

https://dspace.org/

Exploring the role of mentoring and coaching in developing pre-service teachers: a qualitative case study of a South African ITE programme

Chambers, Lucy

2021
https://hdl.handle.net/10539/32866

Downloaded from a DSpace repository. https://dspace.org/

EXPLORING THE ROLE OF MENTORING AND COACHING IN DEVELOPING PRE-SERVICE TEACHERS: A QUALITATIVE CASE STUDY OF A SOUTH AFRICAN ITE PROGRAMME

Master of Education 2020

LUCY CHAMBERS
Student Number: 2384896

Exploring the role of mentoring and coaching in developing pre-service teachers: A qualitative case study of a South African ITE programme.

A dissertation submitted in partial fulfilment of the requirements for the degree of
Masters of Education (MEd) HCA00
Education Leadership and Policy Studies (ELPS)
University of the Witwatersrand
EDUC7031A

By: Lucy Chambers
Student Number: 2384896
April 2021
Supervisor: Brahm Fleisch

DECLARATION

I declare that this dissertation, titled “Exploring the role of mentoring and coaching in developing pre-service teachers: A qualitative study of a South African ITE programme” is my own work.

It is submitted for the degree of Masters of Education, Education Leadership and Policy Studies, at the University of the Witwatersrand, Johannesburg.

It has not been submitted for any other degree or examination at any other university. All sources have been acknowledged and indicated by means of complete references



26 April 2021

_____ _____

Lucy Chambers Date

ACKNOWLEDGMENTS

To my family, for enduring the longs hours of me being locked away in my study, for encouraging me along the way, and for believing that I could complete this, even when I didn't.

To my parents and siblings, for being my educational foundation, for igniting my interest in education and in social justice. And for being rock solid throughout.

To Brahm Fleisch, my supervisor, for your availability, your input and guidance, and making it sound so easy (even when it wasn't).

DEDICATION

“The teacher is the heart of the educational system” Sidney Hook, American philosopher.

This research is dedicated to all South African teachers, working with passion, commitment and dedication, often against the odds, to educate our country’s children.

ABSTRACT

South Africa's low learner achievement puts into question the capacity of teacher competency, and more particularly the quality of Initial Teacher Education (ITE) training. The need for sufficient classroom practice in pre-service training programmes is well documented and mentoring and coaching are understood to be effective tools in this practice. What is less well understood is the underlying mechanisms that promote successful mentoring and coaching that contribute to the value of ITE programmes.

While there is consistent support for the effectiveness of mentoring and coaching in ITE, international research indicates a lack of uniformity in methods, context and approach. Investigation and analysis of ITE mentoring and coaching effectiveness ranges from technicist teaching strategies through to enculturation and a wider teaching context. Themes such as professional identity, trust and emotional support are all considered crucial elements that impact mentoring and coaching efficacy. South Africa's unique educational challenges including low levels of teacher pedagogical and content knowledge as well as resources, language and access inequalities further compound ITE quality issues. Understanding *how* mentoring and coaching impact the success of ITE professional development potentially provides lessons in unlocking powerful models to improve ITE training.

This qualitative case study of a South African ITE mentoring programme has used the voices and perceptions of key stakeholders to explore the mechanisms and triggers within "successful" mentoring and coaching that facilitates professional pre-service teacher development. The internship programme used as a case study is located as a parallel programme to the BEd academic programme. Interns study part time towards a BEd (Bachelor of Education) degree, either through Unisa (University of South Africa) or through NWU (North West University), while simultaneously being immersed in an independent four year intensive mentoring and coaching school environment. All current and past interns within the case study programme were offered the option to participate. A total of 18 interns took part in the study, and of these 6 were second year students, 4 were third year students, 5 were fourth year students, and 3 had completed their BEd degrees, and were practicing full time employed teachers. In addition, one staff member participated in the study. For a full breakdown of participants, see Appendix I.

A social learning theoretical framework goes some way to explain the assimilation of professional and practical classroom skill. However, the major finding of this research indicates that in situations where pre-service teachers are transitioning from one social class to another, the transmission of cultural and social capital in the mentoring and coaching relationships is fundamental to the professional development journey. Social class background is therefore at the heart of these contextual findings, where the transmission of social capital provides *access* into shared social capital networks, and mentors provide a bridge in the transition to the unfamiliar norms, expectations and patterns of social capital network interactions. Trust, a sense of belonging, emotional support and a professional environment are seen as essential ingredients in the mentoring relationships that provide this transmission of social and cultural capital.

Given the extent of the financial and time costs involved in this ITE programme, replication or roll out at scale is unlikely. In addition, the contextual specifics of this South African ITE programme are noted. However, this study aimed to contribute to the literature on the mechanisms that make for effective mentoring and coaching in ITE programmes.

TABLE OF CONTENTS

Title	i
Declaration	ii
Acknowledgements	iii
Dedication	iv
Abstract	v
Table of Contents	vii
Abbreviations	x
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 Background to the study	1
1.2 Location of the study	2
1.3 Problem statement	4
1.4 Purpose and rationale of the study	5
1.5 Significance of the study	6
1.6 Aims of the study	6
1.7 Research question	7
1.7.1 Sub research questions	7
1.8. Definition of core concepts	7
1.9 Conclusion	8
CHAPTER TWO: REVIEW OF THE LITERATURE AND THEORETICAL FRAMEWORK	9
2.1 Introduction	9
2.2 Effectiveness Studies	10
2.3. Effectiveness Mechanisms	11
2.4. The Role of Emotional Support	11
2.5 African and Local Context	12
2.6 Social Capital	15
2.7 Theoretical Framework	16
2.8 Conclusion	20

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY 21
3.1 Introduction 21
3.2 Research Paradigm 21
3.3 Research Design 22
3.4 Research Methodology 22
3.5 Sampling 23
3.6 Data Generation Methods 26
3.6.1 Semi-structured Interviews 26
3.6.2 Document Analysis 27
3.7 Data Analysis 28
3.8 Ethical Considerations 29
3.9 Issues of Trustworthiness 30
3.10 Conclusion 31

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION 32
4.1 Introduction 32
4.2 Setting the Scene 32
4.3 Worlds Apart: The partner school environment 33
4.4 Cultural Capital 38
4.5 Bridging with Emotional Support 41
4.6 Trust: A two-way street 47
4.7 A Sense of Belonging 51
4.8 Power and Agency 53
4.9 Concluding Discussion 58

CHAPTER FIVE: CONCLUSION AND IMPLICATIONS 60
5.1 Introduction 60
5.2 Context of Inequality 60
5.2.1 Insights: Social capital within the South African context 61
5.3 Contribution to the field 62

REFERENCES 64

APPENDICES 69
Appendix A: Ethics Clearance certificate from Wits University 69
Appendix B: Turn it in certificate 70
Appendix C: Permission letter from Realema Management 71
Appendix D: Participant Information Sheet 72
Appendix E: Participant Consent Form 73
Appendix F: Participant Consent Form for Audio Recording 74
Appendix G: Participant Follow up Request Letter 75
Appendix H: Research Instrument: Semi-structured Interview 76
Appendix I: Schedule of Interviews 78

ABBREVIATIONS

ITE:	Initial Teacher Education
BEd:	Bachelor of Education degree
WIL:	Work integrated learning
UNISA:	University of South Africa
NWU:	North West University
MRTEQ:	Minimum Requirements for Teacher Education Qualifications
ITERP:	Initial Teacher Education Research Project
JET:	Joint Education Trust
APS:	Admission Point Score

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background to the study

Although post-apartheid educational reform policy has attempted to address equity issues, South Africa still faces enormous educational inequalities and challenges. South Africa's bimodal education system results in an educational disparity that perpetuates the country's inequalities. A small fraction of schools provide world class opportunities through expert teachers and high quality resources, while the vast majority of schools lack basic infrastructure, resources, materials and skilled teachers.

