the widely accepted norm.

The researcher ensured that this was adhered to and made the procedure of data collection clear to the participants. Ethical clearance was obtained from the North West University Research Ethics Committee (cf. Appendix B) before commencement of the study. The researcher also obtained permission from the North West Provincial Department of Education to conduct research in public schools in the province. Permission was obtained from the Director of the Kenneth Kaunda District, the principal and School Management Teams of the selected schools as well as the school governing bodies. The proposed questions were shown to the principals and School Management Team members (cf. Appendix C). Informed consent was obtained from the participating teachers after the purpose of the research was explained to them and they agreed to take part (cf. Appendix D). Each participant was also informed that their participation was voluntary and that they could withdraw at any time.

3.10.2 Non-maleficence

Researchers should ensure that no research causes any harm to participants (Bertram & Christiansen, 2019:80). I was particularly careful around ensuring that participants remained anonymous, so as to protect them from harm in terms of opinions or thoughts expressed during the interviewing process. I restricted access to the data and the identifying features of participants

to ensure their safety. All data and recordings are kept on a password protected computer. The names of the schools where the participants were employed were also not made available. These measures ensured that participants were safe from harm.

3.10.3 Beneficence

This research was beneficial to new and mentor teachers in that they were able to convey their thoughts and experiences during the interview process. The opportunity to voice their thoughts and experiences provided them with an audience who was interested in their experiences. Research should be of benefit either to the participants, the study or to the academic community or society at large (Bertram & Christiansen, 2019:80). The present study was and continues to be of benefit to the academic community, as it presents researchers interested in this field with an opportunity for further reflection and investigation. Ultimately, this study adds to the growing body of knowledge that proves that when new teachers are supported adequately, learners are taught by teachers who have the necessary skills and knowledge to ignite a passion for learning among them.

3.11 SUMMARY

This chapter presented the study's methodology. A detailed description of the research paradigm, namely interpretivism, was discussed as well as the qualitative approach and phenomenology as the study's cornerstones when it comes to its design. It was indicated that the researcher used purposive sampling to identify participants and collected data by means of semi-structured interviews and document analysis. The chapter also explained the use of contents analysis and the measures used to ensure trustworthiness and reliability. The chapter concluded with the ethical considerations for this study.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the data as analysed, interpreted and discussed by the researcher. These are presented in the form of themes which, when studied collectively and alongside document analysis, present answers to the research questions that guided the study. The focus of the document analysis of the New Teacher Induction Process (NTIP) Handbooks for Teachers, the Guidelines for the Orientation Programme, the Teacher Induction Framework and the Guide for Training Mentors, was to determine the scope and purpose of the programme, as well its contents. This informed a determination as to whether the NTIP addressed the needs and challenges of the new teachers and whether clarity existed regarding the roles and responsibilities of new teachers as well as the mentor. The document analysis and the data gathered from the semi-structured interviews gave rise to the identification of certain themes that served to strengthen the findings of the study.

4.2 PERCEPTIONS OF THE NEW TEACHER INDUCTION PROGRAMME

The said document analysis and interviews yielded data that engendered several themes that described the perceptions held by mentor and novice teachers of the NTIP. Each theme is presented and discussed in the following sections.

4.2.1 Theme 1: Induction vs. orientation in the NTIP

There are several documents in the NTIP which state that orientation is an important phase of induction (DBE, 2016). The intention and purpose of orientation can be seen in Extracts 5 and 6 below:

2. GOALS AND OBJECTIVES OF TEACHER ORIENTATION

The main purpose of the orientation is –

- ✓ to integrate newly appointed teachers into the new school and the profession;
- ✓ to acquaint such teachers with their new roles and responsibilities in the shortest time possible in order to minimise disruptions at the school;
- ✓ to build the confidence of such teachers; and
- ✓ to ensure learning and teaching effectiveness and productivity.

Investing time in the orientation of new teachers will help to clarify their professional expectations and convey the message that they work in an organisation that values individuals.

(Extract 5: DBE: New Teacher Induction: Guidelines for the Orientation Programme, 2016:2)

The DBE has published a manual, *New Teacher Induction: Guidelines for the Orientation Programme*. This booklet outlines the roles, responsibilities and steps which should be taken to orient a new teacher to the school environment. While orientation alone is not sufficient to fully integrate a new teacher into the school and the teaching profession, it provides an important first step.

(Extract 6: DBE Teacher Induction Framework, 2019d:61)

According to Totaro and Wise (2018:12), orientation should be practiced where a culture of personalised learning and collaboration exists. During orientation, novice teachers should be guided around various aspects such as integration into the workplace, acquainting themselves with other staff members, gaining an understanding of their roles and responsibilities as new teachers and building their confidence in the profession. Orientation should meet the needs of novice teachers on social, emotional and academic levels (Totaro & Wise, 2018:12). The need for collaboration and interaction was emphasised by participants in this study, as follows:

P1: "I feel that whether it is a weekend, or two days, just to get all the new teachers together in a central place where they meet, for instance, in any province or town for them to get together and hear what they should expect when they enter into the job, and even share what they think will happen and they should be told what to expect to experience and also be told what certain things are..."

P3: "...I think it is important that you go and attend workshops before you even begin working because it opens your eyes and it also allows you to meet other people who are starting that also gives you a sense of belonging..."

P9: "...I think I would make sure that they know what is going on before they have to start teaching. They have to understand the school systems and line functions etc before they actually start to teach. I will also want to make sure that they know where everything is and what is going to happen in that term..."

Orientation should ideally be conducted before the start of the school year (cf. Extract 7). For this reason, the topic of orientation is the first to be presented in the NTIP Handbook for Teachers for Field-Testing (2019b:4). The New Teacher Induction: Guidelines for the Orientation Programme, states that orientation should be made available throughout the year (cf. Extract 7).

5. WHEN SHOULD THE ORIENTATION PROGRAMME BE CONDUCTED?

Orientation for new teachers should be provided before they take up their new posts or very soon after the start of their employment. For example, the first sessions could be held on the days on which teachers have to be at school before the schools reopen for learners; and, once the term has started, at certain times during the school day; and during the afternoons. Since not all new teachers are placed in posts, and enter into the profession, at the same time every year, teacher orientation should be available throughout the year. Schools are required to develop their own practices for delivering orientation, and may choose to continue to offer orientation at certain intervals and on invitation.

(Extract 7: DBE: *New Teacher Induction: Guidelines for the Orientation Programme*, 2016:5)

Orientation is ideally the first interaction that the new teacher will have with the school post appointment. The purpose of orientation should be to introduce and guide the new teacher into the school system in a systematic manner. Orientation should thus be available whenever needed; for example, when new staff take up a teaching position during the term, as was the case for at least one of the participants in this study.

P7: "When I started the school had already been open for three days..."

It emerged that only one teacher had enjoyed some kind of introduction, which she incorrectly believed to be induction. None of the other participants enjoyed any orientation or formal introduction. All participants stated that they would have benefitted from having undergone orientation, particularly prior to starting at their school as these participants had no prior teaching experience, except a few weeks during work integrated learning periods during their pre-service training.

P1: 'Honestly speaking, I have not received any induction or orientation...or I am not aware of any induction...'

P3: "I didn't even know what induction was until we spoke about it..."

P4: "...there was no real introduction or induction in how you should or what you should do it like – so you kinda just have to figure it out by yourself."

P6: "I had induction... my induction session took two days."

P7: "...but I didn't really have orientation to show me like, ok, we follow these steps for this, and we follow these rules for that, so I was sort of thrown in the deep end in that regard."

P8: "No. I don't think that the management understands the needs of the new teachers and they don't really talk about it. Everyone is so busy with their own things, so I don't think they are aware of what beginner teachers need...except maybe the HOD but they won't have time to help them."

P9: No...our school, xxx, does not have an induction programme. I think that the principal and deputy expect the DH to orientate and support the newly appointed staff. But then the DH gets lazy or busy or just forgets and then expects the grade heads to take on this responsibility."

The data indicates that the sampled schools did not have a planned orientation programme in place, and it seems that the likelihood of orientation for novice teachers was slim. It is evident that novice teachers did not understand what orientation or induction, or its purpose was. Neither the new nor mentor teachers understood what orientation or induction meant.

The Guidelines for the Orientation Programme outline the topics to be discussed during the orientation phase of induction as evidenced in Extract 8. Each of these topics should be contextualised for specific schools and the new teacher led to understand each as it pertains to him/her during the first few weeks.

8.	What topics should the orientation programme cover?	7
8.1	School safety	7
8.2	Communication	8
8.3	School attendance	8
8.4	Inclusive Education and medical support	9
8.5	Resources	9
8.6	Professionalism	10
8.7	The curriculum	11
8.8	Classroom management issues	12

(Extract 8: *DBE: New Teacher Induction: Guidelines for the Orientation Programme*, 2016:ii)

During orientation, there should be exposure to experts in the field of teaching and the orientation programme should serve to model the kind of instruction that learners should be engaged in once the novice teachers enter their classrooms (Totaro & Wise, 2018:15). There should be ample opportunity during orientation and induction for the novice teachers to be engaged in real-world

authentic learning designed to assist them with a variety of situations that they may face in the classroom (Totaro & Wise, 2018:17). However, as only one of the participants stated that they did in fact have some kind of orientation, there was no opportunity for the novice teachers to experience such instruction during orientation. Several participants stated that they were also tremendously unprepared for their first day.

P2: "I had no idea what I was doing... I don't think any new teacher does – to be honest...unless there was induction done obviously..."

P4: "I had no idea because if I think of my first day...I had no idea" (what it was going to be like)... I just kept thinking, like where do I start at that moment? You still don't know what is the first thing that you are gonna do when you walk into the class. Obviously you know that you wanna introduce yourself to the learners and explain to them that you want them to address you in a certain way but then you don't know what is next and you are still confused..."

P8: "I don't think new teachers are fully equipped to start teaching. They have the book knowledge but there are so many practical things they do not know."

After an analysis of the proposed contents of the orientation programme, it seems that is no opportunity for the novice teachers to get an overview of the learners' overall background and school context, which would have enabled them to better prepare their content for lessons during the initial weeks. Learners must be able to relate to knowledge and content offered by the teacher, or they may not be able to actively take part in and construct knowledge.

Participants emphasised the need to understand the learners' social context and background when stating that they would have wanted to be exposed to this information before they started teaching, as it would have illuminated the various needs of their learners.

P6: "I was sick for three days, like physically sick and I had to go to the doctor because I couldn't eat for three days. That for me, I felt like as a new teacher, in this environment that I found myself in, I wasn't emotionally prepared for this" (the vulnerability of the learners)

P1: "...that would have been great because then I would have been prepared before I met the learners and would have been known the background of the learners and what to expect, instead of finding out almost two terms later..."

It is clear from these statements, that providing novice teachers, during orientation, with a basic overview of the school's general learner population, socio-economic status, general learner

background and other social issues, the transition into the teaching environment would likely have been easier.

Upon analysing the two documents, it became clear that various topics could be removed from the NTIP Handbook for Teachers for Field-Testing (and the related content from the Handbook for Teachers for Field-Testing Activities), as it should have been adequately addressed during the orientation programme, provided that the school makes use of the guidelines and content for orientation as found in the NTI Guidelines for the Orientation Programme. Extract 9 provides the content for should be discussed during orientation. The school management team will determine the exact contents to be included in each topic as is required by the NTIP.

8.	What topics should the orientation programme cover?	7
8.1	School safety	7
8.2	Communication	8
8.3	School attendance	8
8.4	Inclusive Education and medical support	9
8.5	Resources.	9
8.6	Professionalism.	10
8.7	The curriculum	11
8.8	Classroom management issues	12

(Extract 9: DBE New Teacher Induction: Guidelines for the Orientation Programme, 2016:ii)

Novice teachers indicated that they would have wanted to receive subject-specific information during their orientation, had it taken place. I noted that several participants spoke of needing examples or exemplars of what they needed to prepare for their subjects. This aspect could be included in the orientation programme, where ‘The Curriculum’ (8.7) is dealt with (cf. Extract 8).

P6: I received an ATP and I received a 30 day calendar and a CAPS document, but I still didn’t know wat my starting point is – I didn’t know where to begin planning.”

P3: “So I would say that before the teacher starts at the beginning of the year, take that week before the learners come and take the teacher and help them – tell them what is expected from them, give them a checklist to follow, tell them what the books are supposed to look like...I know how to mark a book, but what if the school has a specific way to do it, then show me an example how to do it, because I work from examples and if I don’t see an example then I stay confused until I see what to do.”

P3: “Send them (us) to workshops, let the teachers and the subject heads do workshops with the teachers instead of just letting them be.”

P2: "...it would have been so nice to have a set routine just for new teachers to have comfort of knowing ok, for 8:00 – 8:30 I am doing register, bonds and then I do phonics... After first break we do our first Maths lesson... it would have been so nice to have a time table just for the first while to give us structure and comfort..."

P7: "So then in the second week we had a NS subject meeting... so then we had the subject meeting then she explained the things to me and the new teacher. They showed us like what should be in our files, what we should take out, what should be done each week and all the steps for that..."

P9: "...also work on files and show them planning and things like that to make it easier for them in the first few weeks."

During orientation, the new teacher should receive calendars of meetings and other activities that take place at the school. However, participants indicated that communication was clear about the meetings they needed to attend in terms of when and what would be covered. This should be done as novice teachers must be able to plan effectively, which is impossible if they are not given advance notice of meetings and other duties. The importance of including this topic in the orientation programme at a school is reinforced by the second theme where novice teachers had to draw up their own calendar pertaining to meetings (cf. Extract 10), which is found in the NTIP Handbook for Teachers for Field-Testing. However, if it was adequately addressed during orientation, it appears to be redundant within the induction component.

b) Draw up a calendar indicating when you will be attending Grade and Phase planning meetings.

TYPE OF MEETING	DATE	TYPE OF MEETING	DATE

(Extract 10: DBE Handbook for Teachers: Activities, 2016c:13)

During orientation, it would also be wise to ensure that the new teacher is provided with at least some form of expected intervention strategies for behaviour challenges that may arise in class. Participants indicated encountering challenges with discipline, particularly early on.

P7: "I know that many teachers say that you must be strict and rude and they (the children) will respect you..."

P5: (What would you have wanted discussed during Orientation?)

"Well, for starters, discipline..."

P4: "I think for me the most difficult thing is the discipline of the learners, fighting with the learners each and every day..."

P3: "...when you come to a school where the behaviour isn't what it is supposed to be then you struggle even more because you don't know how to handle a disruptive class and you don't know which steps to take..."

P9: "I think they are lost because there are always issues with them (new teachers) and their files, the parents...because they don't know how to handle discipline..."

Ensuring that the new teacher can conduct effective intervention from day one, would provide a strong foundation for good classroom and discipline management. Therefore, this topic should receive much attention during orientation, thereby lessening the chances of ineffective discipline management which may result in the new teacher experiencing despair within the first few weeks of employment.

It is clear that new teachers must attend a formal orientation programme at the school where they are employed, regardless of whether they begin at the start of the year or during a term. Orientation must take place before the commencement of any induction. It is also clear that neither novice teachers nor mentor teachers understood the difference between orientation and induction, and that neither of these practices have been taking place in the sampled schools, which may be the reason for the participants' feelings of being overwhelmed and lost. The content of the orientation programme should address the expected needs of novice teachers and be tailored to the context of the school. Orientation should be school-specific and include an overview of the school's learners' general background and social context, which will illuminate for novices what to expect and the way in which to structure lesson content.

Novices experienced challenges with maintaining discipline and should be exposed to the school's discipline system during orientation so as to ensure that they are able to follow the correct procedures and take the necessary steps for teaching and learning to take place without unnecessary disruptions. Participants were also clear about wanting subject-specific guidance and examples of documents they will work with to ensure that they are able to meet some of the administrative demands made on them.

4.2.2 Theme 2: Structure of the NTIP

Kearney (2014:11) found that the structure of an induction programme (which includes an orientation period) is a crucial element when it comes to its successful implementation and efficacy. The structure of the NTIP can be seen in the various documents that make up the NTIP, showcasing the way in which the programme is organised and arranged. Several categories emerged in terms of the structure of the NTIP. Each of these is discussed below.

4.2.2.1 Volume and number of documents in the NTIP

Studies have shown that induction programmes vary greatly in terms of length, purpose and organisation of contents (Shockley *et al.*, 2011:18). There are various separate books and manuals that are to be used by mentors, novice teachers and the management teams in the school during implementation of the NTIP. It is important that policy makers keep in mind that the volume of an induction programme is not as important as the quality of the contents (Reeves *et al.*, 2021:3).

Sheer bulk could present a challenge to the mentor teacher as it would most likely be his/her responsibility to adapt the programme to effectively meet the needs of the novice teacher.

The following documents comprise the NTIP:

- *The Teacher Induction Framework;*
- *New Teacher Induction: Guidelines for the Orientation Programme;*
- *The New Teacher Induction Programme: Handbook for Teachers for Field-Testing;*
- *The New Teacher Induction Programme: Handbook for Teachers: Activities;*
- *The New Teacher Induction Programme: Reflections;*
- *The Guide for training mentors.*

The first, the Teacher Induction Framework, comprises of 80 pages that provide a rationale for the need for induction in South African schools. The document provides the reader (which should be the school management team, mentor and novice teacher) with relevant research that has led to the development of the NTIP in South Africa. It furthermore provides content that relate to the various policies which support induction in South Africa. The phases of the NTIP are also presented and the process of induction is explained.

The second document, New Teacher Induction: Guidelines for the Orientation Programme, contains 24 pages that outline the need for orientation of new teachers as well as new principals in South African schools. There are sections that provide school management teams, district officials and new teachers with the suggested contents of a comprehensive orientation programme. Each proposed topic to be included in an orientation programme is discussed. The document also provides a possible programme that could be followed by a school upon beginning an orientation programme for either new teachers or new principals.

Prior to the NTIP being roll-out, the selected mentor teachers should undergo training. The content of the training programme is found in the Guide for Training Mentors. The document has 24 pages that provide the reader with information regarding the expectations of mentoring, a section dealing with the needs and challenges of the new teacher and an explanation of the stages that beginner teachers are expected to go through during the first few years of their employment. The characteristics of quality mentors are provided and tips on how to establish a good mentor-mentee relationship. There is also a section dedicated to classroom observation and suggestions on how to provide feedback to the new teacher. This document should be read and studied by the mentor teacher before committing to the responsibility of mentorship, and each section of the Guide for Training Mentors is expected to be presented during the training of mentors.

The fourth and fifth manuals, the New Teacher Induction Programme: Handbook for Teachers for Field-Testing and the New Teacher Induction Programme: Handbook for Teachers: Activities both contain 60 pages. Each section of the NTIP Handbook for Teachers for Field-Testing, must be read by both the mentor and the new teacher, prior to their scheduled meeting, so that the content can be discussed by the pair. There are seven themes which have been subdivided into various topics. Each theme has a number of topics and these topics have corresponding activities located in the NTIP Handbook for Teachers: Activities. The new teacher will need to complete the activities that correspond to the discussed topic before the next meeting. The mentor teacher should have some means to monitor if these activities are being completed, but this is not stated in the document. The completed activities will provide evidence that there has been some form of induction taking place.

The last document, the New Teacher Induction Programme: Handbook for Teachers: Reflections, should be used by the new teacher to complete self-reflections once a theme has been completed. Once the themes have all been completed and all the reflections have been recorded by the new teacher, these reflections will also serve as evidence of NTIP completion. This document contains 20 pages that should be completed by the new teacher. It is evident that the

number of documents and volume may present a challenge to the participants. Teachers are already buckling under the load of teaching, without the additional expectation of having to familiarise themselves with these documents before they can engage in the NTIP in whichever capacity is assigned to them.

4.2.2.2 Format and content of the NTIP

The NTIP is presented in the form of various books and manuals, as listed above, to be used concurrently. The *Handbook for Teachers for Field-Testing* presents content divided into seven themes. This is followed by various activities that the novices are expected to complete in the Handbook for Teachers: Activities, as well as a reflection booklet that is to be completed by the new teacher after completion of a theme. Each activity is to be completed in writing by the novice teacher. All the themes are compulsory but do not need to be completed in sequence (cf. Extract 11).

You are expected to complete all seven themes in the programme. Themes do not however have to be completed sequentially. This means that

(Extract 11: NTIP Handbook for Teachers, DBE, 2016b:12)

Although the content of the NTIP appears to be comprehensive, when induction programmes are too time-consuming, there may be challenges in implementation (Greenlee & Dedeugd, 2002:70). As the content of the NTIP is not phase specific, not all the topics may be applicable to each and every new teacher. This means that the mentor teacher would have to determine which sections are relevant to the new teacher in the specific school and decide how to approach sections that are not applicable. The expectation in that all topics should be completed regardless of relevance to the new teacher. This will be a tremendous task that will add considerably to the mentor teacher's existing workload.

Extract 12 offers a good example of an activity in the NTIP that is not relevant to all new teachers, but could be helpful in continuous professional development. The activity instructs novice teachers to create a five-point plan on how to deal with a pregnant learner. This activity may not be helpful to a new teacher who is teaching in the Foundation Phase, as pregnancy in this phase is more unlikely. Expecting new and mentor teachers to discuss and complete activities which are not relevant within their current position, may be time-consuming and will only add to their existing workload. Teachers' workload is already contributing to feelings of being overwhelmed, thus it is counterproductive to add tasks which they do not benefit from professionally.

f) Create a five-point plan for dealing empathetically with a pregnant learner.

(Extract 12: NTIP Handbook for Teachers: Activities, DBE, 2019c:44)

Many schools in South Africa are not consistently compliant with regulations regarding curriculum matters or policies (Mogale & Modipane, 2021:1). Extract 13 provides an example of an activity based on a practise that may not necessarily be taking place all schools or takes place infrequently. A new teacher will thus not be able to complete such an activity if the school does not endorse that particular practice or has not implemented the related policy in practice. The activity showcased in Extract 13 also does not necessarily address a new teacher's needs and challenges, yet adds much to a new teacher's existing workload. In the case where the new teacher questions why certain practices are not taking place, it may lead to feelings of resentment toward these teachers, further isolating them from the existing staff.

c) How are you planning to work with grade and phase teachers in developing the curriculum map of the current year?

d) Give a list of documents that you will use to make inputs in the curriculum map?

e) How often do you meet to talk about and work on the grade and phase and school curriculum map?

(Extract 13: DBE NTIP Handbook for Teachers for Field-Testing: Activities, 2016:32)

The interview data indicated that novice teachers did not find much benefit from theoretical training, as provided at universities, and are in need of authentic, school-specific learning. However, many of the activities in the NTIP Handbook for Teachers: Activities, that the new teacher is expected to complete are still too theoretical in nature.

P3: "I would say that studying education and teaching and the actual teaching is way different..."

P3: "when you study Education you don't learn how to do the admin and then you just get pushed into a class and it is expected that you know how to do it but have never done it before and there are no classes that teaches you how to do it and you just have to try and figure it out along the way."

P4: "I thought I was prepared, because it was four years of studies and then you think, ok, this should have prepared me for what I was supposed to do but then you take the two and you compare it, and it is actually two different things..."

P5: (on what she wants to learn during induction) "...explain to them how things work at this school. Give them examples of everything – what files should look like and other things like that. I would also spend a lot of time going through scenarios with a parent and then also practice phone calls with parents... it is always difficult and then also do role-play about that...I think that would really help."

P6: "You should spend at least two weeks with your mentor teacher to find out oh, this is how I teach, this is how I do my admin, and then along the way you will start picking up the pieces, it is almost like a puzzle..."

P8: "They don't know the function and role of the SGB at school level. They don't know about pension fund or tax. They also don't really know how to have a meeting with a parent of a problematic child. I remember attending a teacher's training college and all the subjects we did getting us ready. They need to be trained for SA SAMS. I think that some of the university lectures are not getting the students ready."

Shockley et al. (2011:18) state that there is no evidence to support the notion that comprehensive induction programmes are effective when it comes to meeting the needs of novices. Comprehensive content also does not ensure teacher efficacy: therefore, much attention should be paid to the way in which the content is presented (Totaro & Wise, 2018:17).

4.2.2.3 Time frame for induction in the NTIP

Statements in the NTIP regarding the length of the programme was found to be inconsistent and contradictory. Both the New Teacher Induction Framework and the NTIP Handbook for Teachers for Field-Testing: Activities, stipulate differing time frames for the NTIP as is seen in extracts 14, 15 and 16. Extract 14 states that the entire induction period is expected to take 12 – 18 months to complete. This is in contrast with extracts 15 and 16 which states that induction should take place for two years. None of these periods are fully supported in studies that have shown that induction should take place over three years, as three years make up the beginning phase of employment and is furthermore the length of time during which novices require the most intensive support (Hirsh *et al.*, 2021:291).

In total, induction is expected to take between 12 and 18 months to complete. During this time period the new teacher should engage in 60 Professional Development (PD) points worth of induction activities.

(Extract 14: NTIP Framework for Induction, DBE, 2016:57)

The need for teacher induction was raised in South Africa in 2005, when the Ministerial Committee on Teacher Education issued its report, *A National Framework for Teacher Education in South Africa* (DoE, 2005a). The subsequent Department of Education (DoE) report, *Teachers for the Future: Meeting Teacher Shortages to Achieve Education for All* (DoE, 2005b) expressed concerns about the quality of initial teacher education (ITE), ongoing teacher professional development and teacher induction. This report stated that "every new teacher should be required to participate in a formal induction and/or mentoring programme for at least two years" (DoE, 2005b, p.14).

(Extract 15: NTIP Framework for Induction, DBE, 2016:21)

Induction is one of three stages of teacher development: ITE, which takes place at the Higher Education Institutions; an induction which typically covers the first two years of practising as a teacher; and CPTD, which continues throughout the educator's career (CDE, 2016).

(Extract 16: DBE NTIP Handbook for Teachers for Field-Testing for Field Testing, 2016:4)

While there is already uncertainty about the time frame for the NTIP, I could also not locate an indication of whether completion of the activities is included in the proposed two-year time frame, or when the activities should be submitted to serve as a portfolio of evidence. I also did not find any indication of what the implications would be if the activities were not completed or submitted after the two-year period. There is thus no indication of which themes should be completed in a set time frame.

This may be indicative that a time frame has not yet been determined for the assessment and monitoring of the success of the programme within the school. Due to the lack of a specified time frame for the NTIP, it may be that implementation is delayed because it is not, at the time of the study, a priority and enforced by the Department of Basic Education; the day-to-day responsibilities of the new and mentor teachers take precedence.

It already appears that there is not enough time for new teachers to be supported, even before the implementation of the NTIP. At the sampled schools, participants indicated that teachers, both new teachers and mentor teachers, were already too busy and would likely not be able to meet consistently or complete activities with the help of their mentor.

P2: "I did have some support...but it was always afterhours. It wasn't during the day because during the day teachers have their own classes to deal with and they don't have time to come and assist."

P8: "They don't have time to help new teachers, and nobody will check up on the SMT to make sure that they are helping and guiding and assisting new staff. Most SMT members only do the bare minimum and expect the staff to carry the extra load. We don't have time to help them during the day either."