Quality education requires, amongst other things, high standards from Initial Teacher Education (ITE) programmes, and the quality of new teachers being produced is critical. According to findings in the Coleman Report, as cited in Christie, Butler & Potterton, (2007), effective teachers were found to be the greatest school-based factor to impact learner achievement. In addition, this effect was found to be greatest on children from the most educationally disadvantaged backgrounds (Christie et al., 2007). Linked to this correlation between effective teachers and learner achievement, more recent research indicates that South Africa ranks amongst the lowest in the world in terms of the quality of maths and science education (Carnoy & Arends, 2012; Deacon, 2016; Dempster & Reddy, 2007), and that teacher quality, particularly in regard to subject content and pedagogical knowledge, is a major factor in this low learner achievement (Carnoy, Ngware & Oketch, 2015; Deacon, 2016; Hofmeyr & Draper, 2015; Msila, 2009, National Education Evaluation and Development Unit (NEEDU), 2014; Taylor, Van der Berg & Mabogoane, 2012). Teacher quality is not the only factor in low learner achievement, however it does put into question the quality of ITE training in South Africa.

In addition, research further indicates extremely low hours of teaching practice, with little observation, guided practice, mentoring, coaching or feedback to pre-service teachers during practice teaching of formal ITE programmes (Deacon, 2016; Graves, 2010; Hofmeyr, 2016). While the entire ITE programme offering is key, the need for sufficient teaching practice in pre-service training programmes is well documented and social learning theory supports that new teaching behaviours can be acquired by observation and guided practice.

Low learner achievement and poor teacher quality may suggest a need for the academic rigour and pedagogical training of ITE programmes to be revisited. However, the purpose of this study is to explore the mechanisms within "successful" mentoring and coaching, situated both in intensive practical classroom training as well as in the school and professional environment more generally. A deeper understanding of the triggers within mentoring and coaching that result in meaningful learning for pre-service teachers may provide useful lessons in further aligning ITE programmes, and in particular teaching practice within such programmes, with more effective teacher training outcomes.

1.2 Location of the study

In order to understand the mechanisms within effective mentoring and coaching that impact on ITE programmes, it was important to locate an ITE programme with a mentoring and coaching component that provided a case study for the research. The choice of Realema, a Johannesburg based ITE programme that uses school-based *and* non-school mentors during the interns' four year ITE programme, provided a useful case study. In addition, due to Covid-19 restrictions, all interns had internet access and thus online interviews were possible.

Realema is an ITE intern programme based in Johannesburg, that offers comprehensive bursaries to financially disadvantaged black students, to study for a distance Bachelor of Education degree, while simultaneously gaining valuable work experience as full-time teacher interns at high performing South African schools that offer quality education. Realema, a Trust, Non-profit and Public Benefit Organisation with a small staff complement, was founded in 2013 by Patrick Lees (then Head of St John's Preparatory School) and Pieter Steyn (then Head of Masibambane College) with the vision of developing professional and passionate teachers that are so needed in South Africa. Realema means "to plough" or "prepare soil for growth" in Sesotho, a reference to the growth of pre-service teachers.

The Realema intern programme offers two parts. The matric programme invites learners in their final year of high school (and sometimes lower grade learners) to apply to join the matric programme which provides academic and emotional support to learners to assist them achieve their best possible matric results. The second part of the programme is a teacher intern programme which offers mentored internships to pre-service teachers during their Bachelor of Education degrees, and it is this part of the programme that is used as a case study for the research.

The matric programme provides a useful base for recruiting potential teacher interns for the teacher internship programme. However, it is not the exclusive recruitment pool, and the programme does also recruit directly from feeder schools. All applications for the internship programme go through a scrutinised application process, including aptitude tests, a week of job-shadowing at partner schools, a letter of motivation from the intern as well as numerous interviews (Lees, Myburgh & Crosse, 2019). In fact, the selection criteria and process may well be an underlying reason for the success of the internship programme, which sees interns achieving well above average results in their Bachelor of Education degree examinations.

The Realema intern programme provides full financial, professional and emotional support to beneficiaries from impoverished communities such as Orange Farm, Berea, Yeoville and Hillbrow, who could not otherwise likely afford a tertiary degree. Substantial human and financial resources go into mentoring and supporting Realema interns. This deep and meaningful impact results in the development of professional, passionate and skilled teachers, who are able to contribute to South Africa's education and broader communities.

The Realema appointed beneficiaries are placed as intern teachers at high functioning South African schools, while simultaneously completing distance Bachelor of Education (BEd) degrees at one of two university institutions. The BEd degrees are a key part of the internship programme in that all interns are studying towards becoming teachers, but the internship programme is in no way formally linked to either of the academic institutions. The intern students live at the partner schools and participate fully as teaching staff, and very often also participate in the boarding establishments of the school. These partner schools fully support and contract with the Realema intern programme, agreeing to provide individual workplace mentors for each intern. These workplace mentors are qualified and experienced teachers at the partner schools who agree to personally mentor an intern. In addition, partner schools provide an internship structure which includes (in most cases) an induction, contractual agreements of expectations between mentor and intern, as well as (in some cases) a head of mentors, who oversees all the interns at the school. The induction programme ensures that not only are the interns well prepared for the expectations placed on them, but so too are the workplace mentors at the partner schools. The significant responsibility of mentoring and coaching an intern is well understood by the workplace mentors who are primed for this role.

The mentorship and coaching role is time consuming and requires dedication, commitment and enthusiasm in order to be effective. Not only must workplace mentors continue with their normal teaching day, but in addition they now have an intern in their classroom full-time for the year. While the intern can of course assist the workplace mentor teacher with certain mundane administrative duties as well as some classroom workload, there is an obligation and expectation on the mentor teacher to immerse the intern into classroom and teaching duties with considerable time being spent on combined lesson preparation, as well as feedback and support. Partner schools all provide a slightly varied offering, with some schools rotating interns and mentors termly, while others rotate annually. This provides interns with varied coaching and mentorship experiences as well as exposure to diverse teaching styles.

In addition to the professional expertise and mentorship that is offered by the qualified teachers, the interns are also provided with a goodwill mentor from outside the school environment, who offer the intern general support, advice and mentoring. These volunteer goodwill mentors are predominantly professional individuals with a wealth of life skills in a variety of disciplines who offer their expertise to the interns. The goodwill mentor offerings include diverse experiences including personal and social mentorship through to more specific skills-based learnings such as financial, professional and leadership coaching.

The educational and social disparities that South Africa faces are explicit in the Realema offering, with the contextual and situational differences starkly contrasted between the top achieving academic schools in which the interns are placed, and the more marginalised schools and communities from where the interns originate. The Realema programme aims to provide significant personal and professional impact on pre-service teacher interns through an extensive, supportive programme that delivers expert teacher training and classroom skill together with comprehensive guidance, counsel and personal advice beyond the classroom. A total of 43 Realema internship bursaries were offered in 2021 and 21 students have graduated through the programme and are working as full-time professional teachers in South African schools. A further 11 students are expected to graduate at the end of 2021 (Lees et al., 2019).

1.3 Problem statement

Despite post-1994 policy changes, South Africa's educational inequalities continue, reflected in, amongst other indicators, low learner achievement levels, which in turn is correlated with teacher quality (Carnoy et al., 2015; Deacon, 2016; Hofmeyr & Draper, 2015; Msila, 2009).

While teacher quality is not the only factor related to low learner achievement, it is considered to be a principal in-school factor. (Christie et al., 2007). This challenges the rigour of ITE programmes generally, and given that teaching practice is considered an essential element of ITE programmes (Deacon, 2016; Department of Higher Education and Training, 2015; Graves, 2010; Hofmeyr, 2016), it calls into question whether teaching practice is sufficiently robust in terms of structure, supervision and assessment.

The intention of teaching practice is to provide pre-service teachers with real classroom context within which they can consolidate theoretical and practical experiences. "Practical learning must be appropriately structured and fully integrated into overall learning programmes, while including structured supervision, mentoring and assessment." (Department of Higher Education and Training, 2015, p.18).

It appears that while mentoring and coaching (which include supervision and assessment) are seen to be an integral component of successful teaching practice, there is little research to explore and understand the mechanisms that underlie successful mentoring and coaching within ITE programmes. This research aims to investigate these mechanisms, and further to explore the perceptions of pre-service teachers' regarding success in ITE mentoring programmes.