The above statements indicate that new teachers who found themselves in need of immediate assistance, already did not have adequate support during lesson time, prior to the roll out of the NTIP in the school. It might therefore be that the actual implementation of the induction programme, activities and discussions between mentor and new teacher would have to take place

after hours, should both parties be willing and have time to do so. This will add to the existing demands on teachers, possibly leading to feelings of negativity towards the NTIP and the extra work and time required in the programme. One mentor teacher indicated that at his/her school there was no clear indication of who should be helping the new teachers, the SMT was not doing it at their school and the other staff simply did not have time available for this and possibly felt that it was not their responsibility.

4.2.2.4 Additional administrative tasks in the NTIP

Several participants indicated that they did not have adequate time to meet administrative and teaching demands. The participants were overwhelmed by their current workload. Expecting a new teacher to complete an entire portfolio will be an additional, time-consuming burden.

P2: (on what she would change for novice teachers) "I would say, lessen the admin load, because us, as new teachers, what are we going to gain by that?"

P1: "time management, Honestly, yes. I know that it is part of the job to have time management and to implement time management...I am honestly, ja... time is one of the factors that add to my anxiety the most."

P3: "I am super stressed because it is a ton of work to do and I have to do all the filing and stuff and I don't have a clue what to do..."

P4: "All these papers that must be signed and the subject advisors that are on you and all these people that are getting down on you that also creates unnecessary stress and anxiety amongst teachers who are starting so they are not actually providing you with the help you want..."

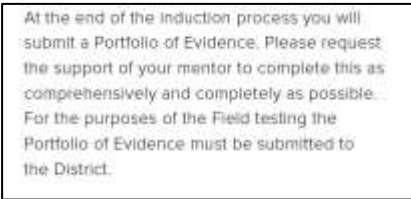
P4: "The admin is so much that you never have time to do the teaching that you want to do..."

P5: "urgh...it (admin) takes away my weekends also. So ja, there is so much admin. I was not prepared for the admin. Not at all... I really need help."

The results indicate that new teachers are overwhelmed by daily administrative duties and, in the absence of allocated times provided to complete the activities and meetings with the mentor teacher, further stress and feelings of being overwhelmed may result. Being expected to complete tasks that are not relevant will only add to the tremendous workload that already interfere with teaching, as one participant clearly stated. Participants alluded to the fact that there should be a clear and formal structure as to the time frame, particularly for the completion of the activities.

Currently, it appears that the programme lacks formality. Indoshi (2003:482) found that induction programmes must be formal and structured to ensure implementation. This is reiterated by Wong (2004:51), who found that the success of induction programmes entailed structuring and close monitoring. The NTIP does not provide clarity as to whom will be responsible for monitoring the actual implementation of the programme – it appears that the entire programme’s actual practical implementation is the responsibility of the mentor teacher. The programme should also be continually assessed so as to ensure that its purpose is achieved; guiding and supporting new teachers to become professional teachers (Shockley *et al.*, 2011:20).

At the time of this study, it seems that the submission of the portfolio of evidence, that is, the entire Handbook for Teachers: Activities, containing all the completed activities and the Handbook for Teachers: Reflection on induction; will be submitted to the district office. However, there is no further information regarding the process after submission or implications if the portfolio is not submitted. The only reference to the submission process that I could locate was found in Extract 17, indicating that completed portfolios compiled during field testing had to be submitted to the district.



At the end of the induction process you will submit a Portfolio of Evidence. Please request the support of your mentor to complete this as comprehensively and completely as possible. For the purposes of the Field testing the Portfolio of Evidence must be submitted to the District.

(Extract 17: New Teacher Induction: Handbook for Teachers for Field-Testing, DBE, 2016:12)

4.2.2.5 Input into the NTIP design

Although the NTIP Framework for Induction refers to sources consulted during the compilation of the programme, I was unable to find evidence that novice teachers were consulted during the compilation of the NTIP. The voices of novice teachers would have allowed for valuable input with regard to the specific challenges they face on a day-to-day basis, and also would have provided insight into challenges presented in specific school contexts and different school phases (Barrera *et al.*, 2021:63; Bickmore & Bickmore, 2010:1007). Effective induction programmes often require the voice of novice teachers during the designing of the programme, thereby ensuring that their needs are addressed within the programme (Dishena & Mokoena, 2016:335). Although each novice teacher experiences different challenges, seeking their input into the design of any induction programme would provide a platform where general needs can be identified and thus be addressed in the induction programme. In order to address specific challenges, or even

general challenges in specific school contexts or phases, the NTIP will have to be continuously adapted to ensure that the actual needs of individual novice teachers are being met. Such adaptations should be an ongoing process during the induction phase, and can only be made if the real needs and challenges of new teachers are known (Cherian & Daniel, 2008:23). I was not able to locate any indication of the way in which such a process would be undertaken during the roll-out of the NTIP, or who would be responsible for adapting the programme in a specific school to ensure that the needs and challenges faced by new teachers are being met, if there are shortcomings in the existing programme.

In this study, new teachers clearly indicated that one of their foremost challenges was the management of administrative-related tasks that led them to feeling overwhelmed and anxious. However, there are no topics or themes in the NTIP that deal with how to address this challenge. Had new teachers been able to indicate this challenge before the programme was developed, authors would have been able to include such a topic. This finding reiterates the need for the voice of new teachers to be heard during the design of an effective induction programme.

P6: "I was just not prepared for the amount of admin involved in this... not just planning of a lesson, like with register period, it nothing... but then there is documentation required, the school requires documentation, the department requires documentation, the union requires documentation, ...I really was not prepared..."

P7: "I promise you... the admin... the teachers will say that you have to do this and this and this and then all of a sudden then I overthink and overstress about it and then I am like, oh! Now I have to do this and set up tests and mark and teach and then it all has to be on time..."

P3: "The admin is really bad and no one prepared you for that... all the admin stuff."

P2: "...we have enormous amounts of admin, and to make sure that you hand in the admin at the right time with the right content...to make sure you have done this or that, done what is expected, especially for the department and not last minute trying to make copies of the previous teacher's work to make sure that everything is the same..."

A good example of the programme not meeting the needs of new teachers can be gleaned from the fact that several participants stated the need for wanting examples of administrative tasks that they would need to complete; it seems as if basic needs may contribute to "breaking the camel's back". I was unable to find any examples of documents that new teachers would generally be

expected to complete, which indicates that the NTIP may not be addressing the needs expressed at grassroot level.

This theme indicates that the NTIP currently has no clear or consistent time frame and may or may not be completed in one to two years. Novice teachers furthermore indicated that they were unable to meet the current administrative tasks they were given, and the completion of an entire portfolio of tasks added to the administrative burden for both the mentor and novice teachers. The need to guide novice teachers in their administrative tasks, and not add to their burden is clearly an important need, one that requires attention in an induction programme so as to ensure that they are not overcome with negative feelings.

4.2.3 Theme 3: Roles and responsibilities of various role players within the NTIP

An effective induction programme requires several role-players in the school committing to specific roles and responsibilities (Reeves *et al.*, 2021:3). The determination of which themes should take priority cannot be done by the mentor teacher alone, as it would have to be discussed with other stakeholders in the school's management as well as the new teacher, to ensure that it meets the needs of all the parties who are involved in the induction programme. This is a time-consuming responsibility and would have to be completed before the NTIP is rolled out at the school. It also implies that the programme is prepared and ready before the start of the school year when there is already an increased workload with regard to year-end assessments, planning, moderation, and many other tasks relating to management and preparation for the following year. It seems as if the increased administrative responsibilities of ensuring successful implementation of the NTIP may be creating an obstacle in its own path to roll out. Instead of offering solutions to the many needs and challenges faced by school management, mentors and new teachers, particularly with regards to workload, it may very well add to the existing burden faced by these role players.

Dishena and Mokoena (2016:335) found that the duty of determining that which should and should not be done within an induction programme involves a time consuming and collaborative task among the mentor teacher, subject specialists, and principal. This is because induction programmes should be continuously adapted and tailored to meet the needs of the specific new teachers in an individual school context (Gaikhorst *et al.*, 2017:48). The NTIP is very comprehensive in terms of content (cf. Extract 18) and explicitly states the expectation that the new teacher must complete all seven themes (cf. Extract 19). Thus, there is not much room for tailoring the programme so as to meet individual needs that the novice will experience. If the

needs of new teachers are not met, an induction programme fails at its core function: providing support and providing means to address challenges faced by new teachers. Induction cannot have a 'one size fits all' approach as may very well be the case in the NTIP.

6.1 THE PROGRAMME:

THEMES/ACTIVITIES GUIDE

This programme is organised into seven *themes*. The themes are aligned with the ten SACE standards for professional teachers. Each of the seven themes considers various *topics* to assist new teachers to engage with the ideas represented by the themes. Each theme provides (1) *informational content* and (2) a variety of *activities* to be completed by the new teacher. The informational content has been kept deliberately brief to act as an introduction to the theme. It is advised that the mentee do their own independent additional reading and research. The activities are aligned with the standard indicators of one or more of the ten SACE standards.

The new teacher is expected to complete all seven themes in the programme. However, these themes do not have to be completed sequentially. This means that you the mentor may discuss and agree with mentee teacher on a theme(s) that you feel will be most beneficial at certain points of time throughout the induction process.

(Extract 18: DBE Handbook for Teachers for Field Testing, 2016:11)

You are expected to complete all seven themes in the programme. Themes do not however have to be completed sequentially. This means that based on the discussions you have with and the advice provided by your mentor, you will agree on the themes that you feel will be most beneficial to you at particular points of time throughout the induction process.

(Extract 19: DBE Handbook for Teachers for Field Testing, 2016:12)

4.2.3.1 The roles and responsibilities of the principal and SMT

The involvement of the principal in the induction programme is vital (cf. Extract 20). Cherian and Daniel (2008:2) state that he/she was found to be important to novice teachers and is a critical role-player in the induction process, particularly because of the influence he/she may have on the

school climate and culture. Schuck *et al.* (2018:212) reinforce this crucial point and describe principals as playing a “pivotal” role in the induction programme employed at a school.

7.1. WHAT IS THE ROLE OF THE SCHOOL MANAGEMENT TEAM AND THE PRINCIPAL?

School management teams (SMTs) and, especially, principals are required to support novice teachers from the moment when they arrive at their new school. This includes providing on-site orientation and resource support; managing the school environment, that is, ensuring that it is conducive to teaching and learning; building relationships between the SMT and teachers; providing instructional leadership; and facilitating a supportive school context. To

(Extract 20: New Teacher Induction Guidelines for the Orientation Programme, DBE, 2016:5)

Principals should thus, according to the New Teacher Induction: Guidelines for the Orientation Programme, take the lead in the induction programme and be directly involved in the monitoring of novice and mentor teachers (Indoshi, 2003:485). They are expected to take the lead in hosting a new teacher at their school (cf. Extract 21). They should also ensure that the new teachers are given an appropriate timetable and provide information and guidance regarding logistics.

In order to prepare to host a new teacher, school principals should:

- Ensure that the new teacher has the number of teacher hours assigned as per the Personnel Administrative Measures document. Or, if possible, even a reduced teaching load. Remember new teachers will take longer to plan and prepare materials and need time to meet with mentors and orient themselves to national and school policies.
- Ensure the new teacher's logistics are attended to, such as work space in the staff room and supplies prepared. This will help the new teacher feel welcome in the school.

(Extract 21: NTIP Handbook for Teachers for Field-Testing for Field-testing, DBE, 2016b:10)

Despite the overwhelming evidence that principals play a vital role in induction, other than the responsibilities listed in Extract 21, I did not locate any activity or discussion that requires new teachers to interact with their principals. It does seem that the mentor teacher may at certain times be required to meet with the principal regarding the progress of the programme, but this would only occur if it were indeed the case that the principals took up their role within the NTIP. Simply

monitoring the programme in their capacity as principal may not be sufficient to ensure that new teachers are adjusting and may lead them to feeling that the principal is unconcerned about their well-being (Indoshi, 2003:480).

It would be wise to ensure that the role and responsibilities of principals within the NTIP, as supported in the study conducted by Dishena and Mokoena (2016:338) are clearly stipulated and monitored.

In terms of the importance of the role of the principal and the school management team, participants noted that they did not receive support from the principal or the school management team in any way.

P5: "...no, the SMT (of which the principal is the head) was not supportive... and they should have been."

P2: "It is all fair and well to organise a meeting with the HOD, but it doesn't make the teacher feel safe..."

P3: "I didn't meet the principal...I only met him at almost the end of the year when he walked past my class..."

P8: "I would start with a face -to -face introduction of the principal, the deputy, the DH's and the then the other staff..."

These responses indicate that novice teachers felt that the school management team and principal should have taken an active role in their reception and welcoming, while the reality was that they were already overwhelmed by their existing workload and could therefore not offer effective support. This undoubtedly contributed to the negative feeling experienced by novice teachers. One mentor teacher indicated that she would want the new teacher to meet these role players face to face. Clearly this was not the case at the schools where participants were employed.

The NTIP should continuously be adapted in order to meet the needs of novice teachers in their specific school settings, and various role players should be involved in this process. The principal as well as the school management team must play the roles allocated to them. They must take these roles up to ensure that the programme runs effectively. The principal, in particular, was found to play an important role in the induction phase for novice teachers, while participants unfortunately indicated that they did not receive much support from him/her or the school management team.

4.2.4 Theme 4: Mentoring in the NTIP

Mentoring is most likely the most important element in any induction programme (DBE, 2016:8; Voss & Kunter, 2020:295; Ambrosetti, 2014:30; Dos Reis & Braund, 2019:18), and the role of the mentor is crucial during induction. However, mentoring is a complex task with many facets that need to be mastered (Setlhako, 2019:103).

In the case of induction programmes where mentoring is employed effectively, novice teachers reported adequate support structures, satisfaction in their role as teachers and a desire to remain in the profession (Schuck *et al.*, 2018:211). Extract 22 shows that the NTIP recognises the important role of the mentor teacher.

A mentor provides support on the personal/emotional level, the social level (introducing the beginner teacher to the organisation and norms of the school) and the professional level. The focus of mentoring is to stimulate professional learning by using a variety of approaches, e.g. coaching.

(Extract 22: NTIP Handbook for Teachers for Field-Testing for Field Testing, DBE, 2019b:8)

The responsibility of mentoring new teachers in the roll-out of the NTIP is of utmost importance and is a crucial element to the success of the programme (cf. Extract 23).

Mentorship is crucial to successful induction, providing the single strongest influence on job satisfaction and retention. Mentors should be senior and experienced staff in the school who have both the required subject knowledge and appropriate attitudes/personal attributes (CDE, 2016).

(Extract 23: NTIP Framework for Induction, DBE, 2019d:37)

It is concerning that novice teachers indicated that they did not have appointed mentors in the first few months or years of their employment. All of the participants confirmed that they would have benefitted from having a mentor to help them with various challenges experienced. Although no mentors were appointed, it emanated from the interviews that some participants identified their own mentors and informally chose to seek advice from them.

P1: (if he had been assigned to a mentor teacher) "I think if that was the case I would sort out what I have experienced, whichever barrier I had experienced, I would have been able to have it sorted out right there."

P2: Yes...because he/she would have helped admin wise, cause we have enormous amounts of admin, and to make sure that you had the admin at the right time with the right content."

P3: "...if there is an issue then the teacher can go to the mentor. The subject heads are not always there to give you the help you need so go to your mentor teacher who is on your level."

P4: "I have personalised my mentor teachers at the school for myself so it was not like the principal assigned someone to be my mentor teacher. I just decided that I feel comfortable asking this teacher this and that teacher that, for everything that I do at school there are different teachers that I ask so I have just made my own mentors for different things."

P5: "if you have a mentor you have someone who can show the standard of how certain things must be done. You can always go back to them and ask them for more help or advice about things."

P6: (answering if she had a mentor teacher) "unfortunately no...I honestly felt that I was thrown in the deep end."

P7: "I actually don't have one (a mentor) if I can put it that way. Like I would go to the teacher next door to me, but she is gone now."

4.2.4.1 Mentor selection

South African literature indicates that mentors are often assigned the role of mentoring novice teachers (Dos Reis & Braund, 2019:18). These teachers do not necessarily volunteer or choose to be mentors, as it appears that their years of teaching experience was the foremost consideration upon being selected to fulfil the role of mentor teacher (Dos Reis & Braund, 2019:18). This practice may result in a situation where mentors are forced to be mentors but have no willingness to do so since they did not choose to be mentors. They may also lack the necessary personal attributes to fulfil the role as laid out in the NTIP. Extract 24 provides an outline of the desired attributes and qualities that a mentor teacher should ideally possess.

ATTITUDE AND CHARACTER • Willing to be a role model for other teachers • Exhibits strong commitment to the teaching profession • Believes mentoring improves instructional practice • Willing to advocate on behalf of colleagues • Willing to receive training to improve mentoring skills • Demonstrates a commitment to lifelong learning • Is reflective and able to learn from mistakes • Is eager to share information and ideas with colleagues • Is resilient, flexible, persistent, and open-minded • Exhibits good humour and resourcefulness • Enjoys new challenges and solving problems	PROFESSIONAL COMPETENCE AND EXPERIENCE • Is regarded by colleagues as an outstanding teacher • Has excellent knowledge of pedagogy and subject matter • Has confidence in his/her own instructional skills • Demonstrates excellent classroom management skills • Feels comfortable being observed by other teachers • Maintains a network of professional contacts • Understands the policies and procedures of the school district, and teacher associations • Is a meticulous observer of classroom practice • Collaborates well with other teachers and administrators
COMMUNICATION SKILLS • Is able to articulate effective instructional strategies • Listens attentively • Asks questions that prompt reflection and understanding • Offers critiques in positive and productive ways • Uses email effectively • Is efficient in use of time • Conveys enthusiasm, passion for teaching • Is discreet and maintains confidentiality	INTERPERSONAL SKILLS • Is able to maintain a trusting professional relationship • Knows how to express care for a beginning teacher's emotional and professional needs • Works well with individuals from different cultures • Is approachable; easily establishes rapport with others • Is patient

(Extract 24: NTIP Guide for Training Mentors, DBE, 2019a:9)

It may very well be that the experienced teachers who are instructed to be mentors are unprepared, untrained, or in some cases unwilling to conduct the task (Setlhako, 2019:109). While teaching experience is vital, it is not an indication of the teacher's ability to mentor (Ambrosetti, 2014:31; Dos Reis & Braund, 2019:30). The responses of mentor teachers in this study supports these findings.

P8: "You should ask the staff (who would like to be mentors) it's not something you force on someone. But it should be someone who is capable and take on the responsibility... and they should know their stuff."

P9: "Firstly, it should be someone who want to be a mentor. And they need to make sure that the person is able to actually be a mentor. If you make someone a mentor and they don't want to do it, they could take it out on the new teacher and that will destroy the new teacher. If that person is not patient or able to communicate then the mentoring won't work either...but it must be a volunteer."

Extract 25 from the NTIP indicates that the responsibility of mentoring should also not necessarily be assigned to Heads of Departments, as they may not always be suitable for the role due to time constraints and their existing workload.

Indeed, the responsibility for mentorship may fall to Heads of Department (HODs), as one of the defined roles and responsibilities of the position. However, because HODs are overloaded with many responsibilities and duties, they may struggle to provide the required level of support to new teachers, without reduced teaching loads.

(Extract 25: NTIP Framework for Induction, DBE, 2016:48)

Mentor teachers should ideally be selected from a group that has been found to possess the necessary attributes for effective mentoring (Van Ginkel *et al.*, 2016:113). The NTIP Framework for induction recommends criteria for the selection of mentors which align well with those suggested in literature (cf. Extract 26). Principals and school management teams should pay serious attention to these.

The mentor should be selected from within the school by the SMT. The following are recommended criteria for mentor selection:

CRITERIA	RATIONALE
• Minimum of 3 years of experience as a teacher in the school	One of the primary objectives of the mentor component is to successfully orient the new teacher to the school environment and culture. Therefore, a teacher with adequate experience in the environment and with good knowledge of the school and community culture is preferred.
• A member of the teaching staff outside the SMT	While the mentor will work under the guidance of the HOD, the mentor should not be an "accountability officer" who is responsible for performance. The mentor's role is to support the teacher's growth without judgment. The mentor must therefore have the ability to observe and listen to the new teacher without the responsibility of evaluating or reporting on the new teacher's performance.
• Nomination from the principal and/or another member of staff	A nomination process together with asking for volunteers assists with ensuring that the mentor has the right traits, such as patience, good listening skills, self-reflection, enthusiasm for the task and responsiveness to the mentee's needs.
• Volunteers to participate as a mentor for new teachers	
• Up-to-date with their professional development profile	Mentors should demonstrate evidence of engagement with continuing professional development, as well as an understanding of the systems and processes around SACE and Continuing Professional Teacher Development.
• Participation in a SACE-accredited mentorship course	Mentorship is different to teaching, and research shows that one of the most critical success factors for an induction programme is the training and support of mentors. Mentors may be trained by government, NGOs, HEIs or other institutions, however it is recommended that any mentorship course taken have an education focus.

(Extract 26: Framework for Induction, DBE, 2016:60)

4.2.4.2 Mentor training

Research indicates that mentor teachers must receive on-going and high-quality training (Ambrosetti, 2014:30; Barrera *et al.*, 2010:61; Setlhako, 2019:104; Lammert *et al.*, 2020:3). They have to be aware of the specific needs of novice teachers and receive specific training indicating the challenges that novice teachers are likely to face (Setlhako, 2019:104), while being equipped with proven and effective strategies to help the new teacher deal with these challenges (Barrera *et al.*, 2021:3). Extract 27 shows the contents that should be discussed with prospective mentor teachers during training.

CONTENTS	
FOREWORD	2
1. INTRODUCTION	3
2. MENTORING EXPECTATIONS	4
3. NEEDS OF BEGINNING TEACHERS	5
4. STAGES OF BEGINNING TEACHING	6
5. CHARACTERISTICS OF A MENTOR	8
6. ESTABLISHING A MENTORING RELATIONSHIP	10
7. CLASSROOM OBSERVATION	13
8. REFLECTIVE PRACTICE AND QUESTIONING	16
9. ACTIONABLE FEEDBACK	20

(Extract 27: NTIP Guide for Training Mentors, DBE, 2016a:1)

Mentor teachers will need sufficient training to equip them with the necessary skills and knowledge to be effective mentors to new teachers.

P8: "All the physical demands of teaching. Also, how to deal with the emotional issues of new teacher. They have a lot of stuff going on and don't cope. So often they are the ones that don't cope and then they cry. We should know how to handle that. They need to cover

all the Academic stuff and how to deal with parents. We should be trained in different examples of how to teach different things. Also teach us what the responsibilities are of new teachers with regard to extra-curricular, the involvement of the SGB etc. Then also about assessment, prep and planning. All of this but on how to guide them (new teachers). We know what it is but they don't and we must now teach them."

P9: "Ummm... I think they should train you on how to handle the new teacher when they make mistakes. Then also cover all the things that they need to know or things that we know they are struggling with so that you can give them the correct help. And also, maybe communication methods, not everyone is the same. So, you might be able to tell one new teacher one thing in one way and another teacher you will tell the same thing but in a different way. We should also know what exactly the duties are that we should carry out if we want to be mentors. That will help because then everyone knows exactly what to do."

Dos Reis and Braund (2019:32) found that mentorship training is insufficient and inconsistent in South Africa and that this has led to an undesirable situation: mentors do not know what mentoring entails and have little or no comprehension of what is expected of them (Setlhako, 2019:105). Unless the necessary training is provided before the onset of the NTIP, it cannot successfully be implemented. Mentors should understand what is expected of them during the NTIP, since a failure to be an effective mentor may contribute to the lack of success of the programme. (Gravett & Jiyane, 2019:3).

4.2.4.3 Demands on the mentor teacher

The existing demand on teachers is already overwhelming and taking up the responsibility of mentoring will add to the existing workload of the mentor teacher. Mentorship is a tremendous task and the demands made on mentors is great. It is crucial that the mentor teacher be intrinsically motivated to take up the task of mentoring (Ellis *et al.*, 2020). The first noticeable demand is the challenge of maintaining a professional, yet comfortable relationship with the novice so as to ensure that novice teacher is able to communicate the needs and challenges he/she is experiencing.

The mentor teacher will need to show enthusiasm for the tasks involved in mentoring and project a consistently positive attitude towards the mentee, which may be a challenge at times (Dishena & Mokoena, 2016:351; Van Ginkel *et al.*, 2016:103). Participants indicated that they wanted a relationship of trust with their mentor.

P3: "A mentor teacher for me is someone you can trust because you can't always trust your subject heads or your HOD's."

P4: "...I should feel comfortable with this person and I speak to this person, so let me build a trust relationship with this person...someone can be assigned to you but if you don't feel you have a trust relationship with this person it is basically just a work thing."

P5: "(A mentor must be)...someone you can trust. Someone who won't go and gossip about you or anything. That will really help."

P7: "...it would be really hard for me too if like in the school system then I find that – let's say that I went to the teacher for help and then she tells the other teachers, 'ag, he doesn't know what to do again.' Then I think I will just go to her and tell her that I don't even know what is expected from me and that is why I want a mentor teacher in the first place so it doesn't help her to talk about it – I will just tell her that she must help me so that next time I do it correctly."

It appears that the majority of the discussions that should take place between the new and mentor teacher, as stipulated within the NTIP, are instructional in nature. This allows little room for discussions of a more personal nature, which would give the new teacher an opportunity to discuss obstacles or challenges they might be experiencing, whether these relate to instructional needs or more personal ones (Ellis et al., 2020). Participants in this study voiced varying needs or requirements from a mentoring relationship. These needs and requirements expected by new teachers are good examples of demands made on mentors, while mentors already have existing demands they are dealing with on a daily basis as teachers.

P2: "I would have wanted the mentor to assist where I was lacking – so for example if you have to teach the life cycle of a frog and I didn't know how to teach that to the children, I would have wanted to feel comfortable enough to go and ask my mentor, 'Listen, I have no idea how to teach a frog's life cycle, please can you just assist?' I would love a mentor to show me how the planning must be done, how the admin must be done..."

P3: "...so you go to your mentor and then you can talk to them and they are your friend and you can ask them. It is much better for me because the mentor also have much more experience and I am more comfortable with them than what I am with the subject head."

P3: "that is why mentor teachers are so important, because if you can't ask your grade head then ask a friend...phone a friend, and try to figure it out together."

P4: I feel that it should be someone that you get along with because you will be much more comfortable to ask and you will be much more comfortable around that person because you will be able to not only ask for advice in terms of schooling but also about your personal and your sport but then you are able to go much deeper than just work."

P5: "Umm...not someone older, your peer...but someone with subject knowledge also, that would be very helpful...So a peer, someone who is always willing to offer up any time to help you. Not that I would be expecting that, but that would be helpful."

P7: "Honest and firm. Tell me what I am doing right and what I am doing wrong...don't sugar coat things or say it will get better, just tell me precisely. Just say like listen, this is what you are doing wrong, and this is what you should work on and if you don't then it is going to be really tough for you so I think if you can find someone who is really honest with you then it will be much better for you."

These responses indicate that participants wanted to take part in the selection of their mentor teacher and desired a relationship of trust with them.

4.2.4.4 Mentoring and inclusive education in the NTIP

Theme 3 within the NTIP assumes that the mentor teacher has experience with inclusive teaching practices. Inclusive education is, simply put, the ability to ensure that teaching is being conducted in such a way that all learners in the class can learn, despite any barriers that they may be experiencing that hamper their learning. Research is consistent in that it indicates that a considerable number of teachers do not fully engage in the practice of inclusive teaching (Bester & Conway, 2021:7). There are various reasons for the lack of implementation of inclusive education in South African classrooms; most teachers do not have adequate training and may not be able to implement these practices successfully (Taole, 2020:1281; Andrews *et al.*, 2021:1517). If teachers are not actively engaging in inclusive education, there is little chance that the new teacher will observe the practice and implement it in their own classes.

As the most important model of inclusive education is the classroom teacher, the novice who wishes to understand the kinds of measures that would be practical to implement around this, should observe it in action (Gyasi *et al.*, 2020:161). Many mentor teachers are likely to be veterans who may not have the necessary training in inclusive education strategies, either (Taole, 2020:1278). If that should be the case, it is highly unlikely that the new teacher will have any exposure to inclusive teaching practices in the classroom.

Participants stated that they had a need for learning to identify and deal with learners who experience barriers in the classroom.

P1: "...instead of finding out almost two terms later that a particular child has dyslexia or that there is something psychologically wrong with the learner or that something is not right at home...things like that. If we had information like that it would have helped tremendously."

P2: "...with some children it is hard because of the level that they are at and the contents we are teaching. They are not on that level. So it is very frustrating to drill a concept into a child's head just to do a test, when they don't understand anything that is happening and I find that is one our (novice teachers) biggest problems."

P4: "...you have learners in front of you they don't know what is going on because you have learners that are a bit slower and learners who don't care so they don't get to understand we are working with learners who are fast and understand immediately and then with learners who are a bit slow but they do understand and then you have learners who have no cooking clue what is going on..."

P6: "Ja... basically the vulnerability and the shock factor of knowing who the child is...that was a shock for me. I was really really not prepared. Like we know, this is the real world and this is the reality even in the community where I come from, but to see the child it made me look at things differently."

P5: "When a child is absent then you have to take into consideration that there are circumstances and then homework...it is never done. But then why is the homework not done and try to take the background into consideration or what the reasons are...you have to get to understand why stuff is happening."

The mentor teacher should be well trained in inclusive teaching practices and should have the passion to impart the knowledge and skills to the new teacher.

The *Guide for Training Mentors* does not indicate that inclusive teaching practices forms part of mentor training and this may be a limitation as most participants indicated that they needed assistance with identifying and supporting learners who have barriers. The lack of resources in many schools could make the task of effective mentoring very difficult (Adewusi, 2021:421). Mentors would have to be equipped with the necessary resources within the school to meet the demands of the NTIP. Dos Reis and Braund (2019:21) state that glaring educational issues, such

as the lack of resources in South African schools, must be considered in the development of mentoring programmes.

4.2.4.5 Mentor knowledge in subject-related matters

The NTIP does not require that the new teacher be mentored by one who is a specialist in the subject or phase that the novice is teaching, although Barrera *et al.* (2010:62) suggest that, when pairing a novice and mentor teacher, it is important that they share similar certification. Most schools have specific subject heads who would be suitable for the purpose of sharing knowledge and practice with the novice regarding content, lesson planning and delivery, assessment and forms of differentiation. These were found to be the carriers of frustrations for novice teachers in this study.

They entertained differing opinions about subject heads. One participant indicated that he had some support from his subject head.

P7: "So then the second week we had a NS Subject meeting. My subject head is really nice, she always helps me with my tests and and and.... So then when we had the subject meeting then she explained the things to me and the other new teacher."

Currently, it seems that subject heads are responsible for sharing subject-related information with novice teachers. It is expected that topics relating to instruction in specific subject areas be covered by a subject head, particularly if the mentor is not the subject head. The topics within the NTIP that relate to curriculum, pedagogy and assessment may be best shared with the new teacher by the subject head of the particular subject in the specific phase, as each subject has its own set of requirements and expectations that subject teachers need to comply with. However, not all participants were assisted by their subject heads, or they were not comfortable working with appointed subject heads.

P3: "I don't always know how to approach my subject heads because I feel I don't want to.... what is the word now... I don't want to upset them and seem like I am questioning them..."

Should it be the case that the appointed mentor teacher does not have the relevant subject knowledge, the needs of the novice teachers regarding subject-related matters may not be adequately addressed. Ellis *et al.* (2020) state that, for a new teacher to gain knowledge regarding instructional matters, he/she must observe mentor teachers with excellent subject and content

knowledge (Goodwin *et al.*, 2021:3). Such a mentor teacher would also ideally possess strong teaching skills that the new teacher can observe and reflect on (Ellis *et al.*, 2020).

Mentoring a new teacher is critical to the success of an induction programme. In this study, the novice teachers all expressed the desire to have a mentor teacher, although no mentors were appointed officially to any of them. Some of the participants were able to unofficially appoint mentors for themselves, indicating their tenacity to locate help and willingness to seek support. Mentor selection should be done according to the criteria provided in the NTIP, as these qualities and attributes are necessary for successful mentoring. Mentoring responsibilities should not befall the heads of departments as they may not be able to meet the demands of mentoring novice teachers due to their existing workload. Participants also indicated that they wanted mentors who were their peers, that is, ones who had not been appointed in authoritative positions at the school. Novice teachers clearly indicated that they desired a relationship of trust with their mentors and wanted to be able to spend time with them. Mentors should undergo training to ensure that they are aware of the needs and challenges faced by novice teachers and to prepare them for the demands of mentoring. They must be able to demonstrate the practice of inclusive education in their classrooms and be able to showcase these skills to novice teachers, who expressed an inability to deal with barriers to learning in their classrooms. Finally, novice teachers expressed the need for subject-specific knowledge, providing evidence that mentors should be models of subject-specific knowledge so as to assist novice teachers in the best possible manner.

4.2.5 Theme 5: Instructional support

The NTIP appears to focus predominantly on instructional support to the novice teacher. Several categories emanated during the document analysis and interviews that pertain to this theme.

4.2.5.1 Lack of adequate observation opportunities

Observation opportunities for novice teachers allow them to develop inquiry skills which allow them to better grasp the needs of the learners and develop professionally through reflection (Wexler, 2019:46).

Although the NTIP stipulates that there should be opportunities for observation (cf. Extract 28), these may not be adequate, and the researcher was only able to locate one activity that stipulates that a lesson must be observed by the mentor teacher. The new teacher may or may not invite the mentor teacher at other times, but as it is not required in a formal manner, there will not be

evidence that these observations took place. The majority of the observations mentioned in the induction programme expect the mentor to observe the novice, but there is little opportunity for the novice to observe the mentor teacher or other teachers who are teaching the same subjects as the novice. This would be of great value to a new teacher who is looking to increase his/her teaching practice repertoire.

Plan the lesson. Invite your mentor to watch you teaching the lesson and have a discussion about the lesson afterwards. Make notes of your mentor's comments and suggestions.

(Extract 28: NTIP handbook for teachers: Activities, DBE, 2019c:19)

There is evidence in the NTIP that observation should be taking place, but no indication of when and where and how often this should occur (cf. Extract 29).

D.4.2 Activities

In the delivery of your lessons you may have realised that there are topics or concepts that you need to learn more. Kindly list these in the given table. The list may be a good starting point in your discussion of lesson observations with your Mentor, and a good preparation to start the professional development process on the (CPTD) system.

(Extract 29: New Teacher Induction: Handbook for teachers: Activities, DBE, 2019c:33)

Research demonstrates the value of structured observation in an induction programme. Khumalo (2008:80) found that most teachers agreed that observation was an excellent tool for teacher development, particularly with regard to the QMS system. Observation allows the new teacher to gain instructional knowledge, and to expose them to various forms of classroom management and teaching strategies in practice (Hairon *et al.*, 2020:110).

Observation of teachers is already common practice in schools, as QMS requires that every teacher be observed twice annually by another teacher. New teachers will benefit from being observed as well as observing other teachers in the QMS programme, should they be given the opportunity to do so.

Observation will also facilitate reflection. New teachers should, following an observation lesson, reflect on what they have learnt, or discuss the observer's comments regarding a presented lesson. These opportunities for reflection and discussion leads to professional development in a non-judgmental manner and it is not done as a means of assessment, rather as a means to identify strengths and weaknesses of self and others (Windsor, Kriewaldt, Nash, Lilja & Thornton, 2022:643).

Participants in this study indicated their desire to observe other teachers teaching the same subjects as they did, but did not express the desire to be observed. One participant, however, indicated that he would like the subject advisors from the department to come and observe what he was doing in class. Participants furthermore stated that they wanted to observe various methods of instruction in order to see for themselves which methods were effective and practical in their particular school setting.

P3: "All the teachers teach subjects and things in a different way, but in my mind give the beginner teacher less periods and let them sit with a mentor and then the mentor is also there if there is a problem..."

P1: "(observing other teachers) ...that would have definitely benefitted me in the long run... also taken a huge load off my shoulders, so that I know: OK, this is working, and this is not working... I can look at it through this lens or that through that lens."

P7: "I feel the more you, let me rephrase, you are supposed to be a lifelong learner so I think that the more you sit in on lesson, not one teacher on earth will teach the same – so in a way I think that you can learn something from every single teacher that you encounter."

P2: (on observing a lesson before teaching it) "So for example, if I had to ask a learner if the cone is straight or round, I feel like it is straight, the right answer is straight but if you roll it, it rolls. So that is just an example of what I'd say, observing that lesson, and if a child then asks why is it straight if it rolls? And seeing how they (teacher) answer the questions, and hearing that from an experienced teacher, would help us answer that child's question without Googling it..."

P4: "Subject advisors must come to the school...you want to see if things are working then come to the school and come and sit in the class and see that is how things have been working all the time. We are working for them – they must come to the school and sit in the classes and speak to us and see."

P8: Yes, (novice teachers should observe) because then they can see how to do it when it is a difficult topic or how to handle difficult kids or those who are struggling. It will also show them different ways to teach contents. And they can see what is practical and what doesn't work."

P9: "If they see how you teach and handle disruptions while you are teaching it will show them how to do it. They can also learn that they don't have to be perfect – things happen when you teach and that will help them to know how to handle all sorts of things. They should spend time in your class to see how you assist learners and how to mark assessments. That is a big problem – they don't know how to mark. They are too strict and forget that we are working with children who mess up. They need to see how to deal with that."

The importance of observation by the novice in the delivery of effective lessons cannot be emphasised enough. Adequate observation opportunities will allow the novice to see those practices that work within their specific school context and how to make use of the resources that may be available to them (Weimer, 2021:20). Observation by the new teacher of an experienced teacher should thus be embedded within the NTIP as often as possible, followed by a discussion with the mentor or subject teacher that would allow for reflection by both parties (Kearney, 2014:7; Hairon *et al.*, 2020:110). Observation can also be used as a precursor for co-teaching opportunities during which the new teacher progressively gains confidence in instruction, assessment and teaching strategies while in the early stages of teacher development and thus most impressionable (Reeves *et al.*, 2021:7). It should be noted, though, that observation of the new teacher should not be done under the guise of 'class visits' or as a means to assess the novice, as this may not be constructive for the development of the novice teacher's confidence (Ngwira & Potokri, 2019:782).

4.2.5.2 The focus of the NTIP activities

Many of the activities in the NTIP activity book seem to focus on reflection of lessons presented and lesson plan layout. Simply writing down what should be done and how it should be done does not guarantee implementation. Participants in the study indicated that they were unsure of how to use the ATP for planning purposes. The participants also expressed the need for subject-specific administrative requirements as this was something very unfamiliar to them.

P6: "...I feel that schools generally seem to forget that beginner teachers don't even understand terms like ATP. It took me 8 months to be exact to understand what an ATP is. I was running around, doing my planning from an ATP but I didn't know that is an ATP."

P4: "I think that it would make a difference if you knew and understood all the admin – but you walk in as a teacher and there are so many files and so many paperworks and some of the paperworks is so unnecessary but you still have to complete the paperwork so yes..."

P2: "...show me how the planning must be done, show me how the admin must be done, must it be in files or books? Must it be signed, must it be marked? Must it be ticked, dots or crosses (in this specific subject) all those things – and a proper organised filing system."

P7: "like today also, like after the class visit he talks to me and then I start stressing cause then we talk about my file and then there were things that were supposed to be in my file I don't know where it goes... I don't even know what it is... and then he has to explain to me."

P1: "I would say that I am constantly hearing things that I have never heard about before, for instance, things like QMS. Yes, some schools have that but I do not know what it entails, what is expected of me."

P3: "Then after my first moderation my test was given back and I was told that my cognitive levels are not fine and I should sort it out but they didn't help me to sort out the cognitive levels so I sat there and sucked my thumb to try and get the cognitive levels correct."

P5: "I had to go and ask teachers what an ATP is... how to work from an ATP..."

These statements indicate that there was a lack of understanding of the way in which to utilise the various documents that they interacted with on a daily basis.

New teachers should have an excellent understanding of an ATP and the way in which to use it for planning, and the latter should be a daily task for teachers. The practice of QMS was also brought up as an area that the new teachers were not familiar with, even though it should be implemented in all schools after having received training by the principal. QMS is used to provide evidence regarding the teacher's performance, yet the new teachers in this study had no idea what QMS was or what it entailed. It is important to note that QMS, when implemented correctly, could be an excellent learning opportunity for novice teachers, as it provides an opportunity for observation and professional development. It is therefore vital that novice teachers receive proper training in the practice of QMS and its advantages. This is shown in the NTIP Handbook for Teachers where the practice of QMS is used to enable the new teacher to identify challenges (cf. Extract 30).

G.2.2 Activities

- a) Participate in QMS and self-diagnostic assessment at your school in order to identify your developmental areas/needs. Make a list of these.

(Extract 30: NTIP Handbook for Teachers for Field-Testing: Activities, DBE 2019c:53)

4.2.5.3 Placement of activities within themes in the NTIP

Various activities in the NTIP Handbook for Teachers (Department of Education: 2016b) are not related clearly to the theme expressed and, to boot, they are time-consuming and unnecessary (cf. Extract 31). For example, in theme 2, where communication is addressed, the novice is required to draw up a support plan for a learner who is experiencing socio-economic challenges (cf. Extract 31). This activity seems to be related to intervention and not communication.

- d) You have identified a learner experiencing socio/economic difficulties in your class. Meet with an experienced teacher in your school to help you develop an action plan to support the learner. Write your plan here.

(Extract 31: NTIP Handbook for Teachers for Field-Testing: Activities, DBE 2019c:14)

Extract 32 provides another example of an activity not relating clearly to the theme in which it is located. The new teacher is required to identify a learner with academic difficulties and consult with the school-based support team (SBST) to devise in-class solutions at various times. Such interventions relate to inclusion, and consultation with the SBST also pertains to support mechanisms for learners and does not relate to communication as such.

e) Identify a learner in your class that you feel you are struggling to support academically. Meet with your School Based Support Team (SBST) to discuss in-class solutions. Make a list of solutions you can implement in-class, immediately and those that you can do later.

(Extract 32: NTIP Handbook for Teachers for Field-Testing: Activities, DBE 2019c:14)

It may be confusing for novice teachers that they are seeking guidance on developing communication skills but are asked to complete activities that are related to inclusivity and intervention strategies.

The responses from the participants pertaining to this theme indicate that novice teachers have limited opportunities to observe mentor teachers and subject teachers in order to gain instructional knowledge, particularly within their subject areas. Novice teachers indicated that they wanted to observe lessons being presented especially within their subject areas. Research supports the value of observation for novice teachers (Windsor *et al.*, 2022:642). Some activities in the NTIP Handbook for Teachers: Activities, are not placed with the appropriate theme, which may lead to confusion amongst novice teachers completing the activities. They may also need to be exposed to more opportunities for authentic learning within their own school, particularly with regard to subject-specific administration, as a lack of understanding or familiarity with such processes may lead to unnecessary stress and disgruntlement.

4.2.6 Theme 6: Lack of emotional and psychological support

The purpose of any induction programme is to offer support to a novice entering the workplace. Induction programmes should, therefore, meet the needs of the novice teacher in all areas that impact their ability to become effective. An analysis of the NTIP documentation indicates very limited if any emotional and psychological support for novice teachers, although the framework for induction clearly indicates that dealing with stress should be addressed in the NTIP (cf. Figure 4.1). Teachers who are overwhelmed with emotional stress cannot teach effectively and are unlikely to cope with the challenges of their day-to-day work.

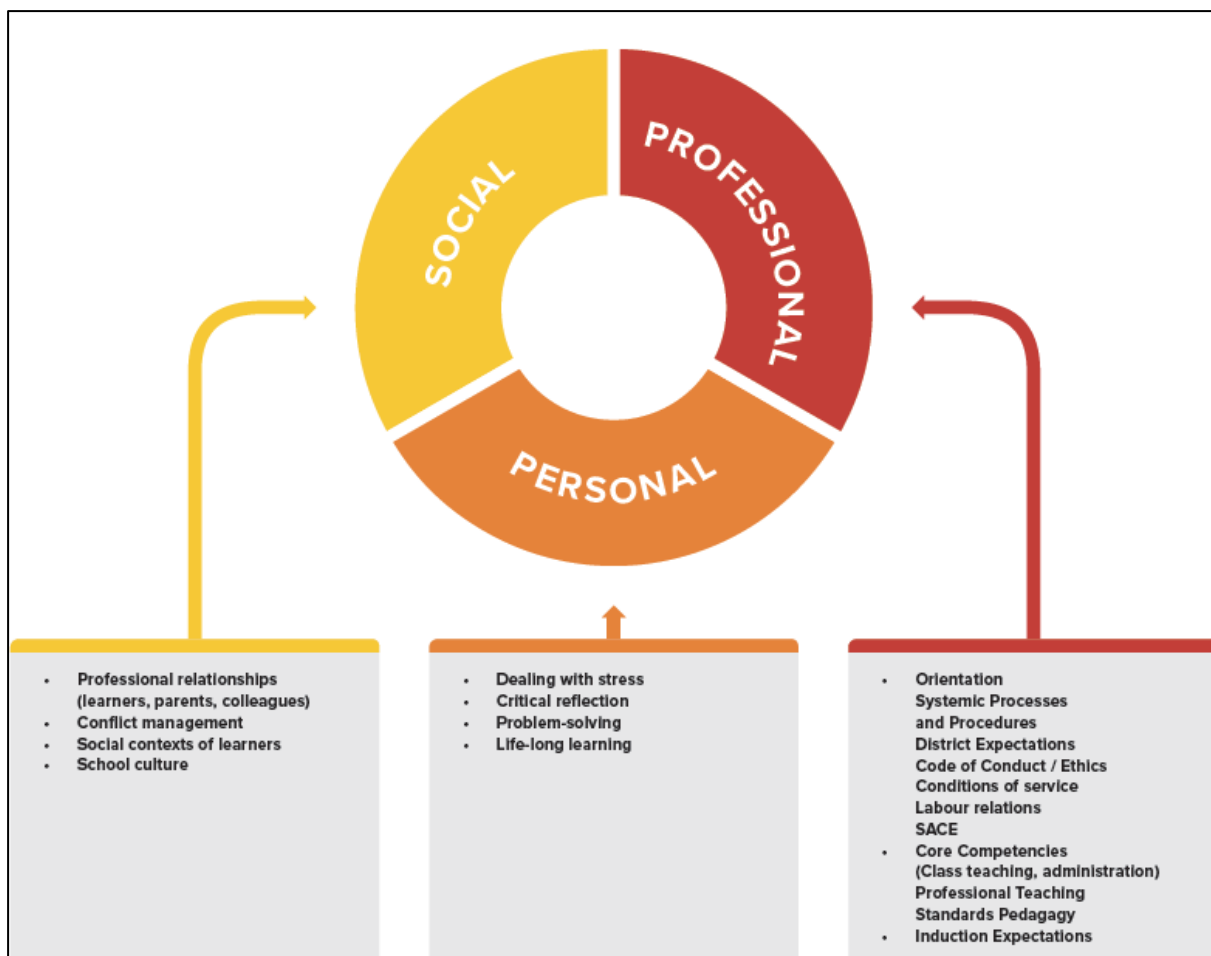


Figure 4- 1: Induction areas and topics

The NTIP handbook indicates that novice teachers should receive personal support (cf. Extract 33). However, within the document no mention is made of psychological or emotional support.

PERSONAL – to develop professional identity as a teacher and foster good attitudes towards colleagues and the learners; to encourage support from other new teachers; to develop self-esteem and confidence and commitment to life-long learning through mentor support.

(Extract 33: NTIP Handbook for Teachers for Field-Testing, 2019c:9)

The majority of the themes in the NTIP address mostly instructional issues (cf. Extract 34). Although not all the themes are directly related to instruction, many topics do relate to instruction, as would be expected since the teaching profession is mainly comprised of instruction.

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(Extract 34: NTIP Handbook for Teachers: Activities, DBE, 2019c:4)

4.2.6.1 Novice teacher's need for emotional support during induction

While the instructional needs of the new teacher have been reasonably addressed, a plethora of literature has demonstrated that novice teachers have a great need for emotional support (Greenlee & Dedeugd, 2002:65; Gaikhorst *et al.*, 2017:57; Ngwira & Potokri, 2019:780), perhaps even more so than that for instructional support. Extract 34 illustrates that no section or topic of the NTIP deals directly with emotional or psychological support for the novice teacher.

Novice teachers have been found to experience higher levels of emotional stress and exhaustion, proving the need for induction programmes to focus on these aspects (Voss & Kunter, 2020:293). Hobson *et al.* (2009:300) indicate that novice teachers are in critical need of psychological support, and lack of such support hampers their ability to cope with the daily demands made on them (Reeves *et al.*, 2021:1). In this study, novice teachers indicated that they experienced high levels of stress and anxiety, while often not receiving support at school.

P5: "And then the other thing that makes it so difficult is regarding support from other teachers... it is just not there."

P6: "That is the shock, the real shock...and then, in the first year I kept thinking that I wanted to quit, because I felt like...no. And then the support is there, offered, but it doesn't

happen because there is no time... they can offer everything the reality is there is no time and everybody is running around and you also don't want to be the irritating new teacher – like, 'oh, she is always asking questions, can't she see how busy we are?' So then you just avoid those things and that is where your downfall comes in, you were never able to question things that you were not certain of."

P4: "...that also creates unnecessary stress and anxiety amongst teachers who are just starting and not actually providing you the help you want them to provide...they are more just shunting you around and want to tell you what to do..."

P4: "It is already so difficult, it is overwhelming because you have this work and content and learners are not listening and departmental heads are on your case and subject advisors and it is just too much to handle at one time."

P3: "In a sense I was very scared of the grade head because when I first met her she came across as very...what's the word...super scary because she just kept telling me what to do and she never gave me a chance to ask questions and it was just scary."

P3: "You don't want to seem weak... you don't want to seem like you don't know how to do your job. You got appointed for a reason but now you are still a beginner teacher and then you don't go and ask for help because it looks like you are doubting yourself and the school will then also doubt you."

P8: "They have a lot of stuff going on and they don't cope..."

P9: "I also think that having a meeting once or twice a week for the first few weeks will help that they have a place where they can talk about what is happening and how they are coping with all their things."

The provision of the kind of support mentioned here would have to be provided by the mentor teacher, who would have to make the emotional commitment to provide time, resources and skills that would allow the new teacher to experience him/her as one who is sincere and trustworthy (Barrera *et al.*, 2010:62). The new teacher must be guided into developing personal coping mechanisms as well as becoming intrinsically motivated to deal with challenges (Voss & Kunter, 2020:295). These would enable them to effectively handle stress and develop their sense of self, while constructing their professional selves (Hobson *et al.*, 2009:300).

When adequate emotional and psychological support is provided to the novice teacher, Hobson *et al.* (2009:209) found that they enjoyed higher levels of self-confidence and this felt enabled them to deal with challenges, which contributed to successful teaching in the long run.

4.2.6.2 Novice teachers' sources of stress: Conflict with parents, staff and learners

One of the factors that contribute to the emotional stress among novice teachers is communication with other members of staff, learners and parents. The NTIP does address, in a cursory rather than in an in-depth manner, some aspects of communication (cf. Extracts 24, 25, 35 and 37) There are very few practical activities that pertain to communication skills development. The theme on communication requires of the novice to collect school details and discuss the policy regarding calling upon the involvement of parents, but there is no activity relating to this. Extract 35 is the only activity focussing on communication with parents.

a) Write a list of appropriate ways to communicate with parents.

(Extract 35: NTI Handbook for Teachers: Activities, DBE, 2019c:13)

The theme has a short section on communication with colleagues (cf. Extract 36), but no focus on developing actual communication skills or on how to communicate with colleagues when there is conflict.

a) Communication with Colleagues

Communication and collaboration with other teachers is an important part of being a teacher. The DBE strongly encourages teachers to establish and take part in Professional Learning Communities (PLCs). PLCs are an effective and teacher-driven approach to enhance professional growth with peers. In Annex 1 of the Activities Handbook, you can find more information on PLCs.

(Extract 36: NTI Handbook for Teachers for Field-Testing, DBE, 2019b:19)

Extract 37 indicates that novice teachers should be aware of tone of voice when addressing the principal and other members of the school management team. However, again these are simply suggestions and no practical examples or activities pertaining to them have been included.

School Management: You will need to communicate with the school principal and members of the school management team. Remember to adopt a professional and respectful tone. Your school principal for example is not your best friend but rather your professional leader.

(Extract 37: NTIP Handbook for Teachers for Field-Testing, DBE, 2019b:20)

Under the rubric of this theme there is also a focus on how to give feedback to learners – again in the form of bare suggestions or guidelines (cf. Extract 37). The NTIP does not provide opportunity for the new teacher to practice these skills (cf. Extract 38). None of the activities in this theme are designed to ensure that the new teacher practices and improves communication skills, and no attention is paid to listening skills at all, which form a vital part of communication (Hamidi & Barati, 2011:92).

b) Communication with Learners

- **Communicating content:** As a teacher your primary responsibility is to clearly communicate lesson content to learners. This involves having sound content knowledge yourself and knowing how to transform that knowledge to make it understandable for learners. You will also communicate content through the notes you provide on lessons and the activities you prepare. You should be very careful to check that the work you give to learners is neat, clear, and error free. You will also communicate through the questions you ask and the responses you give to questions learners ask. Make sure that you know the difference between closed and open-ended questions and the use more of the latter to increase learner engagement with the content. Questions should always be as clearly phrased as possible.

- **Instructions:** You communicate with learners through the instructions you give. A general tip is to keep instructions as simple as possible so that they are easy to follow. Try to avoid giving complex instructions with multiple components. Rather ask learners to do something, wait for that to be completed and then issue the next simple instruction. This will avoid frustration for both yourself and the learners.
- **Feedback:** You will be assessing learners both formally and informally and providing feedback to them on their progress. It is important that this feedback be informative and clear so that learners understand what it is that they are doing well and what it is that they need to improve. Be aware of the way you communicate through teacher comments on work, assignments, projects, tests etc. Teacher comments should always be helpful to the learning and should NEVER be personal, insulting or derogatory.