1.4 Purpose and rationale of the study

This study aimed to explore the mechanisms within "successful" mentoring and coaching that take place within the teaching practice component of this ITE programme. The study investigated these mechanisms both at the level of the classroom environment, as well as within the broader professional school environment. In addition, the purpose of this study was to explore to what extent emotional factors such as the promotion of confidence, sense of purpose, professionalism and responsibility are the leading stimuli in providing an effective and powerful ITE mentoring and coaching model.

Teaching practice and WIL (work integrated learning) is advanced as an essential element of ITE programmes (Alemdağ & Şimşek, 2017; Carr, Holmes & Flynn, 2017; Delany, 2012; Lai, 2005/6). Research indicates insufficient teaching practice/WIL in many South African ITE programmes (Deacon, 2016; Hofmeyr, 2016), suggesting that the related ITE educational training policies may require amendment. While the extent of teaching practice/WIL policy

requirements may need revision, so too, the roles and responsibilities of both the ITE institutions as well as the schools offering teaching practice/WIL may require revision and clarity.

While teaching practice/WIL policy may require further investigation, this research aims to understand what the underlying mechanisms within the mentoring and coaching of teaching practice are, that lead to an effective learning journey for pre-service teachers. Understanding these triggers, activated by "successful" mentoring and coaching in pre-service teachers may advocate change in the teaching practice component of ITE programmes. While replication and sizable roll out of the Realema ITE programme is not likely to be a financially viable option for South Africa, an understanding of the effective underlying mechanisms of mentoring and coaching is a useful tool in advancing and expanding the quality of ITE professional development programmes.

1.5 Significance of the study

Most South African schools are situated within an historically disadvantaged system, in poor socio-economic conditions, with a multitude of impediments to quality learning. These include a lack of physical resources, issues of learning and teaching in a second language, as well as inadequate teacher training (Christie et al., 2007; Modipane & Kibirige, 2015; Taylor et al., 2012). At the opposite end of the spectrum are a minority of schools that offer quality education in highly resourced schools. Investing in quality teacher training is one option to shift these educational inequalities.

Understanding the mechanisms of mentoring and coaching that promote a successful learning journey for pre-service teachers potentially provides insights that may ultimately be realised in teacher training policy. An appreciation of what these triggers and underlying mechanisms are, and how they produce successful learning in pre-service teachers offers to broaden the ITE knowledge base. This research ultimately has the potential to further inform and impact education training policy and methodology.

1.6 Aims of the Study

This study aims to understand the primary mechanisms that are fundamental to teacher mentoring and coaching, that make it a powerful model of ITE professional development. Through an exploratory and qualitative examination of an effective mentoring and coaching

based ITE progamme, this study uses the perceptions of the programme's key stakeholders to investigate the underlying mechanisms within ITE mentoring and coaching. While financial viability is likely to limit the replication of the Realema ITE programme, insights into why this ITE programme works, and in particular what factors in mentoring and coaching trigger the development of a positive learning journey for pre-service teachers, may provide a deeper understanding of the requirements for quality ITE professional development programmes. These insights may be useful to apply to future deliberations on ITE strategy, policy, and methods, and may inform guiding regulations of teaching practice to include sufficient classroom time, increased pre-service teacher emotional support and a focus on developing professional identity, both from the ITE institution as well as from the teaching practice school.

1.7 Research Question

The main question that this research attempts to answer is:

In understanding the potential of the role of mentoring within ITE programmes, what are the mechanisms in a "successful" mentoring and coaching programme?

1.7.1 Sub Research Questions

The study focused on the following additional and related research questions:

1. What are the support techniques and vehicles that unlock this meaningful learning experience for pre-service teachers?
2. What other factors involved in the process of mentoring and coaching of pre-service teachers are critical to the outcome of a successful learning journey?
3. To what extent are professional identity, trust and emotional support key components to a meaningful learning experience in pre-service teacher training?

1.8 Definition of Core Concepts

The terms mentoring and coaching are used somewhat interchangeably, and it is critical for this study to have a firm understanding of what these terms represent. A review of the literature leads to the conclusion that there is little definitive agreement on terminology (Lai, 2005/6; Morgan & Rochford, 2017). There does however appear to be general consensus that coaching is associated with focused training on a particular skill, in order to maximise professional potential. In this sense it differs from mentoring which is associated with a more generalist support role, including guidance, counsel and advice (Carr et al., 2017). "Both coaching and mentoring share the same kind of skills and quite often they share the same kind of processes.

But one of the main differences is that coaching tends to be more about shorter-term performance issues" (Carr, et al., 2017, p.118).

The teaching practice component of ITE programmes may offer both mentoring and/or coaching to pre-service teachers, as the situational context and support structures differ widely. This study therefore makes use of the terms in their broadest sense: coaching as offering specific professional teacher training and classroom skills, and mentoring as offering support, guidance, counselling and advice beyond the classroom. Mentoring therefore encompasses both professional, in-class teaching support, as well as beyond this sphere into more universal professional development and support.

For the purpose of this study, the term interns refers specifically to those pre-service teachers who have engaged as interns with Realema, and have been placed within Realema-contracted schools, commonly for a four year internship.

1.9 Conclusion

Given that mentoring and coaching are considered important elements within ITE teaching practice, this study aims to investigate the mechanisms that make for effective ITE mentoring and coaching, and in particular to better understand the impact of elements that are considered critical to its efficacy including emotional support, professional identity and trust. This investigation thereby hopes to contribute to the literature on potential models to improve ITE training.

While this chapter has introduced the background, and purpose of this study, highlighting the rationale, significance and aims, chapter two provides a detailed literature review, including a study of mentoring and coaching effectiveness and mechanisms, the critical role of emotional support, as well as a detailed contextual analysis, concluding with a theoretical framework. Chapter three provides the research design and methodology, including the sampling technique, data generation methods and data analysis, as well as a section on the issue of trustworthiness and ethical considerations. Chapter four is a presentation of the data, with substantiated discussion on the impact of environment, cultural capital, emotional support, trust and belonging, as well as power and agency. Chapter five concludes with contextual insights and implications, as well as how the research contributes to the field.

CHAPTER TWO: REVIEW OF THE LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

The purpose of this study is to contribute towards understanding the potential of the role of successful mentoring and coaching within ITE programmes. In particular the study aims to understand the underlying mechanisms within mentoring and coaching that promote an effective learning journey for pre-service teachers by examining the support techniques and vehicles that unlock meaningful learning within a mentoring and coaching environment. In addition, the study explores to what extent emotional support is a key component within mentoring and coaching that leads to an effective learning experience in ITE training.

The review of the literature reveals parallel strands of research, with conceptual studies focusing predominantly on defining and describing the effectiveness of mentoring and coaching, while empirical investigations focus primarily on the underlying reasons for value and effectiveness. This study relies on both, and the literature review has been structured accordingly. The review begins with an examination of conceptual research that centres on the effectiveness of monitoring and coaching in ITE programmes, which is followed by a focus on empirical studies that explore the underlying reasons for this effectiveness. A section on emotional support follows, given that this theme recurs as a critical element in successful mentoring and coaching.

While there are many ways to understand mentoring and coaching, as outlined in the definition of core concepts in chapter one, this research makes use of the terms in their broadest sense. For the purposes of this research, coaching refers to specific professional teaching and classroom skills, and mentoring as more general beyond-classroom guidance and support. The research originally intended using social learning theory as a broad theoretical framework, and within that perspective aimed to foreground emotional identity and self-efficacy as elements that underpin professional teacher identity. The research data clearly suggested that, while social learning theory explains much of the assimilation of professional and practical classroom skill, a social capital theoretical perspective is a more appropriate lens through which to analyse the data. As a result, the literature review further examines the transmission of social capital through bridging mentors, locating the research within a social capital framework, and finally explores how this is relevant in the African and local context.

2.2 Effectiveness Studies

Research clearly indicates that mentoring and coaching in ITE programmes are considered an effective method of professional growth for pre-service teachers (Lai, 2005/6; Delany, 2012; Carr et al., 2017). It is an opportunity for career and professional support and guidance, as well as focussed vocational feedback and advice. It also provides an opportunity for exposure to the classroom environment, for role-modelling as well as a time for reflection (Alemdağ & Şimşek, 2017).

While a review of the international literature indicates a lack of consistency in mentoring and coaching approaches and practices, with little uniformity in mentoring and coaching methods (Martin, 1994), there is consistency in support of its effectiveness (Lai, 2005/6; Delany, 2012; Carr et al., 2017). Pre-service teachers consistently view teaching practice, which includes elements of mentoring and coaching, as a powerful development tool in teacher training. (Deacon, 2016; Hofmeyr, 2016). Further, a common pre-service teaching voice is that extended teaching practice would be advantageous and more effective in providing pre-service teacher professional development (Deacon, 2016; Graves, 2010; Hofmeyr, 2016).

Two dominant understandings of mentoring and coaching are outlined by Lai (2005/6). One is a narrowly defined focus on the process of acquiring skills, which takes a technicist approach, aligning itself to an apprenticeship or career support perspective, with the mentor and coach sharing teaching strategies and techniques in a procedural manner. The second is commonly referred to as a process of enculturation, with a broader focus on professional collaboration, involving critical reflection on the wider teaching context. Lai's (2005/6) empirical study observes that both elements, instructional and advisory are present in the role the mentor and coach plays, however interestingly mentees hold the view that an ideal mentor or coach should act as a partner.

Various models highlight different aspects of mentorship including apprenticeships, competency training and a reflective, contextual focus (Martin, 1994), and variables of intent and involvement (Hobson, Harris, Buckner–Manley, & Smith, 2012). What becomes clear from the research is despite the lack of methodological consistency, there is consensus in the view that mentoring and coaching is an effective method of professional development of pre-service teachers (Branyon, 2008; Graves, 2010).

2.3 Effectiveness Mechanisms

Lai's (2005/6) observations from empirical studies indicate that a number of elements are required in the mentoring and coaching relationship for it to be considered effective. These elements include, amongst others, feedback, observation, reflection and collaboration. The combination of the instructive role and advisory role in these elements are clear. In addition, shared experiences, engaged reflection which assists with the link between theory and practice, as well as emotional support are considered critical elements of ensuring mentoring and coaching efficacy (Lai, 2005/6; Moody, 2009).

Development of a professional identity is a recurring theme within the literature review (McDonough & Brandenburg, 2012; Delaney, 2012). Mentors "need to assume additional professional roles such as that of supporters of emotional and cognitive processes in the development of their mentees' professional identity" (Delaney, 2012, p. 187). Trust in the relationship is a further recurrent concept that is seen to add value in mentoring and coaching effectiveness. While evaluative requirements (of the school or ITE institution) can create tensions and challenges in the relationship between the pre-service teacher and mentor or coach, the promotion and building of trust within the relationship is seen as an essential aspect of effective mentoring and coaching (Carr et al., 2017; Modipane & Kibirige, 2015).

2.4 The Role of Emotional Support

Distinct from skills acquisition or enculturation is the element of psychosocial support, which promotes emotional well-being and self-efficacy (Israel, Kamman, McCray, & Sindelar; 2014). Israel et al., (2014) identify that mentoring includes two parallel but separate constructs of support – that of career or apprenticeship support, and that of psychosocial or emotional support, that have different roots and different outcomes. Insufficient research has been done to ascertain whether these parallel constructs are inter-related or in any way inter-dependent.

A review of the international literature suggests that intensive instructional support assists in reducing the emotional concerns of pre-service and new teachers (Israel et al., 2014). Hargreaves (1998) outlines the evidence that teaching is an emotional practice, detailing the role that emotions play in shaping teachers' relationships with all things educational, including stakeholders - learners, parents, staff, as well as the educational structures – curriculum and pedagogy. Hargreaves argues that the underlying intentions of teaching are linked to the fundamental value and identity of being a teacher. As emotions surface with things that are

defined as important, these emotions become interwoven with the primary function and purpose of teaching (Hargreaves, 1998). In addition, Palmer (1993) suggests that teacher efficacy and success is impacted by positive emotions, and that fear is a major detractor to teacher effectiveness.

Lai (2005/6) observes that emotional support is noted as a critical element of mentoring and coaching, over and above the instructive and advisory role. McDonough & Brandenburg, (2012) expand on this with the view that "emotional identity is fundamental to our understanding of professional identity" (McDonough & Brandenburg, 2012, p. 175). In addition, emotional factors, such as sense of purpose, commitment and confidence are factors that carry weight in the development of quality teachers. The recognition of the intensive emotional aspect of teaching as a profession, links to issues such as professional teacher identity, emotional resilience, workplace culture and self-confidence (Christie et al., 2007).

2.5 African and Local Context

While a review of the international research indicates a number of elements that are considered essential in the mentoring and coaching process to facilitate the development of competent and effective pre-service teachers, research indicates that these elements are, in many instances, not present in local teaching practice experiences. Both Modipane & Kibirige (2015) and Makamure & Jita (2019) indicate challenges in the varied local contexts of schools in which pre-service teachers complete their teaching practice. The contextual and situational differences in schools is evident in terms of teaching cultures and ethos, resource capacity, management style as well as treatment and acceptance of pre-service teachers. In low functioning schools, research indicates that mentoring and coaching is generally ineffectual due to in-service teachers feeling threatened or not having the skill to effectively mentor pre-service teachers (Modipane & Kibirige, 2015).

While mentoring and coaching within the ITE teaching practice experience is the focus of this research, the background context, including entrance requirements and the quality of entry level applicants for South African ITE programmes impacts ITE generally and therefore necessitates comment. Research undertaken into initial teacher education in 2013 suggests that South African ITE programmes have a relatively low entrance requirement (Deacon, 2016). "In most universities the BEd programme has lower entrance requirements than other undergraduate degrees, which means that weaker students are attracted to the BEd programme.

By contrast in a country like Finland, the best students are accepted for ITE qualifications" (Hofmeyr & Draper, 2015, p.7). While this suggests that the ITE selection criteria may be the starting point needed to change teacher quality, further clarity on the claim that ITE programmes attract weaker students requires unpacking. This viewpoint does not account for high achieving students who qualify for what are considered to be more academically challenging degrees such as medicine or engineering, but who choose to follow the vocational call of teaching. It also does not consider the extensive teaching bursaries that are offered which means that a BEd choice may therefore be financially driven and not only dependent on academic capability. Further, a teaching career offers the promise of job and financial security, which could be an additional factor in degree choice.

However, while the need for a contextualised critique is important, the claims of Hofmeyr and Draper (2015) and Deacon (2016) cannot be ignored. Most South African BEd programmes currently still require a lower APS (admission points score) than commerce, law, business management, engineering or science degrees. While this does not necessarily extrapolate to ITE programmes attracting weaker students, it does influence perception. In addition, the findings of ITERP (the Initial Teacher Education Research Project) undertaken by JET (Joint Education Trust) over a four year period, found that 40% of the 2013 final year ITE students that participated in the study (which amounted to 20% of South Africa's final year student teachers of 2013) "had been admitted to their ITE programme without having achieved a matriculation pass with the required degree endorsement" (Deacon, 2016, p.10). While tertiary ITE institutions may have strengthened their admission criteria since this research, it highlights inadequacies in the ITE system.

Negative perception, whether based on fact or fiction, adversely impacts the teaching profession, ensuring that South Africa teachers are not given recognition in terms of professional service provision. This lack of recognition, together with South Africa's low ranking learning outcomes, especially evident in science and mathematics international benchmarking standards, creates a pessimistic and cynical view of South Africa's education system generally, and of teachers in particular. This negative educational outlook potentially creates low self-esteem and a disillusioned attitude in even the most competent and high calibre of teachers. This cycle of combined factors may explain a need for *increased* professional teacher development, with mentoring and coaching being one element of such ITE professional development.

In addition, research indicates that ITE programmes lack consistency, and vary widely depending on the institution providing the training. The JET report (Hofmeyr, 2016) revealed that ITE programmes lacked underlying logic and coherence. In terms of teaching practice, ITE institutions have a great variation in the amount of time devoted to and the quality of teaching practice. MRTEQ (Minimum Requirement for Teacher Education Qualifications) policy provides a wide variation of between 20 weeks minimum and 32 weeks maximum of required teaching practice over the degree period. This means that ITE institutions provide a varied teaching practice offering, which in some cases means that the teaching practice hours may be insufficient. While very low hours of teaching practice may be a contributing factor to the low teacher quality, maximum hours does not necessarily translate into effective teaching practice. The *quality* of monitoring, supervision, coaching, assessment and mentoring are critical factors in the success of teaching practice.