(Extract 38: NTIP Handbook for Teachers for Field-Testing, DBE, 2019b:20)

- B. THEME TWO: COMMUNICATION
- B.1. TOPIC ONE: COMMUNICATION AND COLLABORATION
 - B.2. TOPIC TWO: SUPPORTING LEARNERS LANGUAGE DEVELOPMENT
 - B.3. TOPIC THREE: MOTIVATION AND ENGAGEMENT
 - B.4. THEME TWO: OVERALL REFLECTION - SEE ADDITIONAL/SEPARATE VOLUME

(Extract 39: NTIP Handbook for Teachers for Field-Testing, DBE, 2019b:5)

Participants indicated that they were experiencing a variety of challenges relating to communication with parents, and that they were unsure of and scared of communicating this. Extract 39 shows that no particular topic in the NTIP is devoted to parent-teacher communication, or development of such skills, and based on the participants' responses this is a major stressor for them.

P7: "I won't say that I have a negative relationship with the Grade 5 parents, but I also won't say that it is a great relationship because I don't really know any of them."

"...and parents just don't understand and they think that they send their kids to school and the kids are just quiet and well-behaved all day and there is never an issue – they do their work all day... That is exactly what parents think and it couldn't be further from the truth."

P2: "My biggest obstacle at the moment is the parents and how I discipline the learners. They are not happy with how it works in the classroom..."

“...the first parents’ evening I had as a new teacher... I had no clue what to say. I didn’t know what to talk to the parents about, what to discuss or what was going to happen...so it would have been nice to be prepared...and so that the parents feel safe and have confidence in you because they can see if you are prepared or not and that automatically establishes an atmosphere with the parents... and sets the relationship you will have with the parents. It would also be nice if the parents knew their boundaries.”

P5: “To me, with the parents it is just very difficult...especially with some of the parents – they feel that they are entitled to everything. So that just makes it very difficult.”

P5: “Ummm...meetings with parents. That is an issue for me and it still is. Phone calls also, I get very nervous phoning a parent... because you don’t always know what to expect or know what they are going to tell you... and then they are also very defensive about their children.”

P5: “...they (the parents) think we know nothing. They would not listen to us. I have a lot of conflict with parents.”

P4: “...obviously when you fight with the learners then you fight with the parents because the parents expect you to get the learners to pass even though the kids do nothing and their parents know their kids and their books have nothing and they do absolutely nothing - so I would say first of all, the parents (is a challenge).”

P8: ...and how to deal with parents. Parents treat new teachers like rubbish.”

P9: “I don’t think the parents have much faith in new teachers because they are so young and they just assume that they don’t know what they are doing. Even the staff sometimes think so.”

The ability to effectively communicate with others in the school setting would undoubtedly go a long way towards addressing the emotional stress of the novice teacher.

4.2.6.3 Novice teachers’ sources of stress: Micro-politics and social structures in the school

The NTIP does not mention micro-politics in schools, although research indicates that these lead to stress, conflict between novice and older staff members and emotional challenges for novice teachers (Schuck *et al.*, 2018:211; Magudu & Gumbo, 2017:3; Lindqvist *et al.*, 2021:476). Older or more established staff members have been found to resist changes suggested or implemented

by novice teachers, and novice teachers were not able to voice their unhappiness (Lindqvist et al., 2021:484). Participants' responses support these findings.

P7: "I did feel left out because all the male teachers are relatively older than me, and the other beginner teacher, him and I didn't really see eye to eye, we differ a lot and we don't really get along."

P7: "But then I was told (by management) that I cannot have a student because I am still actually a student myself and I don't know how the school works and then when they say that, like they won't say it every day but if they just say it once then then it is more than enough to let me understand that they don't think I am capable of doing things."

P1: "I guess that I have not experienced that I am unwanted or that someone feels threatened because I am teaching the same subject as that person but then there is some friction...or that person just won't help me."

P3: "I was also scared to fit in because I was the youngest at the school at the time and it was very difficult for me to find the people where I want to be. When I started there were teachers who warned me against other teachers and then it turns out that the ones who were warning me were the ones that I should have been wary of..."

P6: (what is causing conflict between novices and older staff): "Ja... older teachers are rooted in a certain way, and they don't often like change... so it is. We see it in our grandparents and our parents. When you suggest something, it is like 'no...my way is right.'"

P6: "like when you arrive as a beginner teacher there is already existing tension and you cannot be caught in the middle of it...so you have to try by all means to avoid being part of a clique, you avoid being too nice to the one and not the other so you have to do everything you can to avoid being a cluster of some sort..."

Understanding micro-politics and being able to navigate the complex social structures of a school should help the new teacher to socialise (Magudu & Gumbo, 2017:4). Given that induction is essentially a process of socialisation, attention must be given to factors that could potentially obstruct it (Reeves et al., 2021:3).

Many novice teachers cite isolation as a tremendous difficulty during their initial employment at a school, leading to depression and the tendency to withdraw rather than engage (Dishena & Mokoena, 2016:335). A similar finding also emerged in this study.

P1: "That is what I have experienced (feeling unwelcome) because I have spoken to my friends in other schools and other provinces, and they also experience things such as not feeling welcome..."

P7: "I don't want to say I didn't feel welcome, but I did feel left out because all the male teachers are relatively older than me...it wasn't as much uncomfortable as it was difficult to adapt and it was really hard for me to find my identity at school..."

P5: "Ja... I felt very alone. But then when I asked for help and it was given, I felt less alone, it sort of lessened the burden. But I had to go and ask for help... it wasn't offered."

Research indicates that novice teachers find the establishment of relationships with older staff challenging; they state that they are treated unfairly or even experience forms of bullying (Magudu & Gumbo, 2017:7; Schuck *et al.*, 2018:211). Lindqvist *et al.* (2021:481) reinforced these findings in their study regarding novice teachers' sources of emotional stress stating that conflict with other staff was a leading cause of a novice teacher's stress.

Since these challenges are not addressed directly in the NTIP, the new teacher may experience negative emotions without any means of dealing with these. By neglecting potential causes of conflict in the NTIP, the new teacher is essentially exposed to unnecessary sources of stress around potential conflict. Failing to ensure that these needs are met may lead to failure of the purpose of induction (Flores & Day, 2006:230; Gaikhorst *et al.*, 2017:47; Erawan, 2019:116)). This may, however, also add to the burden of the mentor teacher who will need to assist the new teacher around developing coping mechanisms for emotional challenges.

Although it is stated that personal support should be included in the induction programme (cf. Figure 4-1), no specific themes are found that offer such support to novice teachers. Respondents of the present study in fact stated that they experienced continuous stress and indicated that they did not receive emotional support during this difficult time. Conflict with parents, staff and learners was found to be a significant contributor to their stress and well-developed communication skills are needed to deal with this type of conflict.

Novice teachers also experienced stress caused by micro-politics within the school which were often already at play before they even started teaching at the school. The NTIP does not address the complex social structures at play in a school. The document analysis and the responses from the participants clearly indicate that emotional and psychological needs are not adequately addressed in the NTIP.

4.2.7 Theme 7: Addressing the needs and challenges of the new teacher

Novice teachers have needs and experience challenges that should be addressed during orientation and induction. Extract 40 provides an overview of these.

Some of the greatest challenges experienced by novice teachers are classroom management, lesson planning and the motivation of learners; dealing with the individual differences among learners; assessing learners' work; relations with parents; and a disparity between teachers' idealistic expectations and the classroom reality. These challenges exist mainly because schools do not provide adequate guidance and support during a new teacher's first year of employment.

(Extract 40: NTIP Handbook for Teachers for Field-Testing, DBE, 2019b:7)

As Extract 40 shows, various aspects of professional teaching should be addressed by induction programmes. The needs and challenges emanating from the participants' responses in this study are discussed below.

4.2.7.1 The workload of the new teacher

The NTIP includes a considerable number of activities to be completed as part of the programme; the Activity Handbook consists of 53 pages of activities that must be completed by the novice teacher. This is compounded by the fact that they are usually already overwhelmed by attempting to cope with daily teaching responsibilities (Gallant & Riley, 2004:568). Makoa and Segalo (2021:938) warn that novice teachers are already overwhelmed and that additional tasks such as the completion of the various activities in the NTIP may add to feelings of despair around the workload. Cherian and Daniel (2008:2) confirm that novice teachers are initially focussed on surviving, and adding to their responsibilities may not be helpful to them. All participants in this study indicated feeling overwhelmed and stated that their workload had become so demanding that they could not cope with it.

P1: "I would say – the job is more admin related and I did not expect that...when I was at varsity all we did was, we came to do our practicals ...and then I did not know...I did not expect the admin to so anxious and I focus more on the admin than I do on the content and on the kids..."

P7: "...and then I just felt so overwhelmed with all the stuff that I have to do, although I didn't get moaned at for the things that weren't done or wasn't it was still so much and they just keep adding to it and then just give so much and tell you, ok, you have to do all of this and then I ended up having to break it down in segments and do smaller parts of it and I suppose I thought that if I did that it would be easier."

P6: "...the admin infringes in the sense that I am always too concerned about the admin cause I don't want to be called out that his or that is not up to date, instead of focussing on the most important part of my job...which is actually to teach, so there is no balance for me. And then I want to admit with the admin, my admin is always submitted last minute or late, I want to be honest about it. It will either be submitted on the deadline or late because there is... it is just too much."

P5: "Urgh...it (admin) takes away my weekends too... so ja, there is so much admin. I was not prepared for the admin. Not at all, I really need help."

P4: "...there is so much admin that you never have time to do the teaching that you want to do so you never get to think – let me do the teaching that I want to do with these learners – I have the content so let me teach the content but now they are sending you papers and saying that you must mark off that you did that and I want you to do that and they give you dates and times when what should be done..."

P4: "now you have to try and help the learners, but you can't because you have admin to do and then that is where the admin takes away teaching time because then you can't help because there is admin you must do."

P3: "the studying teaching doesn't prepare you for all the admin that you have to do. You are pushed into a class, they tell you to do the admin and you don't know what to do and you just have to figure it out on your own."

P3: (on feeling overwhelmed): "the admin stuff... The admin is really bad and no one prepares you for that.. all the admin stuff. When you study Education you don't learn how to do the admin and then you just get pushed into a class and it is expected that you know how to do it but you have never done it before and there are no classes that teaches you how to do it and you just have to try and figure it out along the way."

P2: "Another thing is the admin... yes, admin is so much... it is drowning. We have 35 informal assessments every day, mark and record the marks and so that is hectic. I feel like I need my own PA for the admin, and then we have to make sure that we get the teaching done and give attention to the kids."

These responses clearly reiterate that novices were already completely overwhelmed by the burden of administrative tasks. The additional tasks required by the NTIP Activity Handbook only added, or would only have added, to their feelings of being overwhelmed and did or could, in turn, lead to negative feelings about the induction programme.

4.2.7.2 The relevance of topics and activities related to addressing novices' needs

Some activities found in the NTIP may be less effective in addressing the needs and challenges of the novice teacher. For example, they are required to draw up a “textbook retrieval plan” for the end of the year (cf. Extract 41). Most schools already have these structural systems in place (GDE, 2011:17), as it is their responsibility to maintain an inventory of textbooks and other LTSM. Topics such as these appear to only fill up space and energy that could have been spent on addressing needs and challenges that are more pressing to the novice or the mentor teachers. Below are examples of activities included in the NTIP handbook: activities which the novice may not necessarily be able to complete.

Many learners do not return their books at the end of the school year. What is your personal plan of action for ensuring that all learners do return their books before the end of the term/year?

(Extract 41: NTIP Handbook for Teachers, DBE, 2019b:47)

The textbook retrieval plan should be in place and can only take place at the end of the year when the learners are expected to hand in textbooks. The subject head is responsible for the LTSM in their subjects, therefore the activity in Extract 41 is not necessarily helpful for or indeed relevant to the novice teacher.

Extract 42 requires the new teacher to find out what a “tracker” is. The use of a “tracker” is not common practice in many schools, and not a practice that is monitored by subject heads. Should this practice not be utilised in the school, it may be a task that requires much time but does not address the needs of the novice teacher.

b) Speak to your mentor and find out what a “tracker” is and how it functions to support teaching. Write down the information you have found out.

(Extract 42: NTIP Handbook for Teachers: Activities, DBE, 2019c:47)

The activity specified in Extract 43 requires that novice teachers should ask various teachers to explain each of these resource centres assuming that they are aware of what they are. This activity may require much time without holding much relevance for the new teacher and could in some cases be difficult to complete.

c) Identify resource centres e.g. PTDI, DTDC or EDSC in your district and write down the assistance that a teacher can access at these sites.

(Extract 43: NTIP Handbook for Teachers: Activities, DBE, 2019c:48)

Another example of activities not necessarily resolving new teacher challenges can be found in Extract 44. Here a new teacher is instructed to investigate Peer Learning Communities (PLCs) in their schools. PLCs do not necessarily function in all schools and districts (Botha, 2012:296). The practice of taking part in these is time-consuming and many teachers avoid this, as there is no time to join these, while other teachers remain set in their ways of working in isolation and do not show interest in taking part in PLCs (Botha, 2012:397).

d) Find out what Professional Learning Communities (PLCs) are operating in your school and/or neighbouring schools. List them. (see Annex 1 for more information on PLCs)

(Extract 44: NTIP Handbook for Teachers: Activities, DBE, 2019c:11)

Extract 45 asks of new teachers to describe how they will integrate ICT in their teaching, which is a useful activity for many young teachers who are technologically capable. However, a number of schools lack basic infrastructure, and in these contexts little possibility exists for ICT integration (Makuna & Aloka, 2020:135). Novice teachers can only integrate ICT (cf. Extract 45) if the school has the necessary resources available to this end. This activity is completely dependent on the individual school's context.

e) Describe one way you will integrate ICT in teaching.

(Extract 45: NTIP Handbook for Teachers: Activities, DBE, 2019c:53)

4.2.7.3 The inclusion of CPD in the NTIP

The final theme in the Handbook for Teachers for Field - Testing, provides the foundation for continued professional development. The theme is titled: 'The teacher as a critical, reflective

practitioner and researcher'. This theme requires t the novice to consider how he/she will ensure life-long learning. CPD is a requirement for teachers and takes place continuously, as it is a policy which is already in place. Novice teachers will be expected to take part in CPD. QMS is also an implemented practice that will enable them to gain understanding around their short-comings and measures that will address these. Actions that enable teachers to improve their teaching practice facilitates professional development and, in turn, this ensures life-long learning.

According to Makoa and Segalo (2021:935), novice teachers experience various challenges with continuous development, mainly due to time constraints; they often felt that the activities they were required to take part in were not relevant to their context or were not designed to meet their needs. Participants in this study indicated that there was a need for subject-specific workshops for new teachers as well as meetings pertaining to addressing their typical needs and challenges.

P3: "Send them to workshops - let the teachers and the subject teachers do workshops with the teachers instead of just letting them be."

P2: "...on the first day of school we had meetings – lots of meetings but it was never specific to me."

P5: "I would firstly just sit them down and explain to them how things work at this school. Then I would give them examples of everything – what files should look like and other things like that. I would also spend a lot of time going through scenarios with a parent and then also practice phone calls with parents, it is always difficult and then also do role-play about that."

P5: (if she had been told the social context of the learners) "It would have helped so much because it would have made it much easier to understand them and handle the situation."

P6: "so it is obviously the use of acronyms and little things that confuse and the assumption that you know."

P1: "...I do not know what it entails (QMS) what is expected of me, what I should do, so ja...I just don't know any of it. What is the goal of QMS? What is my goal with QMS? And that is just with regards to [sic] QMS...it is just one example."

P1: (if he had known the background of the learners) I would have been prepared before I met the learners and would have known what to expect instead of finding out almost two terms later...things like that. So if we had information like that it would have helped tremendously."

Novice teachers' voices should be heard when CPD is planned for them so as to ensure that they benefit from the activity and that it does result in professional development. CPD activities should meet their needs and should be practical when it comes to implementation in the classroom. Extract 47 instructs novice teachers to use their QMS assessment and identify which areas they need support in. This will enable them to look for CPD activities that may provide support in the identified areas of need.

G.2 TOPIC TWO: PARTICIPATION IN CONTINUING PROFESSIONAL TEACHER DEVELOPMENT ACTIVITIES AND PROGRAMMES G.2.2 Activities a) Participate in QMS and self-diagnostic assessment at your school in order to identify your developmental areas/needs. Make a list of these. b) Based on your developmental areas/needs, identify a Type 1 CPTD activity. Name and complete the activity.
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(Extract 46: NTIP Handbook for Teachers: Activities, DBE, 2019c:49)

The subsequent activity around this theme requires that the new teacher reflect on a recently taught lesson and then analyse it (cf. Extract 47). It requires critical self-reflection and may enable the new teacher to identify shortcomings in their lesson presentation. When novice teachers are able to identify where they are in need of support, they will be able to seek structures that could assist them. Self-reflection is an important part of CPD and provides a platform for learning.

b) Reflect on a recent lesson.

What went well?

What do you think you could do to improve the lesson when teaching it in the future?

(Extract 47: NTIP Handbook for Teachers: Activities, DBE, 2019c:49)

4.2.7.4 Discipline and classroom management needs

Novice teachers in this study stated feeling insecure and uncertain about the way in which to maintain classroom discipline. Participants also indicated that they felt unable to address challenging learner behaviours. Challenges with discipline and classroom management led to the feeling that they lost teaching time which, in turn, negatively impacted the rest of the class. There were also indications they felt unprepared when it came to handling discipline issues and that these led to conflict with parents. They stated that they were not certain of the systems in place to ensure effective discipline in class, and some stated they felt unsupported in their discipline management, particularly stating lack of support from the SMT.

P1: "I feel that in certain things I felt that I do not know what is going on. Whether it was with discipline, discipline we are supposed to sort it ourselves but sometimes we can only do so much..."

P1: "For instance, starting off last term, I was honestly struggling with time, cause there was I would say, I had to put my attention elsewhere, like discipline. I had to try and sort out things that I could not just let slide..."

P2: "I think, finding a good discipline system was the first thing. Not just one that works for the teacher, but for the kids and the parents as well... My biggest obstacle at the moment is parents and how I discipline the learners."

P3: "...it is very confusing and stressful, especially when you come to a school where the behaviour isn't what it is supposed to be then you struggle even more because you don't know how to handle a disruptive class and you don't know what steps to take and then when you figure out what to do and you take the steps then nothing gets done. Now you sit there with your arms folded because there is nothing you can do except for witness how the school is deteriorating."

P4: "we are faced with those kinds of problems these days at the school and you can't teach with a learner like that in your class who is disrupting. Why must it take a teacher 20 – 25 minutes to calm down that child down and then half of the lesson is gone by just trying to deal with discipline. So discipline is one of the main things that should be dealt with so there must be a policy or structure in place... like after so many warnings, and talking and interventions have taken place, then this learner must go and parents are informed so there must be steps taken against learners as well cause I feel that learners are being given too many rights and that is why they feel that they can do whatever they like."

P5: (on classroom and discipline management) "A very big challenge...and again, there the support is just not there from the SMT. It is always that of, 'yes, we will do something' but then nothing is done, or if somethings is done it is not communicated with us..."

P6: "the discipline issues that I faced were from learners that I did not teach. Outside the classroom – then you try and figure out why are these learners behaving this way, whereas the learners I teach I can sort of control and discipline."

P7: "I know that there is this one class group that I cannot stand to teach, I hate it when they are here. And it is not that they are nasty to me, they are just really really, naughty and then I don't know how to handle it. But then this morning we get moaned at because the discipline system is not working but then I just want to say, 'Well, it won't work if we just keep giving out negative marks to the children if they kick and punch each other outside, and then he sits detention once a week for 45 minutes and it will not change his behaviour... you have to find other ways to use the system."

P9: "you can hear when you walk past their classes which teachers are new and which are not...the new ones are always shouting and the kids are making a noise."

Research indicates that novice teachers struggle with discipline management (Adewusi, 2021:417; Erawan, 2019:116; Esau & Maarman, 2019:118; Gaikhorst et al., 2017: 48; Kearney, 2014:3; Lindqvist et al., 2021:474; Ngwira & Potokri, 2019:779; Schuck et al., 2016:210). The

statements cited above emphasise novice teachers' need for support with regard to effective discipline and classroom management strategies. Shank and Santiago (2022:26) agree that they struggle to maintain discipline in their classrooms. Learner behavioural issues impact their ability to teach, but also aggravates their emotional despair during the already challenging adjustment to teaching (Adewusi, 2021:419). Participants in this study stated that discipline management was a challenge and presented frustrations that they were unable to deal with.

Discipline management and classroom management are closely related topics and should be dealt with in detail. Activities that assist the new teacher when it comes to developing constructive methods to deal with these challenges must be made available. The NTIP has a separate theme dedicated to classroom management. However, the entire section comprises only two pages of the NTIP Handbook for Teachers: Activities (cf. Extract 48).

E. THEME FIVE: MANAGING THE LEARNING ENVIRONMENT	40
E.1 TOPIC ONE: CLASSROOM AND BEHAVIOUR MANAGEMENT	40
E.2 TOPIC TWO: SAFETY	41

(Extract 48: NTIP handbook for teachers: Activities, DBE, 2019c:3)

Novice teachers who cannot maintain discipline in their classrooms are likely to fall back to the traditional “teacher-centred” methods of teaching (Flores & Day, 2006:232). This is even more likely to be the case if the school where the new teacher is employed does not have effective discipline structures and systems in place, as can be seen in some of the responses above. Research studies indicate that novice teachers are often given difficult classes and, in some cases, more classes to teach than their veteran counterparts (Kearney, 2014:4; Gallant & Riley, 2004:570; Erawan, 2019:116). This practice, apart from being completely counterproductive to the development of novice teachers, further highlights the importance of novice teachers learning to manage discipline in their classrooms. Without adequate discipline in the classroom, the learners are unable to learn, and valuable teaching time is lost. This finding is supported by Fantilli and McDougall (2009:819), who synthesised one hundred studies pertaining to the needs of novice teachers and found that discipline management and strategies to maintain discipline were the two crucial issues that new teachers faced.

New teachers in this study were found to be completely overwhelmed by administrative tasks and did not appear to manage the demands of their workload. The NTIP would add to their workload as they would be expected to complete an entire portfolio during the first year or two of their teaching career. In addition, not all the topics covered by the NTIP were found to be relevant in addressing the needs and challenges that novice teachers in this study experienced, yet the

completion of each activity was compulsory. Functionality of schools may not have been taken into consideration in the development of the activities, in which case the new teacher would need to seek alternative sources to complete them. Novice teachers also indicated that they were in need of subject-specific workshops, and such workshops would not only enable them to deal with their administrative tasks more successfully, but also form part of functional and useful CPD for novice teachers.

Discipline and classroom management were also found to be significant challenges for them, and several participants felt unsupported in their endeavours towards dealing with disruptions in class and challenging learners. The latter led to a loss of valuable teaching time and also to additional stress. The NTIP only provides the new teacher with one page of activities relating to classroom and behaviour management, which may well not be adequate. The NTIP will also add to the workload of the mentor teachers, as they may not fully understand how much time should be spent engaging with the new teacher. Although some of the mentor teachers indicated that they had time to mentor a new teacher, these statements related to having discussions and not to the variety of activities or content that the mentor teacher would have to prepare for the meeting to take place.

4.3 LOCATING FINDINGS WITHIN THE COMMUNITIES OF PRACTICE CONCEPTUAL FRAMEWORK

The findings of this study are embedded in the CoP theory. The domain of induction programmes is teaching practice and knowledge of teaching practice, in which all the new teachers, mentor teachers and school management teams take part in. All members in this domain have a shared identity of being teachers.

Foremost, theme 1 indicated that new teachers were eager to undergo both orientation and induction, proving their awareness of not yet being a part of the school as a professional teacher, but simultaneously showcasing their desire to become part of the existing CoP's in the school environment.

The findings indicated that new teachers were eager to learn in their teaching community and required assistance from other members of the various communities that exist within a school. Induction is a social process that should diminish feelings of isolation for the new teachers. A CoP in its very nature is also a social event in which learning, and identity development takes places. Therefore, orientation and induction would create and exist in communities wherein experienced teachers can engage with new teachers and share knowledge and skills, both formally and

informally. The various communities that should exist amongst the school management team and teachers, would also provide opportunity where members can learn skills and share resources with each other. In a CoP, learning must take place amongst members. This is of particular importance in this study as all the new teachers were engaging in learning with and from their mentor teachers. When new teachers were not appointed mentors, they were able to seek out and identify their own informal mentors, proving their desire to be part of a CoP from which and in which they can learn.

Mentor teachers could also form CoP's amongst themselves. However, findings in this study show that the mentor teachers who participated in this study did not have CoP's formed between themselves. This may be due to the reality that participating mentor teachers in this study had no formal training, and were not able to engage with other mentor teachers regarding the practice of mentoring. Had the mentor teachers been adequately trained or had a good comprehension of their roles as mentors, it is likely that they would have created CoP's amongst themselves. These CoP's may provide opportunities for discussions regarding new teachers and how best to guide them. More experienced mentor teachers will share knowledge and skills relating to mentoring, from which new mentor teachers can learn. Thus, a CoP wherein skills, resources and knowledge regarding mentoring can be shared comes into existence.

New teachers expressed the desire to observe mentor teachers demonstrating their teaching methods and skills, indicating that they were not yet confident members of the school's CoP. Had they been provided the opportunity to observe more experienced teachers, there would have been opportunity to engage in discussions and reflections which lead to learning. The mentor teacher, when observing the new teacher, will likewise be exposed to new and different ways of teaching practice, once again creating an opportunity for reflection and learning from each other. Without interaction between members of a CoP, no learning can take place with regards to their domain.

Unfortunately, the findings of this study support the research that indicates that CoP's do not necessarily exist in all schools, even when there is a shared domain and shared identity. Several participants stated feeling lonely or isolated and thus did not engage in active learning with other teachers. These new teacher participants were not integrated into the existing CoP's in the school. Not being integrated into CoP's in the school would make the learning process of a new teacher exceptionally lonely and could explain why results in this study indicated a need for emotional support by the new teachers. For a CoP to function, there should be a desire and ability to impart knowledge to inexperienced members in the community. In this study mentor teachers did not always have the time or skill to impart knowledge, and it may be that they do not feel it is their responsibility to teach or guide new teachers. It was also evident that several new teachers had

difficulty with socialization. This could be attributed in part to the reality that induction programmes were not implemented in the sampled schools. Induction would have supported the new teachers in their efforts to form part of CoP's that already exist between staff at the school. An effective induction programme would allow the new teacher to go through the legitimate peripheral participation process until he/she is able to construct his/her new identity, which in turn allows the new teacher to become a full member of the CoP.

Mutual engagement between members of a CoP is required for learning to take place. From this study it appears that both mentor and new teachers simply do not have time for mutual engagement as the workload of both mentor and new teachers is overwhelming. The lack of mutual engagement between new teachers and mentor teacher inhibit identity formation and learning.