Against this background, the findings from the Coleman Report that the in-school factor with the most significant effect on achievement for all students was good teachers, is key. The fact that the report goes further to suggest that the effect of good teachers was found to be greatest on children whose backgrounds were most educationally disadvantaged, is notable. The report stated a clear implication: "a given investment in upgrading teacher quality will have the most effect on achievement in under-privileged areas" (Christie et al., 2007, p. 16).

The findings that South African teachers have low levels of both subject content and pedagogical knowledge (Carnoy et al., 2015; Deacon, 2016; Hofmeyr & Draper, 2015; Msila, 2009, National Education Evaluation and Development Unit (NEEDU), 2014; Taylor et al., 2012), and therefore that low levels of self-confidence are in play, suggest a need for expanded pre-service teacher support. These stark South African realities are evidence that increased guidance, role modelling, professional support and advice, as well emotional and psychosocial guidance within ITE programmes are necessary. With indications that South African ITE programmes lack consistency, and teaching practice lacks sufficient structure, quality and common standards, this suggests an increased need for professional teaching support to pre-service teachers. The teaching practice inconsistencies include time frames, quality and depth of teaching practice, exposure to school variances, the form and nature of mentoring, supervision, support and assessment both from the ITE institution and the teaching practice school (Deacon, 2016; Makamure & Jita, 2019; Modipane & Kibirige, 2015).

2.6 Social Capital

The principle scholars of social capital theory view social networks and trust as the defining feature of social relationships (Bourdieu, 1986; Coleman 1998; Putnam, 1995). It is the value that is embedded in these networks of relationships that is prioritised, including the shared understandings, norms and rules, as well as the expectations about patterns of social interactions. This theoretical approach is useful in understanding the importance of the role that social capital plays in learning partnerships.

International literature suggests that social capital, through these networks and shared values including trust, allows for participants of these networks to pursue common goals and aims (Bayat, 2005; Coleman, 1998; Putnam, 1995). These networks in fact facilitate collaboration and partnerships that are mutually beneficial (Putnam, cited in Bayat, 2005). In addition, these shared values and norms work to instil certain standards and sanctions that serve to institutionalise the community values and expectations of these social networks (Bayat, 2005; O'Brien & Ó Fathaigh, 2005).

Social capital provides its social network members with the endorsement and support of the group's collective capital which provides access to a wealth of actual and potential resources (Bourdieu, 1986). While social capital potentially provides leverage to these participants and promotes shared objectives within these social networks, in addition, it can through exclusion, maintain the status quo and perpetuate inequality (Bourdieu, 1986; Tierney, 2006, Vaughan, Sanders, Crossley, O'Neill, & Wass, 2015). In addition, Bourdieu's theory of social capital goes further, providing socio-cultural reasons for why marginalised groups remain excluded from the educational process (O'Brien & Ó Fathaigh, 2005).

Bridging social capital is characterised by the connection of people from different cultural and social backgrounds, whereby members of one social group develop links, relationships and resources with members of a different social group. This bridging social capital assists individuals to access a wealth of resources (not only financial) that they would otherwise not have access to. Bridging social capital provides access to employment opportunities, promotion opportunities, as well as remuneration increases (Vaughan et al., 2015). The research conducted by Vaughan et al., (2015) into ethnically marginalised medical students, suggests that without bridging social capital provided through significant mentoring relationships between low achieving ethnically marginalised students and senior medical colleagues and

successful peers, these ethnic minority students are likely to disconnect and separate from the valuable medical resources, dialogues and knowledge and ultimately disengage and potentially withdraw from their learning experience altogether (Vaughan et al., 2015). This, along with other research, suggests that support is required to navigate a new learning environment that presents itself with unfamiliar institutional, cultural or social values and expectations (Leudke, 2019; Vaughan et al., 2015; Vincent & Hlatshwayo, 2018). "Research suggests that when students are able to bridge cultural values from their home community and their institution, they are able to feel a greater sense of belonging, enhance their academic achievement, and increase their likelihood of persistence in college" (Luedke, 2019, p. 374).

In the South African context of inequality, pre-service teachers who are placed in elite schools that offer high quality education, often find themselves in an unfamiliar social class space. In this context, utilising a social capital theoretical lens suggests that the mentors in this ITE programme can be regarded as the bridge in the transmission of social capital to pre-service teachers, who are transitioning to a different social class environment. It is the bridging of social capital rules and styles of association that is potentially the critical role played by the mentors.

2.7 Theoretical Framework

While there are many approaches to understanding the mechanisms behind effective mentoring and coaching in ITE programmes, this research originally planned to locate itself within a broad social learning theoretical framework. However, an analysis of the common voices in the research interviews prompted a shift in the theoretical framework perspective. A narrative and interpretative approach was used to analyse the interviews, and while some of the themes around the transfer of professional and practical classroom skill still fit within the body of a social learning theoretical framework, the dominant participant voice regarding the underlying mentoring and coaching mechanisms spoke to social mobility, as well as the transfer of social and cultural capital. Using a social capital theoretical framework therefore seemed to be more appropriate.

While the principle scholars of social capital theory have variations in their theoretical interpretations, at the core of social capital theory is the thesis that "knowledge, understandings, norms, rules and expectations about patterns of interactions" are shared by groups or networks of individuals (Ostrom, 2000, p. 176). Social capital therefore relates to interpersonal systems

that provide individuals with resources that potentially benefit broader aspects of their lives, with a simultaneous expectation and obligation of reciprocity into the shared network. As such social capital offers a framework or structure which bonds or institutionalises social relationships, enabling individuals leverage to pursue particular goals.

The structural approach taken by two of the architects of social capital theory, James Coleman and Robert Putnam, focuses on the form and composition of *relations* between individuals. While overlap exists in the elements investigated, their individual focus offers certain variations. Coleman considers four features of relationships, namely:

- obligations and expectations that are honoured within relationships;
- information sharing that offers future potential;
- norms and sanctions, which speaks to values and behavioural standards; and
- relations of authority that allow leadership guidance (O'Brien & Ó Fathaigh, 2005).

In considering these features of relationships, Coleman makes the link between social capital and human capital, using the concept that individual resources or human capital is used to build social capital. Coleman maintains that "although individuals may be able to create, build, and maintain social capital as individuals, the norm is that individuals enter into pre-existing networks" (Tierney, 2006, p. 25). Putnam examines features of social life, including social networks and the norms thereof, that empower participants of the social group and network, to pursue shared goals and ambitions (Putnam, 1995). Putnam prioritises the trust within these social networks and between participants. Putnam considers the following elements in the structure of relationships:

- moral obligations and norms;
- social values which include trust; and
- social networks (O'Brien & Ó Fathaigh, 2005).

The intersection between the focus of Coleman and Putnam is evident, as is their structural and functionalist perspective.

Bourdieu, another significant scholar of social capital theory, distinguishes himself from Coleman's and Putnam's structural approach with a socio-cultural perspective that views the networks of social capital as institutionalised interactions amongst groups of individuals, that

function to reproduce power and inequality (Tierney, 2006). Bourdieu suggests that "social capital operates as a tool of cultural reproduction in explaining unequal educational achievement" (O'Brien & Ó Fathaigh, 2005, p. 68). At the heart of Bourdieu's theory of social capital is the view that the dominant class maintains and reproduces their social coalition or network in order to protect and safeguard their dominant status (Tierney, 2006).

Each approach is useful in understanding the importance of the role that social capital plays in learning partnerships. Bourdieu's socio-cultural perspective provides a useful theoretical framework within which to study a specific element of this contextually loaded ITE programme. The location of this ITE programme requires an understanding and analysis of the political and economic history of South Africa, and Bourdieu's focus on inequality and power within the social capital theoretical framework, provides a useful scaffolding for making sense of some of the data. While many of the themes of the research are more closely aligned with the substance of Putnam's social capital emphasis, a robust voice within the research evidence brings attention to the issue of power, agency and inequality. Making use of Bourdieu's view on social capital provides a theoretical framework through which to analyse and interpret the double oppression voiced by one of the interviewed interns in the study, and the way in which social capital excludes and isolates those on the outside of the social capital network.