When induction programmes are not implemented effectively at schools, there is less chance that new teachers can integrate successfully and in a reasonable period of time, into the existing CoP's. New teachers will have less shared resources to their avail, and less access to existing knowledge of their shared domain. This may lead to feelings of isolation and loneliness, adding to the existing turmoil of being a new teacher. Effective learning and integration will take significantly longer, which ultimately does not benefit the learner in the classroom.

4.4 SUMMARY

Chapter 4 presented the data as analysed, interpreted and discussed by the researcher. Data were presented in terms of themes, and this facilitated the addressing of the research questions that guided this study. The researcher intended to determine the scope and purpose of the NTIP by means of document analysis, and to determine what the content of the NTIP encompassed. This gave rise to the gathering of evidence as to whether or not the NTIP addressed the needs and challenges of new and mentor teachers. It informed the determination as to what exactly the roles and responsibilities of the new and mentor teachers were. The document analysis and the data gathered during the semi-structured interviews engendered the study's findings. These clearly indicated a need for both orientation and induction to take place at schools, while none of the sampled schools had either of these in place. The structure of the NTIP is comprehensive, but the volume of the documents may very well add to the workload of the new and mentor teachers, impacting the success of the programme.

The roles and responsibilities of the various parties involved in induction are clearly stipulated but new teachers were adamant that they were not being supported during their first few years.

Mentoring plays a key role in the NTIP, but schools were not explicitly appointing mentor teachers according to the specific criteria or at all. New teachers were able to identify their own 'mentor teachers' in an informal capacity, to whom they would turn when they were in need of assistance. Mentor training should be addressed as a matter of urgency before the NTIP can be rolled out effectively. The content of the mentor training should provide the mentors with the necessary knowledge and skills to support the new teachers effectively and with an ethic of care. The new teachers indicated a need for instructional support, which is well addressed in the NTIP.

However, sufficient opportunities for observation to take place were not available, while this is a practice that both the new and mentor teachers believed to be the best tool for learning how to teach. The document analysis also indicated that some of the activities in the NTIP were not relevant to a particular theme and this may cause confusion for the new teacher. There was also a reinforcement of the need for emotional support among both new and mentor teachers, but this is only addressed in a cursory manner in the NTIP. Results also indicated that classroom and discipline management were not adequately addressed in the NTIP and was a pressing issue for new teachers. The findings of this study were viewed using Wenger's Communities of Practice as theoretical framework, however, the results indicated that the CoP were still in their infancy and not functioning optimally.

CHAPTER 5: CONCLUSION, ALIGNED FRAMEWORK, RECOMMENDATIONS AND LIMITATIONS

5.1 INTRODUCTION

The purpose of this research was to determine what the South African Department of Basic Education's NTIP entails in terms of the contents, tasks and portfolio that should be completed and the roles and responsibilities of the various role players. Secondly, the extent to which the NTIP addresses the needs and challenges faced by novice teachers as they enter the teaching profession was examined. Finally, the researcher intended to determine new and mentor teachers' perceptions of the NTIP, particularly in terms of the contents of the programme, the tasks and portfolios that should be completed and, again, the role and responsibilities of both novice and mentor teachers. The researcher conducted a thorough document analysis of the various booklets and manuals that comprise the NTIP and conducted semi-structured interviews with novice and mentor teachers who were part of the field testing of the NTIP. Against this background, the purpose of the present chapter is to give a summary of the findings, and present an aligned QMS and NTIP framework that can be used by the Department of Basic Education. The framework will ensure that new teachers receive targeted support during their first few years in the teaching profession, while addressing the particular needs and challenges of both new and mentor teachers.

5.2 SUMMARY OF THE FINDINGS OF THIS STUDY

Several noteworthy findings were gleaned from the data and were presented in the form of themes and categories. Figures 5.1 to 5.7 present a summary of the findings.

Theme 1: Induction vs orientation

- Participants indicated a need for both induction and orientation.
- Neither orientation nor induction, as intended, was taking place in sampled schools.
- Orientation should take place before the teacher's employment at the school begins.
- Orientation should address school specific issues, for example, the background and context of the general learner population and behaviour intervention strategies.
- Orientation must ensure that new teachers are prepared for their first day in class.
- In addition to general content, orientation should include subject specific information to prepare the new teacher for administrative responsibilities.
- Important terminology in the school and subject context should be explained.

Figure 5- 1: Summary of findings: Theme 1

Theme 2: Structure of the NTIP

- The NTIP comprises various documents and booklets that roleplayers must be familiar with.
- The volume of the NTIP and the demands of induction will add to the workload of the participants.
- The content of the NTIP is comprehensive not phase or subject specific.
- The time frame for completion is unclear.
- No monitoring of implementation or success is indicated.
- Continuous adaptations to the programme will be necessary to address the needs of new teachers.
- Activities are more theoretical in nature and can be time-consuming.

Figure 5- 2: Summary of findings: Theme 2

Theme 3: Roles and responsibilities of various role players in the NTIP

- The roles of the principal and SMT members are stated but not always according to the specified criteria.
- Principals are expected to take the lead of the NTIP implementation in their schools.
- The new teachers in this study did not feel supported by the principal or SMT.

Figure 5- 3: Summary of findings: Theme 3

Theme 4: Mentoring in the NTIP

- The NTIP clearly states the importance of mentors in the programme.
- Mentors play a key role during induction.
- None of the new teacher participants had mentors to them but indicated that they would have wanted an appointed mentor.
- New teacher participants had informally selected their own mentors.
- Selection of mentors should take place according to the criteria provided in the NITP.
- Heads of department cannot meet the demands of mentoring due to their existing workload.
- Mentor training in the NTIP is comprehensive and should take place before the programme is rolled out in schools.
- New teacher participants indicated that they wanted their mentors to be someone they could trust and who would provide emotional, instructional and subject-specific support.
- Mentor teachers should have exceptional instructional knowledge and practice inclusive teaching.

Figure 5- 4: Summary of findings: Theme 4

Theme 5: Instructional support

- New teacher participants indicated the desire to observe colleagues teaching lessons, particularly in their assigned subject areas.
- Participants stated that observation would be beneficial to their learning of teaching practice.
- Activities in the NTIP could be more practically aligned with embedded opportunities to practice planning using the subject-specific ATPs.
- Exposure to QMS would be advantageous to new teachers.
- New teacher participants indicated the need to be given examples of documents they are expected to compile and complete.
- Themes and activities in the NTIP were not always aligned.

Figure 5- 5: Summary of findings: Theme 5

Theme 6: Emotional and psychological support

- New teachers were found to experience significant amounts of conflict with parents, staff and learners.
- Conflict experiences were negative and necessitated the need for emotional support.
- New teacher participants did not experience emotional support at school.
- Although the NTIP states the provision of personal support, no activities or the necessity for discussions related to emotional support were located.
- Micro-politics within the school are not addressed in the NTIP and new teacher participants experienced socialization challenges and isolation.

Figure 5- 6: Summary of findings: Theme 6

Theme 7: Addressing the needs and challenges of the new teacher

- New teacher participants indicated an inability to cope with their existing workload, particularly administrative tasks.
- The activities in the NTIP cannot address all the challenges and needs of the individual new teachers.
- Some activities may not be relevant to new teachers and take up time which will add to the burden of the new and mentor teacher.
- CPD should be designed to target specific needs and challenges of both the new teacher and mentor teacher.
- Developing effective classroom and discipline management should be a priority in the NTIP and should offer the new teacher in-depth and practical approaches. This will enable the new teachers to effectively manage discipline in their classrooms.

Figure 5- 7: Summary of findings: Theme 7

The NTIP is a comprehensive induction programme, particularly in terms of instructional support for the new teacher. The contents of the programme are broad, which present challenges around phase and school-specific implementation, since not all the activities and tasks are relevant to all new teachers, as indicated. However, the NTIP instructions indicate the expectation that the new teacher must complete all the tasks and activities in the portfolio under the guidance of the mentor teacher in a set period of time. The role and responsibility of the district are however not clearly indicated and this points to the responsibility of the school to ensure the roll-out of the programme. The extensive contents and number of activities will undoubtedly add to the already overwhelming workload of all the role players involved, most notably for the new and mentor teacher. Mentoring is a key component of the programme, and the demand on the mentor teacher is considerable, probably untenable. Much of the success of the programme will depend on the ability of the mentor to ensure that implementation is effective.

The findings indicated that the new teachers were not coping with their workload or administrative responsibilities prior to the commencement of the induction programme. Completing an entire

portfolio of evidence may add to their burden. Discipline and classroom management unanimously emerged as a highly significant challenge for new teachers. The NTIP provides the new teacher with general guidelines to deal with classroom and discipline challenges but based on the document analysis and the interviews with the participants, these guidelines did not address the need expressed by the participants in terms of practical solutions or suggestions that they could practice and implement. New teachers in this study experienced conflict with parents, staff and learners, leading to negative experiences and additional stress within the school context. Conflict resolution strategies are mentioned in the NTIP but are not presented in a manner that allows new teachers to practice these strategies. The NTIP content does address the instructional needs of the new teachers, however, the participants indicated that they would have benefitted from seeing excellent teaching role models in action. The results seem to indicate that the NTIP does not offer sufficient opportunities for formal observation of experienced teachers by the new teachers.

The NTIP does not provide examples of documents relevant to new teachers which, if included, could provide them with a foundation from which to construct their own documents as needed for subject or school administration. New teachers also indicated that they required emotional support and, although the NTIP did indicate the importance of the need for the mentor teacher to provide this to the novice, discussions or activities relating to this topic could not be found in the NTIP. New teachers in this study furthermore indicated that they were eager to take part in CPD that meets their specific needs and that was developed specifically for them. The NTIP should therefore enable new teachers to identify areas that they need support in and aid them in constructing CPD to meet their needs. There is also no opportunity for the mentor teacher to identify the areas in which the new teacher needs professional development. Finally, at the time of this study, the NTIP had not been implemented in its entirety in any of the sampled schools as it was in the field-testing phase.

5.3 AN ALIGNED QMS AND NTIP

The purpose of this framework is to propose an alignment between Department of Basic Education processes, specifically the NTIP and the QMS, in order to ensure that minimum overlap occurs so as to lighten the workload of stakeholders and further ensure the effective and sustainable implementation of both systems in schools.

This framework can be utilised for each of the following items, namely to

- address the needs and challenges of the new teachers effectively, particularly in terms of lessening their workload and ensuring that areas needing support are identified and addressed;
- provide new teachers with support from both a chosen mentor and an appointed mentor;
- address the needs and challenges of the mentor teachers more effectively, especially in terms of their workload;
- ensure quality training of mentor teachers and resource persons while providing clarification as to the various roles and responsibilities of all the involved participants;
- streamline the NTIP with QMS processes to ensure effective and aligned professional development.

5.3.1 Policy implementation in schools

Policy implementation in South African schools often presents a challenge, and it is unfortunately at times ineffectively managed in schools (Mogale & Modipane, 2021:1). The results in this study indicate that the NTIP, in its field testing phase, was implemented haphazardly. The Department of Basic Education and other stakeholders such as the South African Council for Educators should take cognisance of these and other results to ensure that when the NTIP becomes mandatory the areas of concern can be addressed before implementation.

IQMS has been a practice of appraisal since 2003 and was fully implemented in all schools in 2005 in South Africa (ELRC, 2020:7). It became apparent that schools were experiencing challenges related to its various processes and execution in schools (ELRC, 2020:7). In order to address these challenges, the Teacher Development Summit held in 2009 determined that a new appraisal system needed to be developed.

IQMS was subsequently rebranded as QMS, which intends to attain the following goals (ELRC, 2020:7):

- *Ensuring that the various quality management processes in schools support and inform one another.*

- *Showing a clear relationship between the various quality management systems and processes.*
- *Ensuring improved use of human resources by eliminating duplication of work.*
- *Ensuring accountability in the programme.*

5.3.2 The purposes of QMS and the NTIP in schools

The ELRC (2020:8) states that the purposes of QMS can be listed as below.

- Keeping track of the extent to which educators are meeting their roles and responsibilities with regard to their individual job descriptions;
- Providing evidence for the determination of incentives for a particular year;
- Providing a means to identify under-performance and determine good performance of educators;
- Taking the various contextual factors affecting education delivery in different schools into consideration;
- Indicating the level of competence of individual teachers;
- Providing a means to improve teacher efficiency, efficacy and overall performance;
- Ensuring that there is accountability at every level of the school, including management;
- Measuring the performance of teachers with regard to integrity and the teacher's disposition toward learning activities.

The NTIP purpose statement reads as follows (DBE,2016:4-8).

- To offer orientation and adjustment support to new teachers entering the school as professional teachers;
- To allow integration of new teachers into the school culture;
- To develop teachers who are able to meaningfully engage in systems and structures in the school, leading to teachers who are committed to lifelong learning by means of CPD;

- To retain teachers who are competent and capable, delivering high quality teaching and learning in classrooms;
- To ensure that support for new teachers with the practical implementation of teaching practice, thereby improving teaching and learning quality;
- To enhance and support the development of professionalism in schools.

Aligning the NTIP and QMS in schools would facilitate the implementation of both processes sustainably and effectively, while ensuring that the existing workload is not increased or is simply dumped on only a few people. New teachers will receive far more focused and relevant support. QMS provides a means to identify areas in which an individual new teacher is facing challenges, and the NTIP provides the support for that area through the guidance of the mentor teacher as well as content to address the challenge. QMS appraisal also provides a means to measure the performance of new teachers and mentor teachers. The structured monitoring of new and mentor teachers also provides a basis for accountability in the NTIP, as well as ensuring that all the role-players responsible for implementation can access evidence of the success of the induction programme. Evidence of challenges or successes also ensures that the programme is continuously adapted by individual schools to effectively address these among new and mentor teachers within their specific school context. The framework also allows exposure to the QMS system for the new teacher. The QMS will thus, in this proposed aligned framework, be utilised as a tool to ensure sufficient support for the new teacher ensuring that both new and mentor teacher experience the QMS as a positive means to grow and reflect on their professional development. Several of the guiding principles of QMS align with the NTIP as the principles are supportive of induction practices. Firstly, QMS recognises that not all schools are the same and may function differently on a variety of levels and for various contextual reasons. These may include the lack of basic infrastructure, lack of teaching resources and funds, the socio-economic circumstances of the parents and the school's location.

QMS also acknowledges that schools experience different challenges that are known to impact new teachers' needs and challenges. By recognising the contextual factors that affect operation, the new teacher can be supported by utilising areas of the NTIP that focus on the particular challenges he/she is experiencing. Secondly, QMS enables open and transparent discussions to take place indefinitely, similar to that which one would expect to see between a mentor and new teacher; within communities of practice. These discussions ensure growth and reflection by both parties and also makes provision for a 'resource person' to aid the appraisee. Such a person is a colleague of the appraisee's own choice, whom he/she feels comfortable with. The resource person is part of every appraisal and task that the appraisee must complete in QMS. As the

resource person is one chosen by the appraisee, it becomes possible also to choose him/her to act as a mentor. The inclusion of a resource person would address the desire expressed by new teachers in this study to choose their own mentors. The resource person can thus also take up the role of mentoring the new teacher and forms part of the both the appraisal and induction process. The shared responsibility of mentoring would also lessen the load on one mentor, ensuring that time constraints do not present the considerable challenge that it has.

Thirdly, QMS is guided by the principle that the monitoring tool used for appraisal is reliable, effective, relevant and truthful. The new teacher will take part in self and peer appraisal, which will allow him/her to be directly involved in identifying areas where he/she needs support. These identified areas should then become part of the professional development topics addressed within the NTIP. This practice would eliminate unnecessary time-consuming activities, while addressing the actual needs of the new teacher as identified by the mentor, resource person and the new teacher. The fourth guiding principle is to ensure that feedback provided to the appraisee is focused on the teacher's performance and not personal ideas about the teacher. There should be evidence to substantiate appraisals so that assumptions can be eliminated. The process is objective, which enables the mentor teacher and resource person to be more comfortable in their roles. Achievements are measurable and concrete, which allows for clear identification of needs and challenges where goals are not met. QMS further requires that instruments are used consistently, which will ensure that all new teachers are measured with the same tool –not simply in terms of demands made by other staff or management at their schools. The new teacher simultaneously becomes familiar with appraisal tools and learns to improve teaching practice at the hand of practical guidance offered by both mentor teacher and resource person.

5.4 OUTLINE OF THE PROPOSED ALIGNED QMS AND NTIP FRAMEWORK

The ERLC (2020:16) states that the QMS should be the platform used to identify the professional development needs of teachers. New teachers are likely to experience greater challenges and have more needs than their veteran counterparts, and the purpose of this framework is to align processes that will identify and address these more effectively. The framework has been divided into five phases. The first phase constitutes orientation, which will take place prior to the commencement of teaching. The orientation phase is followed by another four phases, each phase taking place in a specific term. Thus, phase two takes place in Term 1. Phase three in Term 2, phase four in Term 3 and finally, phase five in Term 4. The phases were designed to ensure that the entire process is not overwhelming, lessens the administrative burden and takes place continuously. Each phase will also provide evidence that monitoring has indeed taken place,

therefore ensuring that window dressing cannot be done. Table 5.1 reflects the tasks that take place during phase one of the framework.

5.4.1 Phase1: Orientation

TABLE 0-1 Aligned Framework Phase 1

PHASE 1: ORIENTATION <i>Pre-teaching / employment at school</i>	- Full orientation as per NTIP Guidelines for Orientation. - Two categories of orientation to be provided: Overall school related orientation AND subject specific orientation in the subjects that the new teacher is expected to teach. - New teachers are appointed their formal mentor teacher. - The orientation programme content is adapted to each individual school by the principal, school management team and mentor teachers. The Guidelines for Orientation will provide the foundation for the orientation programme.
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Data collected in this study clearly show that orientation must take place at all schools and should be available for newly employed novice teachers at any given time throughout the year. Orientation for new teachers should, therefore, be part of Phase 1. This speaks to the immediate needs of the new teacher before he/she begins to teach. Orientation embodies intensive support during the first few days and engenders a vital opportunity for socialisation. Orientation also provides the new teacher with structured integration into the workplace.

The New Teacher Induction: Guidelines for the Orientation Programme, provides a firm foundation for new teachers to find their feet, while preparing them for the first few weeks in the classroom. The principal and SMT should ensure that the programme is tailored to the individual school context, ensuring that all the information contained in it is relevant. Orientation should be more than just sharing information and the handing out of documents. It should ensure that new teachers are welcomed into the school community and equipped in the most practical way possible with tools to enable them to begin their first day confidently. The assigned mentors are to be introduced to new teachers during orientation, as the pair will be working closely from the first day of school throughout the process. The findings also demonstrate that new teachers had a need for subject-specific information overall, but particularly during the orientation phase. It would be sensible to ensure that the new teacher gets all subject-specific information from the relevant subject heads or grade heads which would, in turn, enable effective planning. New teachers should be provided with relevant examples and templates of documents that they will use or that they will be expected to complete. This decreases the administrative burden.

During the orientation phase, schools should use the content provided within the New Teacher Induction: Guidelines for the Orientation Programme as the foundation for the design of their tailored orientation programme, to ensure that all the general aspects of teaching are thoroughly conveyed and understood by the new teacher(s) during the orientation programme. This includes all aspects of school safety, all communication channels in the school and the attendance policy for both learners and teachers. The orientation phase also provides the necessary foundation on which the new teacher is able to implement inclusive education. This phase should also include a detailed description by the SBST of learners who have severe barriers to learning so as to ensure that the new teacher is aware of their needs from the first day and can begin to identify methods to successfully teach them. The orientation phase should also include a tour of the available resources to be used by the new teacher. Subject and grade heads can impart all the necessary subject and grade-related content during the orientation phase, thus ensuring that the new teacher can master these early on and be well prepared. Finally, the new teacher should be exposed to classroom management and discipline procedures that he/she will be expected to use in the school. Understanding the school's discipline procedures and system and being confident to use it from the first day will ensure that learners see the teacher as being fully prepared; resulting in the learners taking fewer chances in class. Classroom and discipline management is a real challenge which, when not in place, may cause or aggravate feelings of failure that new teachers may have.

Assisting the new teacher with effective classroom management reduces stress levels and possibly lessens the chances of conflict developing between himself/herself and learners. It is

imperative that new teachers are confident in their ability to effectively maintain discipline in their classes and manage their classroom successfully if they are to ensure that learning takes place without disruption.

5.4.2 Phase 2: New teacher informal appraisal and needs assessment

The second phase of the aligned framework can be seen in Table 5.2 below.

TABLE 0-2 Aligned Framework Phase 2

PHASE 2: NEW TEACHER INFORMAL APPRAISAL AND NEEDS ASSESSMENT <i>Term 1</i>	- The new teacher has the opportunity to choose his/her own resource person after 3 weeks. - The mentor, resource person and new teacher is to complete one informal self-evaluation together for the new teacher. The needs identified from the self-evaluation are supported from the NTIP Handbook for Teachers. - TWO lessons within new teacher's subject area are observed by the new teacher, presented by a more experienced teacher, if possible. - TWO lessons presented by the new teacher are observed by EITHER mentor teacher, resource persons or both. - Self-appraisal is completed: the completed self-appraisal is compared to the first to identify which needs and challenges have not yet been addressed adequately after engaging with mentor teacher and resource person. - Support for the new teacher is again located in the NTIP Handbook for Teachers and utilised to address needs and challenges.
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The ERLC Collective Agreement (2020:10) makes provision for the utilisation of a resource person who is chosen by the appraisee and takes part in the appraisal process. During the first term, the new teacher systematically socialises with other colleagues and will be able to identify

a person other than the formally appointed mentor, whom they also view as a mentor. This person is selected by the new teacher and becomes the resource person. The new teacher will most likely select a colleague whom he/she feels comfortable with and who has more experience than he/she does. The resource person collaborates with the appointed mentor teacher to provide the new teacher with assistance during the workday and provide the new teacher with immediate support when facing needs and challenges. The shared mentorship ensures that the new teacher can locate assistance immediately as necessary. Given that the present findings indicate that new teachers were keen to observe other teachers, the alignment framework makes provision for them to observe two or more lessons as presented by more experienced teachers, ideally in the subject areas that the new teacher will be teaching. The new teacher is also observed by the mentor teacher and/ or resource person. Such observation provides a platform from which meaningful discussions can take place in a non-judgemental manner. These discussions enable effective identification of areas in which the new teacher can improve. While these discussion eases the teacher into observation with a view to formal occasions of lesson observation in their future, it also provides a foundation for the development of a CoP.

To further assist the new teacher with his/her individual needs, it is important that he/she be given a tool that would allow him/her to identify where challenges are experienced. Once the new teacher has made use of the monitoring tool, the mentor and resource person can collaborate with him/her to determine the types of support necessary. Such support may be given in the form of discussions, which should be guided by the NTIP Handbook for New Teachers. The accompanying activities pertaining to the identified area(s) are then completed. Support offered to the new teacher may also be given in the form of CPTD activities that equip the new teacher with needed skills or knowledge. I adapted the existing QMS monitoring tool into an aligned monitoring tool (AMT) for use by the new teacher so as to identify needs and challenges in the first term. The tool also allows the new teacher to compare his/her growth in the second term. It provides evidence that development is taking place and provides evidence of the involvement of the resource person and mentor teacher.

The AMT is not only aligned with QMS but also with the core values of the NTIP. Each of the performance standards align with the professional teaching standards (PTSS) set out by the South African Council of Educators (Parker, 2020:8) which also form the basis for the NTIP. Table 5.3 below illustrates the way in which the AMT aligns with the contents of the NTIP developed from the NTIP's core values and the way in which these overlap with the PTSS of SACE (Parker, 2020:8).

TABLE 0-3 Value alignment and overlap between QMS, PTS and the NTIP

QMS PERFORMANCE STANDARD AND CRITERIA FOR THE PERFORMANCE STANDARD	SACE PROFESSIONAL TEACHING STANDARDS	CONTENTS (THEMES and TOPICS) AS PRESENTED IN THE NTIP HANDBOOK FOR TEACHERS FOR FIELD-TESTING
1. Creation of a positive learning environment <i>Learning and teaching environment</i> <i>Classroom Management</i>	PTS 1: Teaching is based on an ethical commitment to the learning and wellbeing of all learners. PTS 2: Teachers collaborate with others to support teaching, learning and their professional development. PTS 3: Teachers support social justice and the redress of inequalities within their education institutions and society more broadly. PTS 4: Teaching requires that well-managed and safe learning environments are created and maintained within reason.	Theme 6: Resources <i>Topic F1: Utilization of available resources.</i> Theme 5: Managing the learning environment <i>Topic E1: Classroom and behaviour management</i> <i>Topic E2: Education department support structures.</i>
2. Curriculum knowledge, lesson planning and presentation. <i>Knowledge of subject</i> <i>Planning and presentation</i>	PTS 5: Teaching is fundamentally connected to teachers' understanding of the subject/s they teach. PTS 6: Teachers make thoughtful choices about their teaching that lead to learning goals for all learners. PTS 8: Teachers are able to plan coherent sequences of learning experiences.	Theme 4: Curriculum, pedagogy and assessment. <i>Topic D4: Teacher knowledge and understanding of subject content and how to teach it effectively.</i>

• <i>Management of work schedule</i> • <i>Record keeping</i>	PTS 7: Teachers understand that language plays an important role in teaching and learning. PTS 9: Teachers understand how their teaching methodologies are effectively applied. PTS 10: Teaching involves monitoring and assessing learning.	<i>Topic D2: Learning programme, lesson planning and assessment.</i> <i>Topic D6: Teacher accesses a rich repertoire of teaching practices, strategies, resources and applies them appropriately.</i> <i>Topic D5: Teachers use provided exemplar lesson plans as reference in developing their own lesson plans based on the needs, context and expectations.</i> Theme 3: Inclusive Teaching and Learning <i>Topic C1: Inclusive education and teaching.</i> <i>Topic C2: Learner diversity.</i> <i>Topic C3: Assessing and supporting learners with learning challenges: SIAS</i>
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3. Learner assessment and achievement • <i>Feedback to learners</i> • <i>Knowledge and application of forms and assessment</i> • <i>Learner progress and achievement</i>	PTS 1: Teaching is based on an ethical commitment to the learning and wellbeing of all learners. PTS 10: Teaching involves monitoring and assessing learning PTS 7: Teachers understand that language plays an important role in teaching and learning. PTS 3: Teachers support social justice and the redress of inequalities within their education institutions and society more broadly. PTS 6: Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.	Theme 4: Curriculum, pedagogy and assessment <i>Topic D2: Learning programme, lesson planning and assessment.</i> <i>Topic D7: Design, delivery and assessment of lessons.</i> Theme 3: Inclusive Teaching and Learning <i>Topic C1: Inclusive education and teaching.</i> <i>Topic C2: Learner diversity.</i> <i>Topic C3: Assessing and supporting learners with learning challenges: SIAS</i>
4. Continuous professional development, human relations, and contribution to school development.	PTS 2: Teachers collaborate with others to support teaching, learning and their professional development. PTS 4: Teaching requires that well-managed and safe learning environments are created and maintained within reason.	Theme 7: Teacher as a critical, reflective practitioner and researcher. <i>Topic G1: Teacher as a lifelong learner.</i>

• <i>Participation in CPD</i> • <i>Professional conduct</i>	PTS 5: Teaching is fundamentally connected to teachers' understanding of the subject/s they teach. PTS 6: Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.	<i>Topic G2: Participation in continuing professional teacher development activities and programmes.</i> Theme 1: Teacher professionalism. <i>Topic A1: Orientation</i> <i>Topic A2: School attendance</i> <i>Topic A3: Teacher on time in class, teaching.</i> <i>Topic A4: Professional conduct and relationships with colleagues, learners and parents.</i> <i>Topic A5: Teacher rights and responsibilities.</i>
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5. Extra-mural and co-curricular participation <i>Participation in extra-mural and co-curricular activities</i>	PTS 2: Teachers collaborate with others to support teaching, learning and their professional development. PTS 3: Teachers support social justice and the redress of inequalities within their education institutions and society more broadly. PTS 1: Teaching is based on an ethical commitment to the learning and wellbeing of all learners.	Theme 6: Resources <i>Topic F2: Education department support structures.</i>
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The Aligned Monitoring Tool for New Teachers (cf. Table 5.4) will allow the new teacher to identify the most pressing issues, and also lay the foundation for further discussions about the needs and challenges that the new teacher is facing.

TABLE 0-4 Aligned Monitoring Tool for New Teachers (Self-Assessment)

Performance standard 1: CREATING A POSITIVE LEARNING AND TEACHING ENVIRONMENT									
	Criterion 1: Learning and teaching environment	TERM 1 (February)				TERM 2 (May)			
		4	3	2	1	4	3	2	1
a.	My classroom seating arrangement enables teaching and learning.								
b.	I keep my classroom neat and tidy.								
c.	I have made/brought learning and teaching support materials (posters and so forth) that I am displaying and using in my classroom.								
	Criterion 2: Classroom Management								
a.	I am punctual and organised in my classroom.								
b.	I ensure that my learners are punctual and settle down quickly.								

c.	In the way that I communicate with my learners, it is clear that there is mutual respect, cooperation and understanding.								
d.	I am able to manage discipline effectively.								

PERFORMANCE STANDARD 2: CURRICULUM KNOWLEDGE, LESSON PLANNING AND PRESENTATION									
Criterion 1: Knowledge of subject									
		4	3	2	1	4	3	2	1
a.	I have adequate knowledge of my subject contents and I can use it effectively.								
b.	I can set appropriate tasks for the learners at the level or grade.								
c.	I make use of a variety of examples, LTSM and other teaching resources to facilitate learning in my subject.								
Criterion 2: Planning and presentation									
a.	My lessons are logical, coherent and meaningful to the learners.								
b.	The lessons that I present are built on the previous knowledge and experiences that the learners have.								
c.	I am able to manage my time during my lessons effectively.								
d.	I encourage interactive learning which include class discussions, learner questions and demonstrations when possible.								
e.	When learners ask questions, I am able to respond in an appropriate manner.								
Criterion 3: Management of work schedule									

a.	I am able to keep up the correct and specified pace of work as indicated in the time frames stipulated in the work schedule.								
b.	The number of tasks and activities the learners are doing are in line with the CAPS document.								
Criterion 4: Record-keeping									
a.	My files are neatly kept, organised and I update the files regularly.								
b.	I am able to keep records of my learners' assessments organised, neat and up to date.								

PERFORMANCE STANDARD 3: LEARNER ASSESSMENT AND ACHIEVEMENT									
Criterion 1: Feedback to learners									
		4	3	2	1	4	3	2	1
a.	I mark assessment tasks in time and return them to the learners								
b.	The feedback I provide to the learners is meaningful to them and clear.								
c.	I can use feedback to shape future lessons when I plan.								
Criterion 2: Knowledge and application of forms of assessment									
a.	I can use different forms of assessment in line with CAPS to test the performance of my learners.								
b.	Intervention strategies accommodate learners who have different learning abilities.								
Criterion 3: Learner progress and achievement									
a.	Learner results of various forms of the assessment show that they are attaining the set outcomes and goals of lessons.								

b.	I can use remedial/ enrichment work to support learner progress.								
PERFORMANCE STANDARD 4: PROFESSIONAL DEVELOPMENT									
Criterion 1: Participation in continuous professional development									
		4	3	2	1	4	3	2	1
a.	I am actively engaging in on-going self-reflection and have set clear targets for my development.								
b.	I attend and participate in activities that are aimed at enhancing my professional and pedagogical skills.								
c.	I am engaging in research, develop my own educational materials, participate in sessions where I can be trained, guided, mentored and developed by my colleagues.								

Criterion 2: Educator professionalism									
a.	I come to school regularly and I am on time.								
b.	I dress neatly and I am presentable.								
c.	I stick to my timetable and presents lessons at the right time.								
d.	I ensure that I stick to deadlines regarding marking, learner reports, intervention, schedules and the completion of tasks.								
e.	I try to contribute positively towards the school development and advancement.								
f.	I am able to maintain good relationships with learners, staff and parents.								
PERFORMANCE STANDARD 5: EXTRA-MURAL AND CO-CURRICULAR PARTICIPATION									
Criterion 1: Participation in extra-mural and co-curricular activities									
		4	3	2	1	4	3	2	1

a.	I keep an updated inventory of equipment that I am in charge of.								
b.	I can manage and take care of the equipment and facilities that I make use of.								
c.	I am involved in extra-mural activities and co-curricular activities.								

New teacher reflection on self-evaluation:

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Areas that I need support in:

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NTIP theme(s) identified for support:

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Areas that I am competent in:

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Resource person's comments and suggestions:
Mentor teacher's comments and suggestions:
Signed: (New teacher) Date:(Resource person) Date: (Mentor teacher) Date:(SMT / Principal) Date:

5.4.3 Phase 3: Mid-year appraisal

During this phase (cf. Table 5-5) of the proposed aligned framework, the new teacher, mentor teacher and resource person engage in the 'pre-appraisal meeting.' During this meeting, they discuss the various needs and challenges that were identified during term 1 and the extent to which these have been facilitated successfully using the NTIP handbook and the activities booklet. Any other resources or suggestions offered by either the mentor teacher or resource

person is reflected on. The new teacher is formally appraised by the Head of Department of the phase or subject area for QMS purposes. On the basis of the mid-year appraisal the needs and challenges that still require attention or support are identified in a post-appraisal meeting where the new teacher, mentor teacher, resource person and Head of Department determine support that will be helpful to the new teacher. Areas where the new teacher has gained confidence are noted and recorded. Areas needing further development are located in the NTIP and relevant sections completed by the new teacher. Towards the end of the term, the new teacher completes the self-evaluation document a second time so as to provide evidence of ongoing support, development and professional growth.

TABLE 0-5 Aligned Framework Phase 3

PHASE 3: MID-YEAR APPRAISAL <i>Term 2</i>	- Pre-appraisal meeting takes place. Discussion of identified needs and challenges between new teacher, mentor teacher and resource person. - Formal lesson observation by Head of Department. - Mid-year appraisal: Identify needs and challenges. Discuss identified needs and challenges with mentor and resource person. - Locate relevant support structures in the NTIP Handbook for Teachers. (Relevant theme or topic applicable). - Self-reflection completed after completing necessary NTIP Handbook for Teachers content (discussions or activities or reflections) to address needs and challenges.
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5.4.4 Phase 4: Informal self-evaluation

During this phase (cf. Table 5-6), the mentor and/or resource person is invited to observe two of the new teacher's lessons. The new teacher completes the self-evaluation again, after which the mentor and resource person will discuss the growth of the new teacher. Areas that need attention will be changed by identifying CPD activities that the new teacher can engage in. The NTIP will once again provide a foundation for necessary support that can be offered by the school and mentor or resource person. Time should also be allocated for a discussion about the new teacher's final performance review.

TABLE 0-6 Aligned Framework Phase 4

PHASE 4: INFORMAL SELF-EVALUATION <i>Term 3</i>	- TWO lessons are presented by the new teacher and is observed by EITHER mentor, resource person or both. - New teacher conducts personal self-evaluation to identify needs and challenges. - New teacher also indicates growth and accomplishments on personal self-evaluation document. - Needs and challenges still presenting obstacles are identified and addressed by discussions with mentor and/or resource person. - NTIP Handbook for Teachers is utilised to provide additional support for identified needs and challenges. - Preliminary performance review discussion with mentor and resource person takes place.
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5.4.5 Phase 5: Formal Annual Appraisal

The last phase (cf. Table 5-7) of the proposed alignment framework requires that the new teacher schedule two observation lessons: one in which he/she observes another teacher and reflects upon it, and one where he/she is observed and the mentor and/ or resource person engages in collaborative reflection to improve the observed teaching practice. During the required pre-appraisal meeting, the criteria for appraisal are reviewed with the new teacher. The formal observation is conducted by the Head of Department or subject head as is required in QMS. This allows the Head of Department or subject head to witness the growth and development of the new teacher. The post-appraisal meeting consequently focusses on the development of a workplan for support for the following year, and also reviews the needs and challenges that still require support from the mentor and resource person.

TABLE 0-7 Aligned Framework Phase 5

PHASE 5: FORMAL ANNUAL APPRAISAL <i>Term 4</i>	- TWO observation lessons are scheduled. (One lesson to be observed by mentor and/or resource person and one lesson to observe colleague teaching in the same subject area / phase.) - Pre-appraisal meeting: Areas identified for professional development are reviewed. Discussion focusses on criteria for formal annual appraisal. - Formal annual appraisal of new teacher by Head of Department takes place. - Post-appraisal meeting: New teacher, mentor, resource person and Head of Department discuss appraisal. - Needs and challenges are identified post observation. Content from the NTIP Handbook for Teachers to provide additional support is identified. - New teacher, mentor and resource person develop a workplan to monitor progress and development of new teacher in the following year.
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The aligned framework ensures that all the involved parties are actively providing support to the new teacher. Self-reflection and collaboration within collaborative communities of practice will enable effective growth and the framework facilitates the use of the NTIP in the most effective manner while eliminating unnecessary or duplicated activities. As indicated, this lessens the workload of both the new teacher and the mentor; the fact that the mentor teacher shares the responsibility of mentoring with the resource person, serves to further facilitate this. The new teacher is likely more comfortable to share shortcomings as he/she is ensured that there is help and support available. This system also eliminates personal bias as both mentor and resource person are involved and can collaborate to meaningfully identify his/her needs and challenges. It may be that at times, the resource person and the mentor teacher do not agree on the appraisal of the new teacher or have opposing views about the professional development or needs and challenges experienced by the new teacher. The new teacher should be able to make known

his/her needs and challenges, and these reflections will assist in eliminating possible disagreements about performance. If it should be the case that differences regarding development areas cannot be resolved, the assistance of the Head of Department may be sought to ensure that the new teacher remains supported and assisted throughout.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

This study indicated several key areas that need further research, as itemised and briefly discussed below.

- This study did not have a large sample of new teachers. It would be of benefit to determine quantitatively which needs and challenges are most widely experienced in the South African school context.
- The participants were restricted to primary schools. It is possible that new teachers in high schools have different needs and challenges that should be investigated.
- Private schools may have different approaches to new teachers and their induction. Future research could determine the kinds of induction practices followed by private schools.
- The socio-economic context of the school and the learners will undoubtedly have an impact on the needs and challenges faced by new teachers. Further research focussing on how the needs and challenges of new teachers employed within different quintile schools may provide valuable information

5.6 LIMITATIONS OF THE STUDY

Limitations indicate potentially problematic areas of a study. The researcher investigated the perceptions that new teachers and mentor teachers had of the NTIP as implemented in various schools in the Kenneth Kaunda District during the pilot testing phase. Although the researcher received a list of pilot schools where the NTIP should have been implemented, the programme was not fully operational in any of the schools. This matter is the responsibility of the specified district and will hopefully receive the necessary attention. The responses in this study were gleaned only from a small group of participants and should not be generalised. Once the programme has been made mandatory, this study may be repeated with a larger sample size and across all nine provinces.

Each person has his/her own perception of a given phenomenon and thus their opinion is subject to their experience. Therefore, some of the findings may not necessarily be applicable to all

schools. Finally, data was gathered nearing the end of the second term. Data collection that takes place earlier or later may impact the findings, as perceptions of a phenomenon are subject to change. Perceptions of induction are also subject to change if schools are well resourced and effective mentoring is consistently provided.

5.7 CONTRIBUTION OF THIS STUDY

Since 2005, teacher induction has been recognised as a priority by the South African Government. However, according to the Director of Initial Teacher Education at the Department of Basic Education, teacher induction in South Africa has happened in inconsistent ways in different schools. Currently, if induction is taking place in schools, it appears to be uncoordinated. This study aimed to make a contribution towards the scholarly literature on teacher induction by developing a framework that can be used to ensure that teacher induction programmes in South Africa are implemented in a coordinated manner. Simultaneously, it addresses the core aim of supporting the professional and personal growth of new teachers and exposing them to professional development. This, in turn, will encourage lifelong learning and self-reflection. Ultimately, the end user, that is, the learner in the classroom, will be the greatest beneficiary of this framework. It may be utilised not only in the North West Province but could be rolled out on a national scale, as envisaged by the Department of Basic Education. The findings of this study and the proposed framework may be of benefit to stakeholders reviewing the pilot testing project and may influence the final NTIP programme that becomes mandatory once the final implementation details are reviewed.

5.8 SUMMARY

This qualitative study was conducted to determine the perceptions of the NTIP among mentor and new teachers. The researcher analysed the content of the NTIP to determine the extent to which the content of the programme, in its current form, addresses the needs and challenges of new and mentor teachers, as it relates to the present study. To accurately determine the perceptions of the NTIP held by new and mentor teachers, the researcher conducted semi-structured interviews with new and mentor teachers in various schools. This elucidated the lived experience of the new and mentor teachers who took part in this study. The dire situation in many South African classrooms can be addressed if adequate support is given to all teachers and new teachers specifically. The energy and enthusiasm of younger teachers cannot be underestimated

and should not be lost. New teachers are vulnerable to influence but also eager to make a difference in the world around them. By ensuring that their needs are addressed, and effective support is offered to them, many new teachers will develop into excellent colleagues who create a love for learning amongst the learners in their care. The benefits of having capable and competent teachers cannot be over-emphasised, especially in a country where education has not always been the priority for many. The influence that a teacher has on learners is one that every person can recall. It is a shared responsibility of all stakeholders in the education landscape to ensure that the teachers are able to deliver the best possible learning opportunities to learners. This is impossible if a new teacher is overwhelmed and isolated. When new teachers have no support, they are indeed just trying to survive instead of thriving. Ultimately, it is the learners in their classes who are being disadvantaged.

Ensuring that induction is implemented, aligned and effective will undoubtedly provide much-needed support to new teachers entering the profession. Induction will provide these energetic teachers with a lifeline during turbulent times and help them to gain confidence and the necessary skills to become the best teachers they can be. Mentor teachers will be able to impart lessons from experience to younger teachers, while developing themselves and their skills during the induction process. The aligned framework should, if correctly utilised, address many of the challenges in terms of both the needs and challenges of new teachers and mentor teachers. The ultimate goal of any decision made in education should be determined by what is best for the learners. If induction is implemented successfully, there will be capable, enthusiastic teachers in classrooms who teach with joy and ignite a love for learning.

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ANNEXURES

APPENDIX A: SUMMARY OF THE CONTENTS OF THE NTIP HANDBOOK FOR TEACHERS FOR FIELD-TESTING AND HANDBOOK FOR TEACHERS: ACTIVITIES

The NTIP handbook is divided into seven different themes, each covering various topics that are necessary for the novice teacher to master so as to meet the professional teaching standards as set out by SACE. The novice teacher will make use of the *NTIP handbook for teachers: Activities*, as well as the *NTIP Handbook for teachers: Reflections*. These documents require that the novice teacher complete activities and reflections within a given theme. Mentor teachers will be issued with the *Guide for training mentors*, which is used by the mentor during the NTIP. The mentor teacher and the principal should have access to the *NTIP teacher induction framework*, which provides a detailed summary of the NTIP as it is to be rolled out in the school. It is also necessary that they both should have a clear understanding of the purpose of the programme prior to the roll-out so as to ensure its effective implementation in the school.

Theme 1: Teacher professionalism

Topic 1: Orientation

The first activity that novice teachers undergo in the NTIP is orientation. The orientation period ideally takes place before the start of the school year when the novice teacher enters the profession. The orientation covers various components necessary for teachers to understand before the school opens. Included in this topic (of orientation) is the process of registration with SACE and an explanation of that which the code of ethics of SACE entails. The subsequent section deals with the sharing of education and school policies as well as setting out the times that teachers are expected to be at school. Novice teachers are told about the professional dress code. Following this discussion, the procedure for absence from school are discussed and explained. The novice teachers will also meet their mentor teachers and the induction period will be explained to them. Novice teachers are provided with necessary details regarding 'continuous professional teacher development (CPTD) and are also introduced to the various guiding principles of teaching in given grades and phases. There will also be a discussion of professional learning communities and their relevant subject committees. Finally, the principal will discuss instructional leadership and management as these pertain to the novice teachers.

Once novice teachers have completed this section, they are to list questions that they may have regarding that which they have heard and learnt during the orientation. These questions will be discussed with their mentor teacher.

Topic 2: School attendance

Novice teachers are handed the school's attendance policy for staff and learners, as it is vital that staff are present for teaching and learners for learning. Curriculum coverage often directly relates to absenteeism and is thus also included in this topic. In the event of illness or personal reasons for being absent, novice teachers need to understand that they remain responsible for the learners and must follow the school's procedure with regard to substitution teachers, planning, and so on. The activities included under this rubric instruct the novice teacher towards a thorough understanding of patterns of absence and valid reasons for absenteeism.

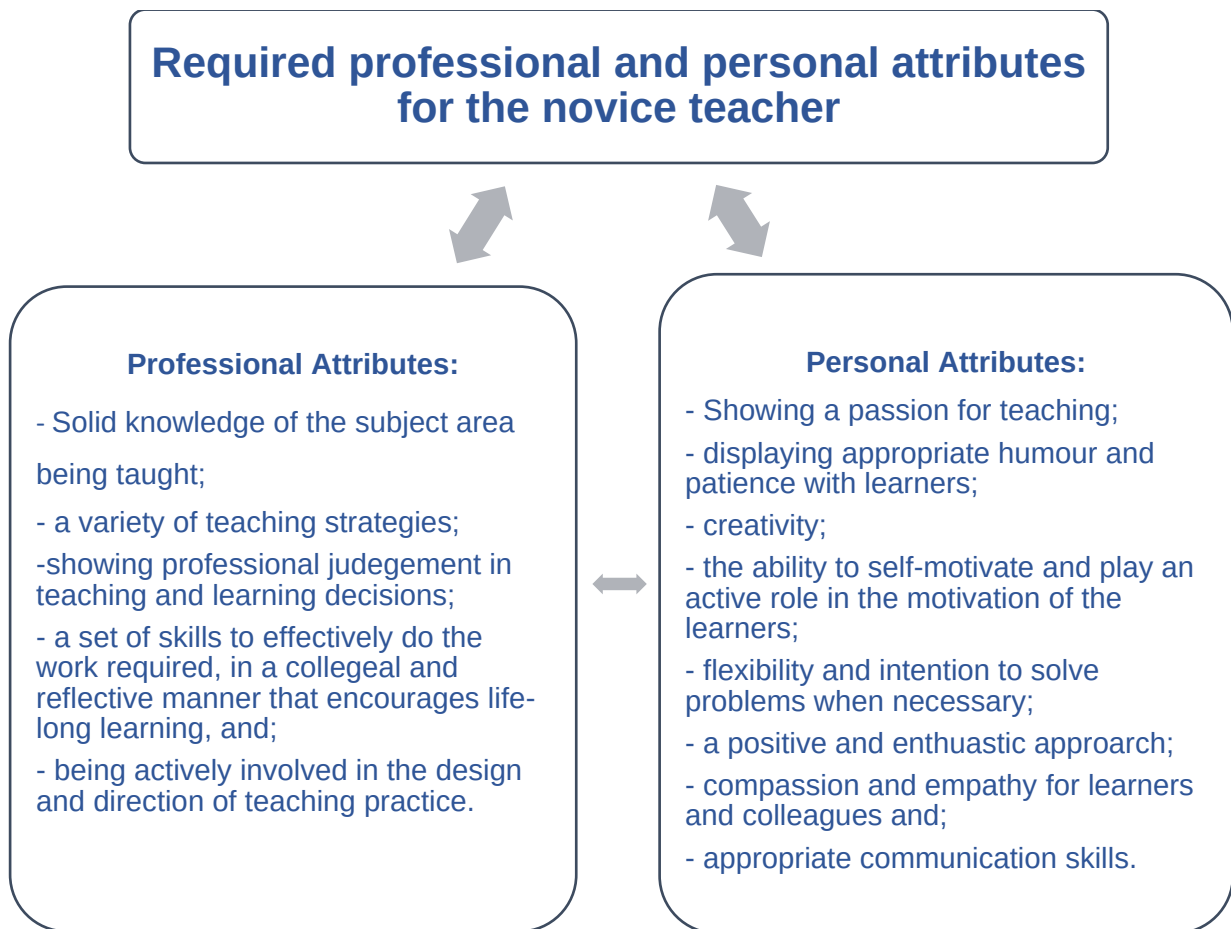
Topic 3: Teacher on time, in class, teaching (TTT)

All the relevant and important school times are communicated to the novice teacher under the rubric of this topic. This includes times for arrival and departure, lesson times, assemblies, duties, extra-curricular activities, parent meetings, staff meetings and any other times that novice teachers should be aware of to perform their work without additional stress and concern. The mentor teacher will explain the impact of teachers who are late for lessons and the implications of this regarding learner safety. Novice teachers need to develop an understanding that being late for class and other activities are discouraging to the learners and have the potential to lead to serious consequences for teachers and learners. During the activity that underpins this topic, novice teachers are to discuss and work through a case study that illustrates how a learner can be hurt when the teacher is not present when he/she should have been. This real-life situation exposes the novice teacher to potential issues that could arise and illustrates how neglecting responsibility could impact their career.

Topic 4: Professional conduct and relationships with colleagues, learners and parents

This topic centres on discussion and activities regarding exactly that which 'professional conduct' in the workplace entails. The mentor and novice teacher discuss the ethical norms and values according to SACE policy and how one should meet these. The purpose of the standards is to enhance commitment and dedication from teachers and also improve their efficiency.

The novice teacher must grasp that his/ her personal and professional conduct affects and influences others directly or indirectly. The diagram below illustrates the application of these professional standards as found in the NTIP.



The mentor will engage in conversations with the novice about how to maintain professional and positive relationships. This discussion will include the imperative extent to which these relationships will ensure success in teaching. This topic provides opportunity to discuss with the novice teacher the manner in which to communicate with various parties in order to ensure that the personal and professional attributes are upheld at all times. Novice teachers discuss with their mentors the manner in which they will go about implementing friendly, respectful and open lines of communication with parents, which will lead to the success of the learners. The novice teacher should also understand how to build conducive relationships with parents, especially when dealing with sensitive and challenging issues. The importance of verbal and non-verbal communication with parents and learners, as well as the tone in which issues are addressed by the mentor. The gestures, expression and movements of the teacher when conversing with parents and learners should also be discussed, as people are very sensitive to non-verbal communication.

Teachers should also be made aware that their relationship with learners should remain professional, to ensure that the learners have a safe and secure environment in which they can learn. A discussion regarding that which novice teachers are to portray on their personal and professional social media platforms should be included here. Most teachers engage in social media and should be made aware of the possible influence and implications of any irresponsible actions there. The school's social media policy should also be in the possession of the novice to ensure that there are no grey areas. The activities in this section once again include self-reflection regarding discussions, and the novice teacher will be required to complete activities where real-world examples of certain trespasses of the code of ethics are presented as well as ones in which the novice teacher practices communication skills with various parties.

Topic 5: Teacher rights and responsibilities

Topic 5 encompasses the various teacher rights and responsibilities, and each is discussed with the him/ her. The mentor should have a sound knowledge of each. Particularly important here are the various responsibilities that a teacher is required to always uphold. Novice teachers are encouraged to reflect on the professional ethics they are expected to adhere to. During the activities, they will also be required to fill out a 'practice' leave form, research various teacher unions and discuss with the mentor the manner in which and when to contact a union. Novice teachers are also to discuss PLCs, and find out which of these are available in their teaching community. They also need to be trained in QMS.

Theme Two: Communication

As communication forms the basis of every relationship that the novice teacher will build during their teaching career, this theme is of utmost importance. Without effective and efficient communication skills, the teacher will be unable to successfully teach and build good relationships with their colleagues, parents and learners. Effective communication skills with learners enable them to more efficiently understand and grasp new contents. Under the rubric of this theme, three topics need to be briefly discussed, as below.

Topic 1: Communication and collaboration

The first requirement for novice teachers in the case of this topic is to ensure that they have all the relevant school details ready – for example, the telephone number, address, school website information and access to the website, the school's email address as well as the necessary details

regarding the means by which the school communicates with parents. Novice teachers should understand the telephonic policy of the school and discuss with peers and leaders when and why parents are contacted. Each novice teacher should also be handed the national, district and school calendars or planning calendars. He/she should have access to all circulars from the Department of Basic Education that affects them and should understand what this entails. This topic covers the importance of the novice teacher's communication with their colleagues. They will need to understand how to collaborate and communicate with other teachers and PLC's regarding lesson planning, grade issues, phase issues, subject issues, class and learner related issues. This also requires from the novice to pay attention to their ability to take part in general discussions about best practice, and they should be given the opportunity to do so in order to gain new perspectives and means of dealing with issues. Novice teachers are also not always aware that they should communicate certain issues with other teachers. Arrangements that affect the school day and have an impact on other teachers should be communicated in advance in order to maintain good relationships and limit disruptions.

Another section of this topic pertains to when and how to implement various discipline strategies. Discipline and safety issues are often interlinked and should be discussed as a whole. The novice teacher should also be made aware of communication channels within the school and the chain of command. Novice teachers are often only exposed to situations where they are expected to communicate with the principal and understanding the tone to be used and language formalities is important. Communication with learners is a skill that take time to develop. A vital component of this is that novice teachers are made aware that their work should be clear and understandable, without errors. When speaking to learners, novice teachers should receive guidance on how to communicate different kinds of instruction to various learners. Learners should also be given feedback and the manner in which this is done may have a great impact on the learner. Novice teachers need guidance towards understanding and developing these skills. Feedback should not be personal and should be given in order to build the learner and not upset or insult them. The novice teacher should also be guided in terms of how to communicate with learners about their conduct. This is a large part of a teacher's responsibility and novice teachers may require assistance and guidance regarding this in particular. A teacher's tone should always be calm and authoritative and this will probably be best learnt during observation of other teachers. Learners should not be belittled or insulted when their conduct is dealt with.