Social networks and trust are leading themes in social capital literature (Bayat, 2005; Coleman, 1998; Putnam, 1995), and this is particularly evident in the work of Putnam, who references social values, including trust, within the structure and relationships of social networks. While Bourdieu's work is useful in understanding issues of power and inequality within social capital, it is Putnam's work which is predominantly used as the foundation for analysis of this research. Foremost in Putnam's understanding of social capital theory is the social structure of relationships which make up social networks. These networks are built on common values and norms as well as an underlying trust that moral obligations and expectations will be adhered to, within an understanding of reciprocity.

Putnam's themes of trust, as well as social norms and values within social capital networks, provides a theoretical framework which offers insights and a structure within which to organise the data. A number of themes emerge from the interviews which correspond to and are consistent with Putnam's view that social capital networks rely on trust and common values and norms. Putnam's stance on social capital provides a structure for understanding and

analysing the two different worlds between which the intern must straddle, and the inequality that is embedded in this context. This theoretical framework provides a foundation for organising and making sense of the interview information, from which a number of themes and categories clearly emanate. Organising the information thematically is useful for the analytical interpretation of the research.

The first theme is the stark and contrasted difference in the two environments or worlds that the intern inhabits: that of the interns' original background, and that of the elite partner school into which the intern has entered. The need to transition from one social class to another is apparent, and success in the new partner school environment is dependent on effective transitioning. An analysis using a social capital theoretical framework suggests that it is the access into the social capital networks that is required, and this takes place through a gradual accumulation of previously inaccessible social capital.

A second and related theme is that of a sense of belonging. Using the social capital theoretical framework for analytical interpretation suggests that it is only once the intern understands the rules and patterns of interaction in the partner school's social networks, that they can begin to feel a sense of belonging. The previously unfamiliar social networks then provide a sense of connection and inclusion.

A third theme, and extending on Putnam's social capital theory, is that of bridging social capital, which is referred to in the literature as a means of social capital transfer. The implicit social capital norms, values and patterns of association are conveyed and imparted by a social connection through an individual (or team of individuals). The use of a social capital theoretical framework provides an understanding that this social capital transfer that takes place in the partner schools, is a bridging between diversity. This social capital bridging links the interns across the social divides of race and class and requires a relationship of trust, confidence and guardianship in order for the bridging to be effective. It is within this concept of bridging social capital, that the role of mentoring and coaching is located.

It is valuable at this point to make the distinction between social and cultural capital. While the concept of cultural capital is particularly pertinent to a class divided society, it, like social capital is also built on the establishment of trust. Cultural capital is viewed as access to knowledge and individual social assets such as accent, reading habits, theatre or museum

attendance or other culturally based networks (Luedke, 2019; Tierney, 2006). Trust is established and developed through one's affiliation with common or familiar cultural systems and understandings, such as a recognised accent, or a commonality in cultural behaviours. Whether individuals fit in or belong can be identified through class culture, and it is through this affiliation that trust is established. Social class divides accentuate cultural capital divides, and in contrast cultural capital affiliation provides inclusion or access to certain social capital networks. South Africa's apartheid segregation policies have resulted in an accentuated cultural capital divide that combines class and race.

Given the context of South Africa's wide cultural and social capital divides, that are linked not only to class, but also to race, the social capital theoretical framework provides a conceptual understanding of both. Using the social capital theoretical framework, the research analysis suggests that the programme does not compensate for the large cultural divides. However, the interns develop an understanding of this cultural capital and are provided with access to the social capital networks that enshroud this cultural capital.

2.8 Conclusion

A review of the literature indicates that despite methodological inconsistencies in mentoring and coaching approaches and practices, there is consistent support of its effectiveness in the professional development of pre-service teachers (Branyon, 2008; Carr et al., 2017; Delany, 2012; Lai, 2005/6). Certain elements are considered crucial for a mentoring and coaching relationship to be effective. These include collaboration, shared experiences, engaged reflection, as well as the development of a professional identity in the mentee (Lai, 2005/6; Moody, 2009). These collaborative relationships thrive in environments that build trust (Carr et al., 2017; Modipane & Kibirige, 2015) and provide strong emotional support (Lai, 2005/6).

This research anticipated that social learning theory would provide a framework within which to analyse the data. However, while *some* assimilation of professional and practical classroom skill is explained by social learning theory, the research highlighted that the supportive and structural leverage provided by mentors is crucial, and it is through this mentoring and coaching that a bridge into unfamiliar social networks is forged. Within the South African context of educational inequality, and particularly within the ITE mentoring programme used for the study, whereby pre-service teachers are transitioning from one social class to another, this socio-cultural perspective locates the research within a social capital framework.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter details the research paradigm, design and methodology used, and provides an understanding of why these particular methodological choices were made. Further, it details the sampling approach and techniques, as well as the data generation methods. It provides insights into the data analysis and interpretation, as well as giving consideration to the issues of ethics and trustworthiness.

A broad, open ended, qualitative approach, using thematic interpretive analysis was appropriate given the in-depth exploratory nature of this study into key stakeholder perceptions within a specific ITE mentoring programme. This qualitative study aimed to contribute to and build on existing research by investigating mechanisms in successful ITE mentoring and coaching that provide a meaningful learning experience to pre-service teachers, and to investigate to what extent emotional support is a key component to a meaningful learning journey in pre-service teacher training.

3.2 Research Paradigm

Research paradigms signify the assumptions on which varied belief systems are based (Hatch, 2002). It is therefore important to interrogate the research paradigm within which the researcher is operating, including the researcher's assumptions, beliefs and ideologies formed within a particular paradigm, and that ascribe to a particular world view.

An interpretivist paradigm suggests that social reality is complex, stratified and multifaceted, and that numerous, contextual interpretations can be applied to a single phenomenon. This recognises that individuals construct meaning through their own personal contexts and paradigms, and it is within this interpretative paradigm that this study is located.

The research question relates to understanding mechanisms of mentoring and coaching, and recognises that contextual participant perspectives and lived experiences provide meaning to these understandings. Using an interpretivist epistomology, this research recognises that the construction of meaning evolves within a given context and how this context is understood and interpreted is therefore crucial.

3.3 Research Design

Three case study research types are identified by Yin (2003), including exploratory, explanatory and descriptive, and while Yin sees them each as distinct types, there is overlap between them. This study makes use of an exploratory and descriptive research design, in order to make sense of and describe the complex social patterns within the role of ITE mentoring and coaching.

"Case study research assumes that examining the context and other complex conditions related to the case being studied are integral to understanding the case" (Yin, 2012, p. 4). Context is a fundamental element of case study research and indicates that the study goes beyond the investigation of isolated variables, and focuses rather on the interrelated complexities within a particular contextual phenomenon. This emphasis on a multi-level, complex study is linked to a further feature of case studies that sees data coming from multiple sources. These multiple sources of data within a single case allow for in-depth, relational analysis that provides a deep and valuable understanding of the data. Gummesson, as cited in Ebneyamini & Moghadam (2018) "argues that an important advantage of case study research is the opportunity for a holistic view of the process" (Ebneyamini & Moghadam, 2018, p.2).

3.4 Research Methodology

The adoption of an interpretivist approach recognises that the research aims to provide an understanding of the world through the contextual eyes of those being studied. This implies the need for the study to use an intensive, qualitative research methodology. The qualitative nature of the research is embedded in the process of reflecting on lived experiences through obtaining the participants' contextual perspectives.

Once the research had identified that a qualitative case study was the most appropriate research methodology, it was important to find a case that offered a valuable and working mentoring system within an ITE programme. While the teaching practice component of most BEd ITE programmes offers some mentoring and coaching, the extent and frequency of the mentoring and coaching is variable, and is school dependent. The Realema intern training programme provides a consistent and broad, full time, four year mentoring and coaching programme within an ITE context to a range of 45 BEd students throughout their four year degree. Realema therefore offers an effective, reliable, working case within which to study ITE-based mentoring and coaching.

The Realema intern training programme offers a full time, mentored internship at high performing Johannesburg schools to BEd students from disadvantaged backgrounds during their undergraduate education degree. The consistency of the mentoring and coaching of interns, which is daily, continuous, sustained mentoring throughout the interns' four year stay at the school, made for in-depth, rich and layered data possibilities. The programme has been operating since 2013, and while the intake of interns is dependent on space availability at partner schools as well as financial backing for the interns, it provided a substantial and stable multiple source data base for the research.

Making use of an interpretative paradigm that adopts an exploratory and descriptive approach within a case study methodology allowed for an in-depth and thick descriptive analysis (Yin, 2008) of a contextual mentoring and coaching ITE programme. The "voices" of the interns provided the research with the value of seeing the mentoring programme through the eyes of the interns and allowed the meaning that they attribute to the mentoring and coaching to be explored. It therefore provided an opportunity for a multi-level, relational analysis study. This descriptive and explorative study is well suited to a qualitative approach that seeks multi-level perspectives and contextual understandings, through the "voices" of the participants.

3.5 Sampling

The study worked with primary sources, collecting original data, and made use of a descriptive and thematic interpretive research design. The study sampling took a universal form (Taherdoost, 2016), with all Realema intern students, both current and graduate, being invited to participate. The total case population is 64, with 15 participating partner schools. Stakeholders in the case include the 43 current interns, 21 graduated interns who are now full-time teachers, 15 participating schools including the approximately 125 qualified teacher mentors and head mentors within the schools, the 43 goodwill mentors that are external to the partner schools, 2 full time Realema staff members, as well as a number of external facilitators.

Although due to Covid-19 restrictions, all data was collected online, the setting of the study was in Johannesburg at the 15 participating Realema partner schools. It was within this context that the experiences and understandings of the mechanisms that impact ITE mentoring and coaching were explored.

According to Robinson (2014), “purposive sampling is intentional selection of informants based on their ability to elucidate a specific theme, concept or phenomenon”. By choosing the Realema intern programme through which to conduct the study, this research made use of purposive sampling. Realema was sampled as a case study due to the perception of it offering a reliable and effective ITE based mentoring and coaching working case. The sampling technique took a universal form, with all Realema interns being invited to participate in the sample group.

The study planned to have three separate sample groups; with current interns making up the first, graduate students (now teachers) making up the second and Realema mentors making up the third sample group. All interns were introduced to the research through a communication from the Realema staff, which included biographical information about the researcher as well as a general overview of the reason for the research. Interns were then sent a more detailed information sheet from the researcher, with contact details to reply to if they were willing to participate. The researcher then made direct contact with those that replied offering themselves to participate. Covid-19 access constraints restricted the sample in terms of when interviews were conducted as schools were all closed and this meant some interns had no internet access for online interviews.

Out of a then total of 33 current interns (an additional 10 interns started on the programme in 2021), and 21 graduated interns, the following indicates the participant sample detail:
A total of nineteen (19) interviews were conducted. Of these fifteen (15) were current interns, three (3) had completed their studies and were practising as full time employed teachers at new schools and one (1) was a Realema staff member who constantly mentors and supports all interns. See table below for detailed description.

Table 1: Detail of Interview Sample

Intern Number	**Date of Interview**	**Gender**	**Year of Study**
Intern 1	26/08/2020	Male	3rd
Intern 2	18/09/2020	Female	3rd
Intern 3	18/09/2020	Female	3rd
Intern 4	30/09/2020	Female	4th
Intern 5	03/12/2020	Male	4th
Intern 6	03/12/2020	Male	4th
Intern 7	07/01/2021	Male	2nd
Intern 8	14/01/2021	Male	4th
Intern 9	15/01/2021	Female	2nd
Intern 10	25/01/2021	Female	4th
Intern 11	26/01/2021	Female	2nd
Intern 12	27/01/2021	Female	2nd
Intern 13	01/02/2021	Female	Completed, full time job
Intern 14	03/02/2021	Female	2nd
Intern 15	05/02/2021	Male	Completed, full time job
Intern 16	08/02/2021	Female	3rd
Intern 17	10/02/2021	Male	Completed, full time contract
Intern 18	24/02/2021	Male	2nd
Staff 1	28/02/2020	Female	

While the study initially planned to interview a wider selection of mentors, the richness and value gained from the intern interviews (both current and past interns) provided quality-rich insights. The participants offered valuable meaning and individual experience of the programme, as well as providing their contextual understandings of what mechanisms underlie the effectiveness of the mentoring and coaching that they have received. It was therefore not deemed necessary to conduct further interviews with the mentors.

3.6 Data Generation Methods

This research made use of the following data generation methods: semi-structured interviews and documentary analysis. Classroom and mentoring observation was not possible due to Covid-19 restrictions, which also necessitated that all data collection was done online. These methods, although restricted by Covid-19 regulations, allowed the researcher in depth exploration of the participants' views on what mechanisms make for successful mentoring and coaching as well as what factors are key in ensuring a successful mentoring and coaching process.

3.6.1 Semi-structured interviews

The primary sources of this research were one-on-one semi-structured interviews, conducted using the online platform, Zoom. These interviews were set up individually with each intern participant, at a time convenient to both them and the researcher. Interviews that took place during term time were all conducted in the afternoon or evening, as intern participants were involved in school classroom and teaching activities during the day. The group interviews that had been planned were not concluded due to Covid-19 constraints, as interns (being students) generally have limited data and network packages and therefore further online meetings had financial implications for some interns. While additional group interviews would potentially have provided further qualitative data through interactions between interns, the level of detail and contextualised data received from the individual semi-structured interviews was rich and layered and provided a wealth of insights with which to work.

The interviews were recorded, once agreed to by the participant, which allowed the interview to be transcribed, verbatim, for subsequent reflection and analysis. Signed consent forms were initially obtained from all participants. In addition, at the start of each online interview, the researcher again verbally requested recording permission from the participant. All participants agreed to being recorded. The online platform, Zoom, provided the opportunity for video-recording, recording both voice and video. Despite being restricted to online interviews, the voice and video recording allowed for the "voice" of the participants to be further reflected on, as well as providing an opportunity for further analysis of facial expression. Three of the interviews had failed recordings, where the bad quality of the zoom call, caused by network issues, prohibited the interview from being concluded on "Zoom". In these cases, other online options were used, but these did not allow for recording, and the researcher therefore made use of the record option on a cellular phone, as well as shorthand written notes.

These semi-structured interviews allowed for a focused and in-depth exploration and discussion of the participants' perceptions of the mechanisms within mentoring and coaching that lead to a rich ITE learning journey. As in common in case study interviews, open-ended interview questions were used, where factual matters as well as opinion were elicited from intern participants (Yin, 2003). An open-ended question style provides the opportunity for flexibility and adaptability, and "although you will be pursuing a consistent line of inquiry, your actual stream of questions in a case study interview is likely to be fluid rather than rigid" (Yin, 2003, p. 89). The open-ended questions together with the semi-structured approach was well suited to obtaining multi-level and contextual perspectives for an interpretative analysis method.

The open-ended interview questions began with a request for background information on the intern participant (if they were willing to provide it), such as schooling as well as family background and support. This was followed by how the participant came to be involved with Realema and their previous interest in education as a career. In depth questions around induction, the specific school format for the programme, the interaction and relationships with colleagues, the extent and scope of the mentoring, feelings of and possible changes in the participant, as well as a critical analysis of the programme were asked. See Appendix H for a full copy of the interview research instrument.

While the research hoped to make use of a variety of different data collection techniques, including open ended questionnaires, one-on-one interviews as well as group interviews, this had to be curtailed due to Covid-19 restrictions. Only one-on-one interviews could be completed, however these interviews provided more than sufficient, rich and layered data, and the additional questionnaires and group interviews were not regarded as necessary

Each recorded interview was then personally transcribed by the researcher. Initially a direct transcription (verbatim) was done, in order to accurately record the voice of the participant. This raw data was then "cleaned up", removing filler words, pauses or hesitations. This was done in order to make for more fluent reading, without sanitising or changing the content.