Novice teachers are also to practice the manner in which to give feedback to parents and care-givers regarding the learner's performance and conduct. Novice teachers need to understand the importance of regular feedback to parents and the manner in which this should occur. They also need to be made aware of the school-specific policy regarding telephonic and written feedback, which should be non-judgmental and informative. When it is necessary to provide feedback on how to discuss feedback about support processes, the mentor teacher should explain how and when this should be done and the manner in which it occurs. Subject choices in high school involve another form of feedback that should be discussed with learners and parents alike once the novice teacher has a full understanding of the relevant protocols. Finally, novice teachers may at times be required to represent the school when speaking to and interacting with stakeholders outside it. Mentor teachers should demonstrate to novice teachers how to conduct such discussions or meetings in order to ensure that they are acting professionally at all times.

The activities for this topic include practicing effective and meaningful ways to communicate with parents and a planning activity to ensure that phase, grade and staff meetings are kept track of. Novice teachers are also required to draw up class rules for and with their learners. A functional activity that centres on this is to meet with an experienced teacher to draw up a plan to support a learner experiencing socio-economic challenges. This is of particular importance, as many learners experience these challenges from time to time and cannot learn effectively if there is no support from the school with regard to these. Academic difficulties are also discussed in this topic. The novice teacher must meet with the school-based support team and develop solutions that will support the learner in class.

Topic 2: Supporting learners' language development

Learners in South African schools are often taught in a language that is not their mother tongue. Therefore, every teacher must ensure that they are able to help them develop their language of instruction. Often, the contents of subjects are unfamiliar to learners, and novice teachers must be aware of how this can be a burden for them. In the case of this topic, the novice will be exposed to the development of strategies that can be implemented to optimize learners' language capability within their subject. The activities in this topic include that the novice teacher should identify contents from a given lesson and evaluate how well these were understood by the learners and the gaps in understanding that may have existed. They also then use this evaluation to determine how to implement a plan to address these in future.

Topic 3: Motivation and engagement

Topic three intends to teach and remind novice teachers of the tremendous role that they play in the motivation and engagement of learners. The higher the levels of motivation amongst learners, the better their results will be. Learners who are engaged in the lesson will be interested and take part in active learning. The novice teacher should be guided by the mentor to experiment with various pedagogies in order to increase their motivation and engagement. These include the following.

- Game-play-based learning
- Action / reflection learning
- Project-based learning
- Problem-solving learning
- The learning power approach

The novice and mentor will also discuss various other ways in which he/she can ensure the development and maintenance of motivation and engagement with learners. The mentor will use this topic to share ideas about how to build positive relationships between teachers and learners, how to create a welcome environment in the classroom, ways to encourage learners to take responsibility for their learning and teaching self-confidence. Novice teachers will also begin to discover what their learners are interested in – and should be encouraged to find ways to connect these interests with the work they are doing. Another means to encourage learners to be motivated and engaged is to teach lessons that are of a collaborative nature during which learners are active. Novice teachers often need guidance to successfully implement these lessons as these tend to get out of hand easily. Mentor and novice teachers can use this time to share ideas to ensure that these go according to plan.

Theme 3: Inclusive teaching and learning

It is well known that South African classroom present teachers with unique challenges regarding diversity amongst learners. The diversity in a classroom can occur on ethnic, religious, cultural and learning-ability levels. White Paper 6, the policy on Special Needs Education, promotes human rights and social justice for learners across the board, and novice teachers need to be aware of this and receive extensive guidance in terms of implementing this policy. It is therefore expected from them to find means and methods, along with their mentor teacher, in which to implement plans to accommodate all the learners they are to teach.

Topic 1: Inclusive education and teaching

Each school in South Africa has unique and varied learners. Teachers have differing ideas about what inclusivity entails, and thus the goal of true inclusive teaching is aimed for despite the knowledge that it will understandably be ever-changing. Novice teachers are guided into the understanding that inclusion is not an event but a process, and requires first comprehension of that which it entails. Every learner that the novice teacher faces will need a different kind of support, and thus they must begin to make the necessary changes within the curriculum they are teaching, the methods they make use of and the environment that they create for their learners. Novice teachers must be made aware of that which inclusion entails, but the mentor teacher needs to also explain and discuss with the novice teacher what 'exclusion,' 'segregation' and 'integration' entail. Once he/she understands these concepts, they can develop a full understanding of that which inclusion truly entails and how it should be implemented in their classrooms. This can be a particularly difficult obstacle for novice teachers to overcome, given that they are often already overwhelmed. Most will be appointed in regular schools and will need to be able to implement inclusivity in their classrooms so as to ensure that every learner maintains an acceptable level of learning. One of the most challenging aspects of inclusive education for novice teachers are finding means to support learners who have disabilities or impairments that they are not familiar with or that hamper physical teaching and learning.

Novice teachers should be guided by their mentors to understand the manner in which the setting of the school can impact diversity and at times lead to barriers on the way to learning. Learners should never be labelled as 'special needs learners,' for instance. Novice teachers should learn from their mentor means and strategies to make education accessible for all the learners in their class. Novice teachers must learn to adapt the context and method of teaching to ensure that education is accessible to learners who experience barriers. Therefore, a learner-centred approach must be implemented to ensure that learners' individual strengths are enforced enabling learners to overcome such barriers. Institutional discrimination can also lead to barriers. No learner should be discriminated against on the basis of race, ethnicity, ability, gender, disability, class or sexual orientation. This is also an aspect around which novice teachers should receive extensive guidance, as each school may reveal a varying degree of one type or another of such discrimination. Novice teachers will need assistance in learning how to respond effectively to learner diversity. The mentor teacher will need training in the six dimensions of teaching and learning regarding inclusive education. These topics provide the basis for the topic of inclusive education, as illustrated below.

SIX DIMENSIONS OF TEACHING AND LEARNING FOR INCLUSIVE TEACHING	
Valuing learner diversity	Learner differences should be considered a resource and an asset to education.
Supporting all learners	Teachers should make use of teaching methods that are supportive to all learners.
Working with others	- Various parties form part of the support network to promote inclusivity in schools. - Novice teachers should build on these partnerships with colleagues, parents, caregivers, and other stakeholders.
Continuing professional development	Teachers should endeavour to keep learning and be responsible for maintaining their learning efforts.
Education for sustainable development	The development of critical skills promotes a sustainable future for learners and novice teachers must develop such skills to ensure future generations achieve success.
Leadership for inclusive education	The novice teachers must take part in the development of the school's ability to become and promote inclusive education so as deal with change and support all learners.

Topic 2: Learner diversity

This requires that the novice teacher should consider carefully the variety of learners who he/she is facing in the classroom. A good comprehension of that which makes up the diversity is required and should be discussed within the context of the school and classroom, while taking into consideration the community from which the learners come. Novice teachers should be encouraged to accept the differences amongst their learners and observe ways in which they could encourage learners to do the same. Novice teachers need to be made aware of how valuing the diversity in the classroom can lead to enriching teaching and setting an example of inclusivity.

Novice teachers need to discuss with the mentor the various aspects of diversity in terms of differing interests and learning ability, the socio-economic statuses of the learners, local and foreign cultures in the classroom, the variety of languages spoken at home and at school and various means of teaching strategies to reach all learners. Novice teachers must also discuss with their mentor teachers how to accommodate learners from various racial and religious groups, the correct ways of engaging with minority groups in the classroom as well as understanding any physical inability that might hamper effective education taking place.

The novice teacher should also be aware of their own beliefs and cultural convictions, which may impact how he/she deals with certain learners. It could be extremely challenging for novice teachers to relate to learners if they have cultural, social or economic backgrounds that differ from theirs. These should be discussed with colleagues and the mentor teachers to find ways to overcome them. Novice teachers should also discuss the manner in which support for diversity is implemented in real-life situations in class. Novice teachers should understand that understanding diversity is a process and the whole school is involved in the development of valuing diversity. Lessons should be planned with the reality of the learners' capability, background and learning style in mind, so as to ensure that the classes are inclusive. Using the curriculum to attain support for all the learners should be emphasised. The National Curriculum and Assessment Policy Statement (CAPS) entails what should be taught, but how it is taught is determined by the teacher. In order to come to grips with this, the novice and mentor should discuss how to implement each of the following.

- Differentiation: Adapting the pace, teaching methods, contents and activities that learners will complete in class will influence the way in which learners are learning. This will ensure that the delivery of the curriculum is attainable for all the learners.
- Different levels of accessing the curriculum: Many learners can work at grade level, but others need to learn with more support. Such learners work at a modified level and novice teachers may have difficulty in teaching them, especially without the adequate training. Novice teachers need advice and guidance towards breaking the contents into manageable parts for these learners to ensure that they can still be assessed.
- Scaffolding: Although novice teachers would have been exposed to scaffolding during pre-service training, each school presents unique learners, thus the mentor teacher should discuss kinds of scaffolding activities in terms of those that will work best in the context. Scaffolding must build on existing experiences.

- Enhanced level: It is a challenge for any teacher to keep learners who are more capable engaged during lessons. Novice teachers will need guidance in this regard. They will need to be guided around identifying and engaging learners who tend to master concepts faster so that the latter remain stimulated and challenged.

The novice and mentor teachers will also discuss various teaching styles and reflect on pacing their teaching. The layout of the classroom is a more practical aspect that the mentor teacher could offer guidance on. Behaviour management may at times need to be revisited by the mentor and novice in order to ensure that the classroom environment is minimally disruptive, and all learners can learn. Mentors can advise the novice on basic elements during lessons, such as the way in which instructions are given to learners, making use of auditory, visual and tactile instructions, how to incorporate peer work and how to use teaching aids to keep the attention of the learners focused on the contents. Resources are available to help the novice to support learners and these should be explained to the novice. Learners, parents, caregivers, other teachers and the community should all be involved in creating inclusive schools and classrooms, and the novice teacher should be guided in finding ways to ensure that all parties are involved in creating inclusive schools.

Novice teachers could also make use of learner profiles to guide them around assessing those among them who may be experiencing challenges, thus to be prepared for them. The mentor should also be able to provide the novice with an overview of the context of the learners in the school and discuss their social context. Often novice teachers are weary of contacting parents and discussing learners with them. They could observe contact with parents and learn how to address them and how to discuss sensitive issues. Novice teachers should also be encouraged to begin to build relationships with parents from the beginning, as these provide valuable insight into the lives of the children they are teaching.

From the first day, a novice teacher should focus on learning about the interests and abilities of the learners. It is vital that he/she should learn the names of the learners and allow them to share their opinions, interests and ideas. Novice teachers should be encouraged to make notes of their observations about various children to ensure that intervention strategies are thorough and well-planned. They must be made aware of how learners' backgrounds and home circumstances influence their individuality and identity and how this may impact their learning capability. In the activities underpinned by this topic, the novice teacher will need to reinforce an understanding of that which diversity means within the school's context, and what their own understanding of this amounts to. They will need to render their understanding of differentiation in the classroom by providing the mentor with three examples of such that will ensure that all learners are actively participating with key concepts but across various levels of difficulty.

The mentor and novice will schedule an observation lesson to be discussed in order to see where they could improve and adapt the lesson. This lesson provides the platform for the actual implantation of scaffolding, learner observations and day-to-day means of handling diversity in the classroom. The reflection on the lesson will allow the novice teacher to determine which other or additional ways he/she can employ to ensure that the diverse needs of learners in the classroom are met. The mentor and novice teacher will also discuss a system in which observations about learners in class can be made and kept for intervention purposes.

Topic 3: Assessing and supporting learners with learning challenges: SIAS

The Department of Basic Education provided the SIAS (Screening, Identification, Assessment and Support) framework for learners who experience barriers with learners. Each school has a school-based support team (SBST) and a district-based support team (DBST), who should be actively involved to ensure that the SIAS process is followed and implemented. The SIAS policy is official and aims to provide teachers with channels to follow to provide support for learners. It indicates available resources for teachers around supporting learners, and contains official documents that will guide and help identify the kind of barrier a learner is experiencing. SIAS also ensures that the same procedures are followed nationally to identify, assess and provide support for learners who experience such barriers. Novice teachers need to be exposed to the SIAS policy and be guided on how to utilize it in class.

- Novice teachers need to have a comprehensive understanding of what exactly 'barriers to learning and development' entail and should familiarize themselves with the legislation around the policy. They must be guided to learn how to gather information and identify learners who encounter various barriers to learning. They must be guided around learning how to develop and provide teacher and classroom interventions that will ensure that the identified learner can be supported adequately. The SIAS process is lengthy, and provides various levels of support, while involving various role players in the process. It is vital that the novice teacher understand the entire SIAS process, and ensure that the relevant documentation is ready and provided when support beyond the classroom becomes necessitated. The novice needs to be introduced to the SBST and understand the role of the DBST. In the SIAS process, it is expected that teachers adhere to certain responsibilities. These may be challenging for novice teachers. The mentor teacher should spend time discussing these with him/her, as follows:

- The teacher is the case manager. This means that he/she should consult the learner profile, the learner, parents and colleagues so as to gather accurate information about the situation regarding the SIAS process and the learner.
- The information gathered about a learner who encounters barriers to learning must be recorded and used to draw up a teacher's individual intervention plan (TIIP) which should provide in-class support for such a learner.
- The teacher will also be required to perform a support needs assessment (SNA 1), which is a detailed description of the learner's current and further needs. The teacher should then also hand the SNA 1 to the SBST who is responsible for contacting the DBST. The SBST is an official body within a school who should be able to provide and coordinate support structures within it. The teacher works with the SBST to develop an individual support plan (ISP) that will assist the teacher in providing support to the learner.

One of the most challenging tasks of the process is the completion of the SNA 1 and 2 forms. Novice teachers will need to be made aware that they must ensure the correct completion of learner profiles, recording of observations of learners, keeping a record of classroom successes and failures and recording all interventions in the classroom as well as those made around the curriculum and assessments. The process will enable them to effectively develop a TIIP for the learner. This plan will focus on the individual and on how the teacher will assist him/ her to achieve learning goals while also providing evidence of daily interventions. It is also useful for monitoring types of interventions that bear fruit and those that do not, while providing the teacher with a renewed awareness of the learner. Parents can be made part of the TIIP, and novice teachers should be guided into how to involve them thus.

Addressing diversity in the classroom is a challenge even for the most experienced teacher, therefore intense and careful attention should be paid to it by the mentor teacher. Activities that resort under the rubric of topic three are designed to enable the novice teacher to practice the implementation of the SIAS procedures. He/she will, with the mentor teacher, draw up an TIIP for a learner that he/she has observed and is concerned about. He/she is also encouraged to use a self-assessment tool to identify areas of the SIAS policy and procedures that they are still unfamiliar with or in which they could still improve. The tool contains a section pertaining to the personal views that a novice teacher holds of learner diversity. This is an important reflection for novice teachers to engage in, as they need to become aware of how their own experiences or beliefs may affect the manner in which they implement SIAS policies or treat learners who are different to that which the mainstream may consider to be 'normal.'

They should also consider their views and feelings about gender equality and how these may influence their teaching perspectives. Novices will also consider where and in which ways they could improve on their ability to include all learners in the classroom. Another important section of the reflection tool concerns the extent to which a novice teacher is able to work with other teachers successfully, and how well they are able to collaborate with parents and caregivers when they address issues that relate to learner diversity. The tool also allows the novices to evaluate the extent to which they are able to work with other stakeholders, including the community, the DBST, NGOs and other people who could provide assistance when engaging learners who experience barriers.

The following section of the self-assessment provides space for the novice to determine how well their CPD is going. Within the responses, the mentor will be able to identify areas in which the novice requires assistance regarding subject contents, their ability to locate and share resources and their involvement in PLC's. These responses will give the mentor insight into how well the novice is coping with the contents of their subjects, and if they are able to begin to grow professionally. The novice will then use the tool to evaluate their implementation of education for sustainable development. He/she will reflect on how well they are actively promoting respect for diversity in their classrooms and the school environment. This also allows the novice to reflect on whether or not they are perhaps imposing their own ideas and beliefs on the learners. Once the tool is completed, the mentor teacher will be able, along with the novice teacher, to identify areas that need attention. He/she will collaborate with the mentor on ways in which to improve on certain aspects and share ideas around implementing and maintaining a culture of diversity in the classroom and the school at large.

Theme Four: Curriculum, pedagogy and assessment

Theme four focusses on the fact that the novice teacher should understand the various curriculum policies, CAPS, the assessment protocol, promotion requirements, language in education and the introduction of African languages into the curriculum. The theme also covers the learning programme, lesson planning and assessment. Furthermore, the novice teacher will be exposed to real-life curriculum mapping and sequencing within and across the various grades in the school. Finally, it focusses attention on the knowledge that the novice teacher must be in command of the subject contents and grasp how to teach these in such a manner as to ensure that learning takes place in classroom. Novice teachers will also use exemplar lesson plans to develop their own once they have mastered an understanding of the various learning needs in the classroom.

In order for him/ her to effectively deliver contents, the mentor and novice teacher will discuss a variety of teaching practices, strategies and resources. They will also discuss the design, delivery and assessment of lessons and investigate ways in which to provide feedback that encourages learners to learn in a supportive manner.

Topic 1: Understanding curriculum policies

The mentor and novice teacher will discuss the various curriculum policies. Once the novice teacher has an understanding of these, he/she can use discussion time to direct questions about the policies and their implementation to the mentor teacher. The novice and mentor teacher will pay special attention to the following pieces of legislation in order to ensure that the novice understands their role and how it is implemented practically in the classroom and school context.

Policies:

- The National Protocol for Assessment
- The National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grade R-12
- The Language in Education Policy
- Incremental Introduction of African Languages Policy

Teacher competencies and roles (as reflected in the National Education Policy Act 1996)

- Being a learning mediator
- Being an interpreter and designer of learning programmes and materials
- Actively pursuing a role of leader, administrator and manager
- How to be a scholar, researcher and engage in lifelong learning
- A role player in the community, promoting citizenship and taking a pastoral role
- Being an assessor
- Ensuring that the teacher is a specialist in a subject, discipline or phase.

Topic 2: Learning programme, lesson planning and assessment

Novice teachers are expected to be able to provide the planning of their classroom learning and teaching, which will guide daily activities. These should be designed in such a way as to incorporate assessment, so that the learners can all participate in lesson and learn.

The novice and mentor teacher should discuss the nature of good planning and that which is expected from the novice teacher with regard to planning. The novice teacher needs to understand that good planning of lessons ensures the following:

- smooth running of lessons;
- effective classroom management;
- an illustration that one is prepared so as to encourage respect from learners;
- the facilitation of enjoyment of the lesson and its delivery, while ensuring that the lesson's goals are attained and the contents as described in the curriculum covered effectively;
- the creation of space to cater for learners who are diverse and assisting the novice around maintaining inclusivity in the classroom;
- the provision of a basis for reflection and also the establishment of a firm foundation for teaching in the future.

The mentor teacher will need to discuss with the novice the various steps necessary when planning a lesson, while ensuring that he/she takes the context and background of the learners into consideration. The mentor teacher should use the 4M model (manageable, measurable, made first and; most important) to aid the novice around lesson planning within the subject and school context. The novice must identify exactly that which the learners should know at the end of the lesson. The lesson should be manageable and measurable and focus on the most important parts of the curriculum. The novice could observe how lesson objectives are made clear to learners by observing the mentor. He/she should ensure that he/she is well read and knowledgeable about their subject and should be encouraged to read more and research the contents of the subjects thoroughly. Mentor teachers could use observation lessons to practically illustrate to the novice what to do when learners have misconceptions about contents and how to take the various background elements that influence the diversity of the classroom into consideration when teaching. They should further illustrate the kind of vocabulary that presents a challenge to the learners and might become an obstacle to their understanding, the kinds of support that can be put into place to aid learners who encounter barriers around mastering the contents and, finally, show the novice how to make use of resources effectively.

Novice teachers should also observe the way in which the mentor teacher uses various methods to present knowledge to the learners. The novice and mentor could spend time to discuss the most effective ways of presenting materials within the school or classroom context.

The novice should also be engaged in the various kinds of activities that the mentor employs to make lessons fun and diverse. Observing how the mentor groups learners and structures their activities practically will elucidate for the novice that which they would be able to accomplish practically. Finally, the mentor and novice can discuss the six basic components of lesson planning to ensure that the novice plans well-structured and practical lessons.

Topic 3: Curriculum mapping and sequencing within and across grades

Novice teachers will quickly discover that the contents of the curriculum are more comprehensive than that which can be managed in actual teaching time that is available to them. Therefore, the mentor should guide the novice to identify the most important parts of the curriculum and introduce them to curriculum mapping. This entails that teachers collaborate on that which is taught in other subjects and sequence these so that learners do not experience fragmented or repetitive lessons in the various subjects. When teachers collaborate on curriculum mapping, it can engender a tool that indicates that which has been taught, facilitating enhanced planning around that which should be taught. It allows teachers to review the curriculum and eliminate redundancies, inconsistencies, misalignments and weaknesses and address gaps in the curriculum. This mapping creates a platform where the relationships between aspects of the curriculum are highlighted and this facilitates integration across subjects. It allows teachers to review assessment methods and identify that which learners have already learnt so that their existing knowledge can act as a foundation for the building of new knowledge on.

Topic 4: Teacher knowledge and understanding of subject contents and how to teach it effectively

Novice teachers should have excellent subject contents knowledge in order to ensure that they organise their lessons effectively. Novice teachers must be made aware of the implications of the 'what' and 'how' of the contents they teach, and they need to be guided around that which can and cannot be taught in a lesson. It is necessary that novice teachers understand how to employ their pedagogical contents knowledge to plan lessons, identify precisely that which should be known for future learning and how the learners can best master the required contents. The novice and mentor can discuss how to continually evaluate the manner in which the learners are progressing and that which they are struggling with, while assessing their understanding of the materials. Novice teachers should also be guided around the use of LTSM so as to plan lessons and ensure an understanding the subject contents until they have mastered it. Novice teachers will begin to grasp that teaching is an interwoven web of subject contents.

Their ability to teach the contents, strategies to convey these and feedback to assess the understanding of these in terms of that which they expect learners to master, will also be grasped.

Topic 5: Teachers use provided exemplar lesson plans as references for developing their own lesson plans as based on needs, context and expectations

Novice teachers will most likely inherit existing lesson plans and should use these while guided by the mentor teacher to design lessons that meet the various needs of learners in the classroom. An important part of lesson planning is to gain an understanding of values that are embedded in the lesson, whether directly or indirectly. These values should be taught and will also help the novice to manage and influence the learners' behaviour. The novice and mentor teacher can analyse lesson plans and evaluate the way in which their purposes are met. This entails that they discuss whether the lesson plan effectively provides explanations of new concepts, where appropriate examples were offered, whether the activities in the plan were designed in such a way that the learners were engaged and whether that which had been taught was reinforced. The mentor can use the lesson plans to identify opportunities for scaffolding and help the novice teacher ensure the correct pacing of lessons. The mentor teacher should emphasise to the novice teacher that scripted lesson plans are sequenced, clear and concise, provide guidance to the teacher during the lesson, ensure that learners are actively engaged for the duration of the lesson. He/she should also check that appropriate means are built into the lesson around pupils' understanding.

Topic 6: Teacher accesses a rich repertoire of teaching practices, strategies, resources and applies these appropriately

It is a challenge for any teacher to ensure that he/she is utilizing various teaching strategies to accommodate the diversity of learners. Learners have various learning styles and the novice will become aware of these as he/she are exposed to the actual teaching. The mentor and novice teacher can discuss means to incorporate strategies that will be advantageous for auditory, verbal, visual, spatial, logical, mathematical, physical, kinaesthetic, social and interpersonal as well as solitary and intrapersonal learners. While it is not always possible to implement teaching methods that suit all of these, the novice and mentor teacher should work together to begin to identify methods that meet most of the needs while ensuring a structured and effective lesson.

Topic 7: Design, delivery and assessment of lessons

This topic centres on the practical component of teaching contents to learners. Novice and mentor teachers should evaluate the way in which the novice has prepared their classroom, ensuring that the objectives are clear, the lesson outlined and the classroom laid out and organized before the learners arrive. Once the preparation is completed, the novice and mentor will evaluate the manner in which the novice introduces the lesson and the way in which background knowledge is tested before the new contents are unwrapped. Various ways exist for the introduction of a lesson topic and the mentor should demonstrate and discuss these with the novice. Once the introduction of the lesson is completed, the novice will progress into teaching the new contents. He/she should ensure that he/she accommodates various learning styles, that scaffolding is used, that differentiation occurs and that the learners are left with clear explanations. The examples the novice uses should be relevant to the learners and they need to be able to relate to these. Finally, the novice teacher needs to assess how well the learners have understood the contents and whether they managed to reach the designated objectives. There are quick and easy ways to do this in class – and the novice teacher should know and understand how to use these to assess the extent to which the lesson was understood.

The novice teacher should also be guided around the drawing up of assessments and using these in class. He/she will need to learn how to differentiate assessment and how to use it to allow all learners to demonstrate what they have mastered. The novice and mentor should also use this time to discuss which learners need extra time, scribes or oral assessments and the procedures related to these.

Topic 8: Giving prompt, appropriate and constructive feedback to promote teaching and support learning achievement

- Novice teachers can gain excellent exposure to feedback methods by observing mentor teachers. There are various types of feedback and novice teachers should be exposed to each and they should understand when to employ each. The types to be mastered are itemised below.
- Informal feedback: This type occurs orally at any time and should be spontaneous.
- Formal feedback: This type is written and most often associated with assessment tasks. It should be recorded and used by the learner, the parent and the school as evidence of attained objectives.
- Formative feedback: Here the teacher tries to determine the learning that is taking place and it is used to adapt teaching and learners to improve their learning of

contents. This type of feedback should be prompt and be done before learners begin summative assessments so as to ensure that they are not repeating mistakes.

- Summative feedback: When learners are assessed at the end of the term, teachers make use of this type in order to evaluate the final achievements of the learners. Teachers should provide detailed comments and explain how marks were achieved. These comments should be constructive and show learners how work could be improved upon.
- Constructive feedback: There are four types of constructive feedback that teachers will make use of. First, negative feedback, which entails that the teacher providing details about past events which should not be repeated. Secondly, positive feedback focuses on what kinds of behaviour should be continued while the third, negative feed-forward will focus on behaviour that should be avoided in future. The final type of constructive feedback is positive feed-forward, which in turn focuses on positive behaviour that should be repeated and continued to improve performance.

Parents and learners need to be informed about the type of feedback that has been given to learners. Novice teachers need to understand that learners should have a clear understanding of that which was expected from them before feedback can be given. Learners should also understand the manner in which the activities in class and contents are linked to each other. Finally, teachers should ensure that assessment will be done in such a manner that learners can utilise it to identify that which they do not know yet and how to master the contents related to this. Learners should be given feedback as a means of encouragement and it should not lead to feelings of worthlessness. When feedback is effective, it is beneficial to everyone. Teachers cannot provide feedback to learners if they do not know their learners well. Thus, it is vital that they understand the way in which their learners construct knowledge and how they learn best. Novice teachers need to comprehend the importance of providing feedback that engenders an understanding among learners about their progress is. There are four questions that the novice teacher should use to provide useful feedback to the learners and to their parents, as follows.

- What can the learner do?
- What can't the learner do?
- How does the learner's work compare with that of the other learners in the class?
- How can the learner do better?

Teachers are generally encouraged to use a rubric to provide feedback to the learners, particularly in the case of individual feedback. The mentor and novice could discuss how to keep track of comments about learner's abilities and their progress, also in terms of daily or weekly feedback. This would include questions the learner asks, any behavioural issues and the areas in which learners could improve. This should be used to provide feedback to parents and the learner when necessary.

Activities in this theme require that novices reflect on at least three of the eight topics. The first of these is to evaluate their understanding of the various curriculum policies and how these should be used. The second is the compilation of a checklist to be used to self-assess their lesson planning practice. Following this, the novice teacher is to check whether they are in possession of a curriculum map that is relevant to their subject. They scrutinise this to determine if it has assisted them in their determination of that which the learners already know. Novice teachers then describe how they plan to collaborate with other teachers in their phase to perform curriculum mapping, and they list the documents they intend to use to compile their inputs into the latter. They are also to describe how often curriculum mapping meetings take place at their school and discuss what they believe to be its benefits.

The fourth activity centres on allowing the novice teacher to determine their shortcomings pertaining to subject knowledge in terms of contents and pedagogy. Under the rubric in topic 5, novices take an exemplar lesson plan that they have inherited and analyse it by means of a checklist in the activity booklet. They then list strategies that they plan to use to adapt the lesson plan and analyse it again.

Topic 6 pertains to understanding the learners' learning styles. Novices are instructed to identify the style or styles of each learner in their class(es) and how many there are of each. Following this, the novice must provide appropriate teaching strategies and methods to effectively accommodate the various styles and list both required and located resources for the lesson. In topic 7, the novice teacher chooses their 'best' lesson plan and uses it to describe how they prepare to teach that lesson in the classroom and discuss the introduction, presentation and delivery of the lesson. They also discuss how they intend to keep learners engaged and the assessment methods they plan on utilizing. They review their remedial efforts for that lesson. The final activity in the theme provides a sheet for each learner taught. The novice is required to place this in a notebook or file and complete it for each learner. On this, the novice identifies that which the individual learner can do, what they cannot do, how the learner compares to others in the class and areas in which the learner needs to improve.

Theme five: Managing the learning environment

In the first year of teaching, the novice teacher will likely experience difficulties around managing the class. It is imperative that the school management become actively involved in the process of class management, particularly in the case of the novice teacher. Behaviour issues in the classroom have a profound impact on the ability of the novice teacher to actually teach the contents of the lessons. It further impacts on his/her relationship with other learners in the classroom. When these disruptions and challenges are not dealt with in an appropriate manner, it could lead to the novice abandoning that which has been taught during pre-service training. He/she may fall back on the traditional model of lecturing learners in order to 'get through the contents.' This does not benefit the learners or the teacher, while the fight to gain control of the classroom may quickly get out of hand.

The novice will need a copy of the school's code of conduct and should be briefed around the procedures to be followed when it comes to dealing with discipline challenges. He/she must be guided into understanding the importance of implementing proper and well-developed lessons which will ensure that learners are engaged and actively challenged. The latter boosts the maintenance of discipline in the classroom. This theme consists of two topics. Both should be discussed with the mentor teacher and could be revisited to ensure that the novice teacher is mastering their contents.

Topic 1: Classroom and behaviour management

The contents of this topic encompass that which contributes to effective classroom management. Novice teachers may have preconceived ideas about what this entails, particularly pertaining to the management of discipline. Various classroom management strategies will be discussed with the novice teacher and he/she should observe the manner in which these strategies are implemented across the school.

The first strategies centre on the organization of the classroom routine. Novice teachers should understand that a well-organised classroom will facilitate a developed routine in which learners feel safe and are able to learn. Although it may be necessary to teach learners these routines over a period of time, it will eventually become second nature for them. The table below unpacks the routines.

Entering the classroom	• Set the tone for learners to enter the classroom in an orderly and quiet manner.
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	• Greet learners at the door. • Do not vary this procedure as it will create confusion. • Once entered, the learners should know exactly what to do with regard to standing/ sitting/ greeting and so on.
Administrative Tasks	• Determine the best time to collect money, check homework, collect slips and so on. • The more consistently the same routine regarding administrative tasks are applied, the faster learners adapt to it.
Time management	• Each classroom should have a clock and learners should be aware of how to use the available time for tasks and activities.
Classroom organisation	• Learners should know where items in the classroom are. • Items should be marked and rules regarding the use of resources should be clearly stated. • Learners who need items should follow the same procedure each time to locate resources to prevent a waste of time by trying to find what they need to complete their work.
Assigning tasks to learners	• Implement a system where each learner receives responsibilities that they can carry out. • As many learners as possible should have a task or responsibility and they must be held accountable its execution.
Classroom layout	• Learners' desks and seating arrangements should be conducive to learning and should not require them to move around to see the board. • Learning barriers should be kept in mind when placing learners. • Desks and chairs should be comfortable for learners and should be of the correct size.

Planning and preparation for the day	• Novice teachers should know exactly what they are going to do for the day and should have planning and preparations ready. • It is necessary to interact with the learners and not spend too much time writing on the board. Instructions should be written on the board and tasks prepared before the lesson begins.
Avoid interruptions	• Novice teachers could easily become caught up in a cycle of trying to answer learners' questions, particularly if they are asking the same questions repetitively. • It is important to know how to deal with learners who are asking unimportant questions to limit disruptions. • Systems regarding asking for resources and bathroom needs could be implemented and save considerable time.
LTSM (Learning and teaching support material)	• It is necessary for novices to understand how to use LTSM. • All these resources should be made available in the classroom. • The purpose should be to encourage a variety of learning activities and engagement in activities.
Establishing classroom rules	• When classroom rules are set, the novice should engage with the learners about rules that they feel would be necessary in class. • Rules should not be prescribing but rather positive embody expectations that learners have of each other and themselves. • These should be visible in the classroom. • Rules should be revisited often to encourage learners to adhere to them.

Noise levels in the classroom	• An important part of classroom management is the tone of voice of the teacher. • Noisy classrooms are not conducive to learning and lead to disruptions and unnecessary shouting. • Learners must be taught how to control their noise levels by clearly understanding the teacher's expectations and those of classmates.
Capturing the attention of learners in the class	• Creative means to capture learners' attention during the lessons are not only useful but also effective around engaging them. • Novice teachers should devise their own 'capturing methods' after having observed mentors and experienced teachers implement these.
Positive reinforcement	• Management should aim at teaching learners to adapt their behaviour in such a way that feel that they are contributing to the atmosphere and worthy members of class. • Novice teachers should spend time with their learners in order to encourage mutual respect among them and ensure that they know the positive attributes of even the more challenging learners. • Instead of just punishing learners, there should be much praise for good behaviour. • Novices should also be reminded of general rules regarding verbal abuse of learners, victimization, humiliation, sending learners out of class and physical punishments.

This section requires of novices to watch a video clip entitled 'Ineffective classroom management.' He/she must reflect on this clip and determine that which went wrong in the classroom and how he/she could improve the management of the classroom. He/she must explain why classroom management is necessary and why it should be implemented. Following this, the novice teacher will be required to discuss classroom management with another teacher at their school and investigate how that particular teacher has organized his/her classroom. The novice will need to discuss the grouping of desks, the routines that the teacher follows, how the teacher resolves issues in the classroom and the guidelines that this teacher can give on general classroom management, including how to deal with discipline issues as they emerge.

This discussion will provide a platform for the novice on which to compare the manner in which they are implementing classroom management. It will give a basis for reflecting on that which they could implement upon their discussion with the teacher. Finally, the novice should discuss classroom management and behaviour management with other teachers and use their responses to draw up their own list of ten tips for implementing positive behaviour management in their classrooms.

Topic 2: Safety

School safety is a topic that allows the novice to gain insight into the importance of safety at school. Novice teachers need to understand how the safety of learners impact their ability to learn and how unsafe environments impact the emotional well-being of learners. The manner in which an unsafe school environment influences drop-out, poor attendance of learners and failure of academic progress should be emphasised. If schools do not ensure a safe environment, violence and crime will impact the learners' performance. Schools are expected to be 'drug-free' and 'dangerous-object-free' zones, and this must be upheld by management. This would ensure that learners are able to access their right to basic education. Novice teachers should be exposed to the guidelines and policies that ensure that the laws protecting the learners and the school are enforced. Within the framework of these policies and guidelines, the roles and responsibilities of the staff are clearly indicated. These should also ensure the safety of the staff at the school. Each of the legislative and policy instruments should be handed to the novice teacher and he/she should be able to raise questions with the mentor concerning them.

This topic steers the novice towards familiarising themselves with the various access points of the school, buildings, emergency and panic buttons as well as evacuation plans. The novice should be shown where parking spaces are and where they are to enter the premises. There should be a discussion about the search-and-seizure procedure of the school, the fire management system and how visitors are to gain access to the terrain. This discussion should include a thorough unpacking of the school's bullying policy and how the teacher should handle bullying incidents. The safety of the school is not only the responsibility of the school, but also that of the school governors and the Department of Education. Each party involved in school safety should ensure that all the policies and guidelines are implemented and functioning. Additional issues that pertain to safety should also be discussed with the novice teacher, such as corporal punishment, substance abuse by learners or teachers, violence in the school, learners carrying weapons, gender-based violence, teenage pregnancies and teacher and classroom safety.

The activities proposed in this topic are based on a real-life scenario depicting a situation where two learners were involved in a fight. During the altercation, one learner stabbed another with a pair of scissors, while a by-standing learner recorded the entire incident on cell-phone video. The novice teacher will discuss with the mentor that which should have been done with each of the learners involved, what the school's code of conduct would have expected from teachers in this situation and how the entire event could have been prevented.

Following this, the novice will be presented with a case where a parent has supposedly told the teacher to make use of corporal punishment with their child. The novice will discuss with the mentor how to handle such a situation. The novice and mentor should discuss instances where teachers are obliged to report cases and how these procedures work. The following section of the activities revises types of bullying and requires of the novice to provide tips for management of bullying in the school. The SACE teacher safety report should be studied and the novice should glean ideas from it to be implemented in their particular school context. The novice should also read up about how to deal with pregnant learners and draw up their own five-point plan to ensure that they know how to approach them and how to manage the situation. These activities will allow the novice to prepare for more severe cases that occur in their school environment and enable them to feel more empowered when they are confronted with such situations.

Theme six: Resources

School resources should be available to support teaching and learning activities. These resources include all the physical buildings, grounds, books, teaching aids and so on that should be available and cared for at a school. The novice needs to know how to utilize these resources to ensure that they provide quality teaching and learning. Resources should be provided by the Department of Education and accounted for by the school principal. Two topics resort under the rubric of this theme.

Topic 1: Utilisation of available resources and opportunities to promote learning achievement and learning outcomes

- Novice teachers should be assisted around locating the various resources that the school has at its disposal. The novice should understand how to use these, when to make use of them and how to use ensure that their use achieves effective learning. The school should have the following resources available.
- School buildings
- LTSM

- Stationary
- Photocopiers and paper
- A school library, services and staff in the library
- A gym
- A computer lab for the learners

The novice should know the procedure for booking a certain resource and under which circumstances it will be useful. He/she should also know which resources are available beyond the classroom, for example, a school gymnasium, therapists etc. He/she may need guidance around stock taking and the LTSM policy. Some schools have programmes in place where waste products are collected and utilized and even repurposed. There are also various online resources that novice teachers could use to enrich their teaching practice and activities in the classroom.

The reflection on this topic requires of the novice to assess their own classroom with regard to resources. They should evaluate what they have 'inherited' and what they could use and keep as opposed to that which should be taken out. The novice should also find ways to create a 'print-rich' classroom and discuss with the phase manager how they could help in this regard. Practically, the novice will need to identify an upcoming lesson in which they use waste material and other objects as well as any other resources available to them and the learners so as to reinforce an understanding of the lesson's contents. The novice will also describe resources that he/she can create themselves to further strengthen the impact of their lesson. The novice teacher is encouraged to find a website-based 'lesson' regarding contents that were challenging to teach. Once they viewed this, they will describe what they had learnt from the video and how they can use this in their classroom when teaching these contents again. It is also important that the novice teacher be exposed to the ordering of LTSM at the school. They will need to ask their mentor for assistance with regard to this and talk to the person responsible for ordering new LTSM.

As a concluding activity, the novice teacher should draw up their own plan for the retrieval of textbooks at the end of the year and present this to their mentor teacher for critique and discussion.

Topic 2: Education department support structures

It will most likely be expected from the novice to become involved and participate in various structures that exist to provide support to teachers. This would typically include grade, phase and staff meetings as well as attending training and workshops hosted by various bodies within the

school system. The NTIP would be part of this structure, as it enables the novice to be guided and supported in their first few years. The Department of Basic Education is responsible for providing support in terms of curriculum delivery, coverage and development. It is also responsible for supporting learning in schools and should monitor the manner in which learning is taking place. The Department of Basic Education is required to ensure that policy is given to schools and that it is understood and implemented. A variety of further structures within the department are aimed at providing support to teachers, staff and learners; the novice and mentor should know about these.

Activities forming part of this topic requires of the novice to attend an SBST meeting and take notes of the what it is doing as well as coming to an understanding of their function in the school. The mentor and novice will discuss the nature of a so-called 'tracker' and how it intends to support teaching. The novice will also need to identify various resource centres in their district and discuss with mentors how these can be accessed and used to aid themselves and learners. He/she should be familiar with the Educator Assistance Programme and discuss the kinds of support that they would be able to receive from this programme. Finally, the novice is expected to join a PLC and assess how often it meets and that which they gain from being part of it.

Theme seven: Teacher as a critical, reflective practitioner and researcher

The final theme to be found in the NTIP focusses on the teacher as a critical, reflective practitioner and lifelong learner. It contains two topics that novice teachers should work through so as to understand how to continue to grow professionally throughout their career.

Topic 1: Teacher as a life-long learner

Teachers cannot ignore the changing world around them. It is vital that they continue to learn so that their methods and strategies are relevant and aimed at providing the best possible learning for their learners. The decision to remain an active learner is voluntary and should be self-directed. This implies that teacher needs to learn how to critically reflect on their professional progress. They will need to evaluate their thoughts, feelings and experiences around their calling. This allows them to view their practice from various perspectives and identify areas in which they could make changes and grow. The importance of self-reflection cannot be overstated in teaching practice. It provides opportunities to change and improve on existing practice, understand contents and the actions of learners and teachers. It shapes an understanding of the way in which the learning environment is constantly changing. Teachers should also be encouraged to make use of action research to gain insight into questions they may have. Action-based research

provides him/ her with a window into that which learners are experiencing, learning and understanding, while facilitating the pursuit of his/ her interests.

The novice teacher should also be exposed to and participate in PLCs. These allow for teachers to collaborate and discover best practice in a group setting. SACE and CPTD also provide opportunities for further learning in the form of various activities. This topic provides an opportunity for the mentor and novice teacher to discuss challenges and matters that can be changed and those that cannot. When new teachers are confronted with the realities of teaching, they frequently are unable to cope and become overwhelmed. The mentor and novice teacher should spend time discussing practical ways to identify that which the novice should be concerned about and those on which it is no use to spend time. The novice and mentor will also discuss how to plan their actions and how being organised and prepared can eliminate challenges before they present themselves. The novice will need to be guided continuously around developing a 'growth mind-set' which will lead him/ her to identify their own part in growing professionally. The guidance will show him/ her how such a mindset will enable them to take on challenges boldly, while dealing with failure in a more constructive way by seeing it as a steppingstone to becoming better teachers.

During the activities embedded in this topic, the novice will reflect on a recent lesson they had presented to a class. They will identify parts of the lesson that went according to plan and those that did not. This is the basis of critical reflection. The novice can subsequently identify solutions to the challenges experienced in a lesson. The second section of the activities will require the novice to identify their biggest challenge as a new teacher. They will need to phrase the problem in their own words and research ways to combat it practically. This will lead the novice and mentor teacher to come up with several intervention strategies to be implemented.

Once this has been done, the novice and mentor will analyse the outcome of their intervention plan and how they can improve on it, should this be necessary. The novice will also perform self-inspection to determine that which they want to achieve personally and professionally and that which they need in order to achieve these goals. There are also practical examples of that which the teacher can change or deal with on a practical level, and that which they cannot change within the environment. This will allow the novice to realise those things that can be practically overcome and those elements in the environment that they cannot control. Finally, the novice will assess their own mind-set and discuss it with their mentor.

Topic 2: Participation in continuing professional teacher development activities and programmes

All teachers, regardless of experience, are expected to participate in continuing professional development (CPD). Teachers earn points for their participation in various relevant activities. The mentor teacher will explain to the novice the types of activities and how to register and access the CPTD management system to upload their professional development portfolio. It is vital that novice teachers understand that their training and development do not end once they receive their degree. Instead, it is the beginning of their professional learning journey. A large part of this journey is to learn about information and communication technology (ITC) and the impact it has on teaching. This is known as the 'Fourth Industrial Revolution' and will have tremendous implications for schools. Teachers need to continue to develop their understanding and skills in this regard.

The final set of activities stipulated by the NTIP requires of the novice teacher to participate in a QMS assessment so as to identify the needs they still have. He/she will list these and discuss them with the mentor. Awareness of these needs and challenges will lead him/ her towards identifying a CPTD activity that they can take part in, while he/she will subsequently reflect on this. The novice will also need to register on the CPTD management system and upload their first activity. Finally, he/she should describe the ways in which they will integrate ICT into their own teaching.

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE



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ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Faculty of Education Research Ethics Committee (EduREC)** on 29 April 2021, this committee hereby approves your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-SCRE) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Mentor and new teachers' perceptions of the New Teacher Induction Programme in the North West Province																														
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof C Nel																														
Student / Team: AM Pelser (PhD student – 20156022), Dr LM Marais																														
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>1</td><td>9</td><td>0</td><td>2</td><td>-</td><td>2</td><td>0</td><td>-</td><td>A</td><td>2</td></tr><tr><td colspan="3">Institution</td><td colspan="3">Study Number</td><td colspan="3">Year</td><td colspan="3">Status</td></tr></table>			N	W	U	-	0	1	9	0	2	-	2	0	-	A	2	Institution			Study Number			Year			Status		
N	W	U	-	0	1	9	0	2	-	2	0	-	A	2																
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<u>Status:</u> S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation																														
Application Type: Project																														
Commencement date: 29 April 2021		Risk: <table border="1"><tr><td>Low risk</td></tr></table>		Low risk																										
Low risk																														
Expiry date: 29 April 2022																														
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.																														

Special in process conditions of the research for approval (if applicable):

General conditions: While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply: • The study leader/supervisor/principal investigator/researcher must report in the prescribed format to the EduREC: - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study. • The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EduREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited. • Annually a number of studies may be randomly selected for an external audit. • The date of approval indicates the first date that the study may be started. • In the interest of ethical responsibility, the NWU-SCRE and EduREC reserves the right to: - request access to any information or data at any time during the course or after completion of the study;
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APPENDIX C: INTERVIEW QUESTIONS

Interview Questions: Beginner Teachers

1. What are your expectations of the mentor teachers during the New Teacher Induction programme?
2. What do you think your roles and responsibilities are towards the mentor teachers during the New Teacher Induction programme?
3. What type of support do you get from the mentor teachers?
4. In what way do you think the mentor teacher can support you to ensure that you can fulfil the task to the best of your ability?
5. During your mentoring by the mentor teachers, what aspects do you focus on? (For example, classroom management, teaching practices, transitions, teacher-learner relationship building, etc.)
6. Do you feel that the mentoring provided by the mentor teacher enabled you to develop knowledge/skills in school and classroom organization/management? If not, what would you change/add?
7. Did you cooperate with the mentor teacher and change your practice if required? What would you change if any?
8. Transitioning between subjects, time management and timetabling lessons in the foundation phase can be a real challenge, was this modelled to you by the mentor teacher?
9. Were you given the necessary support and guidance to assess learners work?
10. Do you as beginner teacher feel that you experienced growth in your teaching practice during the mentoring period? If so what, and to what extent? If not, why do you think not?
11. What type of support would be helpful to you?

Interview Questions: Mentor Teachers

1. What are your expectations of the beginner teachers during the NTIP?
2. What do you think your roles and responsibilities are towards the beginner teachers during the NTIP?
3. What type of support do you give the beginner 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 beginner teachers, what aspects do you focus on? (For example, classroom management, teaching practices, transitions, teacher-learner relationship building, etc.)
7. Do you feel that you were successful in developing the beginner teachers' knowledge/skills in school and classroom organization/management? If not, what would you change/add?
8. Were you supportive in general of the beginner teacher? What would you change if any?
9. Did you as mentor teachers model literacy teaching to the beginner teachers? Would you add/change anything to make the experience more successful? Do you need support with regard to this aspect?
10. 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 beginner teacher?
11. Were the beginner teachers given the necessary support and guidance to assess learners work?
12. 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?
13. How do you think the mentoring experience influenced your own teaching practice?
14. What type of support would be helpful to you?
15. Tell me about your best and worst mentoring experiences.

APPENDIX D: INFORMED CONSENT DOCUMENTS



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Faculty of Education

(ROE)

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Date: 21 April 2021

INFORMED CONSENT DOCUMENTATION FOR MENTOR TEACHERS PARTICIPATING IN SEMI-STRUCTURED INTERVIEWS

TITLE OF THE RESEARCH PROJECT: Mentor and new teachers' perceptions of the New Teacher Induction Programme in the North West Province

ETHICS REFERENCE NUMBER: NWU-01902-20-A2

PRINCIPAL INVESTIGATOR

Prof Carisma Nel

Co-promoter

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MEMBER OF PROJECT TEAM PhD-Student:

Mrs AM Pelser

ADDRESS

CONTACT NUMBER

079 931 8020

Dear Mentor Teacher

You are being invited to take part in a research project conducted in schools in the North-West Province. You have been identified by the Kenneth Kaunda District and your school (principal and/or SMT) to participate in this project. The project 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 project. Please note that although you have been identified by the Kenneth Kaunda District and your school (principal and/or SMT) your participation is still **entirely voluntary** and 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 project at any point, even if you do agree to take part initially.

This study has been approved by the **Ethics Committee of the Faculty of Education of the North-West University (NWU-01902-20-A2)** 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 project all about and why have you been identified to participate?

In 2019, the National Department of Basic Education and Training developed a New Teacher Induction Programme for Beginner teachers (i.e., teachers who starting their careers or have been teaching for less than three years) which is going to be compulsory. In the past, once student teachers had completed their training they could register with SACE, however, in future they will first have to complete the Induction programme successfully before they can register. What does this mean for you as beginner teacher? Before you can register with SACE you have to complete the New Teacher Induction Programme under the mentorship of a mentor teacher at your school. The programme is focussed on ensuring that you get the support you need to make the transition from university to your first appointment as teacher. The aim is to ensure that your teaching practice develops and that you acquire the skills to cope with the complex task of teaching, especially in trying times such as during the COVID-19 pandemic. During the project you will receive not only the support and mentorship of your mentor teacher but also the support of the WIL research team who aims to ensure that communication between the different stakeholders in the process is done seamlessly so that you can concentrate on your teaching. The entire project will be closely monitored and supervised by the project leader who is an experienced researcher, educator as well as collaborator with the Kenneth Kaunda District as well as the North West Provincial Department of Education.

The purpose of this project is to determine:

- What the perceptions of mentor teachers are of the NTIP, specifically in terms of
 - the content of the programme
 - the tasks and portfolio that should be completed
 - the role and responsibilities of the beginner teacher
- The extent to which, if any, the content of the new teacher induction programme addresses the challenges faced by new teachers.
- **Why have you been invited to participate?**

You have been invited as the requirements of the New Teacher Induction Programme (Department of Basic Education and Training) are that beginner teachers (less than three years of teaching experience) complete the programme in order to register with SACE and they should be mentored by a mentor teacher with a minimum of five years of teaching experience.

- **What will your responsibilities be?**

If you agree to participate in the project you will be expected to:

- Participate in one semi-structured interview of approximately 45min per term. The aim is to determine your perceptions and experiences of the New Teacher Induction programme and the support you are giving the beginner teacher. The interviews will take place on an online platform or if face-to-face sessions are needed all department regulations related to COVID-19 protocols will be followed. If support in terms of technology training is required, this will be provided by the WIL research team.

How will you benefit from taking part in this research?

The direct benefit for you as participant is that you will receive training and support to ensure that all the requirements of the New Teacher Induction Programme as required by the Department of Basic Education and Training can be fulfilled successfully.

- **Are there risks involved in you taking part in this research?**

The risk to all participants in this project is minimal and is limited to finding time in their busy schedules to ensure that collaboration can take place as well as minimal data costs. All data are handled in a confidential manner, and no school, mentor teacher or beginner teacher will be mentioned by name or include any other identifying characteristics. There are more benefits than risks to your participation in the research project.

- **Who will have access to the data?**

All the data collected will only be accessible to the research and the principal investigator. All data will be kept on the researcher's password protected computer and then transferred to that of the principal investigator where it will be saved for a period of five years. All data collected from interviews will be coded and transcribed using pseudonyms or they will be referred to as participant 1, etc.

How will they know about the findings?

Quarterly reports will be provided to the Director of Professional Educator Development Services as well as the Director of the Kenneth Kaunda District and regular feedback will be provided to all other participants via the principal investigator. You will also have insight and provide input into the reports to ensure accurate documentation.

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

All participants will be provided with an NWU branded stationery item. The only cost that participants may have include time and limited data costs. If online platforms are utilized those that utilize the least amount of data will be selected.

Is there anything else that you should know or do?

- You can contact Prof Carisma Nel at 0727020176 or carisma.nel@nwu.ac.za if you have any further questions or have any problems.
- You can also contact the EDU-Rec Ethics Committee via Mrs Erna Greyling at (018) 299 4656 or Erna.Greyling@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information for your own purposes.

Declaration by participant

By signing below, I agree to take part in a research project entitled: **Mentor and new teachers' perceptions of the New Teacher Induction Programme in the North West Province**

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 project leader and all my questions have been adequately answered.
- I understand that taking part in this project is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the project 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

APPENDIX E: DECLARATION OF LANGUAGE EDITING



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Baillie Park, 2531
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DECLARATION OF LANGUAGE EDITING

I, Juan Etienne Terblanche, hereby declare that I edited the thesis entitled

**Mentor and new teachers' perceptions
of the New Teacher Induction Programme**

for A. Pelsers for the purpose of submission as a postgraduate research degree. Changes were indicated in track changes and implementation was left to the author.

Regards,

A handwritten signature in black ink, appearing to read 'Etienne Terblanche', is shown on a light blue background.

Etienne Terblanche

Cum Laude Language Practitioners (CC)

APPENDIX F: TURNITIN REPORT

A Pelser (20156022) PhD			
ORIGINALITY REPORT			
5%	5%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	uir.unisa.ac.za Internet Source	1%	
2	docplayer.net Internet Source	<1%	
3	repository.up.ac.za Internet Source	<1%	
4	repository.nwu.ac.za Internet Source	<1%	
5	hdl.handle.net Internet Source	<1%	
6	Submitted to University of Stellenbosch, South Africa Student Paper	<1%	
7	researchspace.ukzn.ac.za Internet Source	<1%	
8	scholar.sun.ac.za Internet Source	<1%	
9	www.jet.org.za Internet Source	<1%	