3.6.2 Document analysis

In addition to the semi-structured online interviews, an analysis of Realema documents, including annual feedback reports, as well as social media websites, and fund raising

documents, were used to gather further information about the programme. These documents, provided further and background holistic data to the programme, including the original intent and purpose of the programme, stakeholder involvement, programme structure as well as financial and fundraising data. This background information provided valuable insight and strengthened the research knowledge base.

3.7 Data analysis

Hatch (2002) expresses that researchers are a part of the world that they study, and as a researcher it is important to continually check one's sphere of influence, be reflexive and be aware of one's biases. "One test of possible bias is the degree to which you are open to contrary findings" (Yin, 2003, p. 62). In addition, as a researcher, being aware that one ascribes to a particular world view and that assumptions and ideologies are attributable to this world view, is the first step in the process of limiting bias.

While the Realema documents provided an understanding and knowledge base for the research, the semi-structured individual interviews were used for in-depth analysis and interpretation. The qualitative, exploratory nature of this case study meant that the use of a thematic and interpretative analysis, identifying commonalities and differences in data trends was an appropriate data analysis method (Vithal & Jansen, 2008). This use of an inductive data analysis method provided an understanding of the accumulated data, rather than trying to prove an existing theory or hypothesis (Vithal & Jansen, 2008).

Led by the work of Vithal & Jansen (2008) the data analysis process included the following stages:

1) Preparation and organising of data:
   Document analysis provided a basis for understanding all aspects of the Realema programme. Following this, raw data were collected in the form of online interviews, and then prepared for analysis by manual transcription (verbatim) by the researcher. The data were re-read to identify "incomplete, inaccurate, inconsistent and irrelevant data" (Vithal & Jansen, 2008, p.27) as well as to identify initial trends. In addition, the raw data were "cleaned up" by removing filler words and hesitations to allow for more fluent reading. The language and voice of the participants was not changed.

2) Coding and classification of data:

   The data were sorted according to patterns and similarities and grouped to form themes. This was done manually and involved reworking and redefining of themes (Vithal & Jansen, 2008). In addition, making use of a social capital theoretical framework provided a further basis for themes and patterns.

While Bourdieu's work is appropriate to understand South Africa's contextual issues of power and inequality within social capital, it is Putnam's work on issues of social networks, that are built on trust and common values that provided a theoretical framework within which to organise the data. A number of themes emerge from the interviews which correspond to Putnam's stance on social capital and provide a structure for understanding and analysis. Organising the information thematically, using Putnam's social capital framework, is useful for the analytical interpretation of the research.

3.8 Ethical considerations

Although some of the sample group are from previously disadvantaged, poor and marginalised groups, the entire sample group is adult and in no way fall into a high or medium vulnerable category risk. The study therefore foresaw no discomfort, harm or risk exposure to the sample groups. Despite this, all research ethic protocols were considered throughout the study and strictly adhered to. The researcher conducted herself professionally, in an open and trustworthy manner, acknowledging the values and rights of the participants.

Detailed information on the researcher and the research topic was sent to all Realema interns, and those that agreed to participate received consent forms, including consent to record forms. At the start of each online interview, participants were again asked if they agreed to the interview being recorded.

Confidentiality was ensured and all recorded interviews were kept under password protection on the researcher's computer throughout the research process. All raw data (both hard and soft copies) will be stored in the Wits School of Education archives once the report is submitted for examination. In addition, the study attempted to prioritise anonymity as far as possible, and no participants names were disclosed in the study. Pseudonyms were used for all partner schools that were referred to by participants in the data quotes in order to protect the confidentiality of the institutions.

3.9 Issues of Trustworthiness

The rigour or trustworthiness of any research depends on the validity and reliability of the study. Internal validity and credibility in qualitative research are an attempt to ensure that "the study measures or tests what is actually intended" (Shenton, 2004, p. 64), and several criteria can be employed to promote this.

A random sampling method provides greater assurance of avoiding bias (Shenton, 2004), however in small qualitative case studies, a random sample method is often unachievable. Using a universal technique within a purposive sample this study aimed to ensure that all voices in the case study were heard, thereby seeking a broad knowledge base within the sample group. Further, using verbatim accounts sought to ensure that the research was an honest representation of the participants' views, thereby minimising distortion of the data and findings. This said, the Realema case study programme sources its interns (the sample) from similar disadvantaged environments and backgrounds, which could skew the data and findings. For this reason, the research clearly contextualises the findings to a particular South African post-apartheid class-based environment.

Triangulation, through the use of multiple data generation methods is a further way to safeguard research validity. While some data generation methods were curtailed by Covid-19, a large proportion of the total case study participants was interviewed, enabling the researcher to verify viewpoints against others, and thereby triangulate data sources.

External validity, or transferability concerns itself with the "extent to which the findings of one study can be applied to other situations" (Shenton, 2004, p. 69). In small qualitative studies, defined by the specific contexts in which they occur, transferability inferences are cautioned. The limits of this study prevented a demonstration of how the location of this contextual study might compare with other similar studies.

While reliability is commonly associated with quantitative research, all research studies should strive for consistency and stability (Shenton, 2004). The multiple data generation methods used in this research go some way to improving reliability (McMillian & Schumacher, 2014), yet the research observations are "tied to the situation of the study… and are static and frozen in the ethnographic present" (Shenton, 2004, p. 71). This speaks to the concept of epistemological and ontological assumptions that influence the research context (Klenke, 2008).

3.10 Conclusion

"Qualitative methods focus on the lived experience of the research participants and their critical voices (Klenke, 2008, p. 120), and as such are value-bound, reflecting local, historical and contextual realities. While this suggests that the contextual role is emphasised in qualitative research, this does not detract from the need for qualitative research designs and methodologies to demonstrate rigour, trustworthiness, validity and reliability (Klenke, 2008; Shenton, 2004).

The validity of this research may have been enhanced by further data generation methods such as classroom visits and group interview sessions, although this may not have impacted on the reliability of the findings.

Exploring the mechanisms that make for effective mentoring and coaching in ITE students, may impact ITE teaching practice policy. However, the limitations of this study lie in the fact that large scale replication of the mentoring intensity that occurs in this case study, is not financially viable. A useful addition to this research would be a comparative study with full time BEd students, who do not have the privilege of 4 years of similar intensive mentoring and coaching and are only exposed to some weeks of teaching practice (which may offer little mentoring). The research questions and aims would be different, however a comparative study would be a useful addition to broaden the knowledge base around the role of mentoring in ITE programmes.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the insights and understandings, collected from the 19 intern participants, into the mechanisms of mentoring and coaching that promote an effective ITE learning journey. These contextual views were obtained through a series of semi-structured interviews with participants of a case study sample, Realema, which was purposefully selected for its broad, consistent and frequent mentoring and coaching element to an ITE programme. The study aimed to understand the mechanisms that make for "successful" mentoring and coaching within an ITE context.

In addition, the study sought to understand the extent to which emotional support is a key component to a meaningful learning experience in ITE. Further, the study considered whether there were any other factors involved or other support techniques that served to unlock meaningful learning. The aim of the study was to provide a deeper understanding of the requirements for quality ITE professional development programmes, in the hope that these insights may be useful in future deliberations on ITE strategy, policy, and methods.

This chapter starts with a background to the case study programme, detailing the stakeholders as well as the research participants. It then provides thematic analysis of the research insights and contextual understandings of the participants, using a social capital theoretical framework and giving detail of the observed conceptual themes. The chapter concludes with an analysis and summary argument of the meaning of the findings.

4.2 Setting the Scene

The educational inequalities that remain in post-apartheid South African schools, have several unintended social equity consequences, in addition to educational imbalances. An appreciation of these social inequalities as well as of the stark variance between the offerings of schools is an important starting point from which to interpret this research. Most participants come from modest, poor or working-class backgrounds. While education may have been a priority for some of their families, a superior school education would have been out of financial reach for most. The partner schools into which the interns are placed through Realema are elite institutions, offering an exceptional quality of education to upper and middle-class learners.

The schools are predominantly located in affluent suburbs, and their resources, facilities and standard of education are unparalleled.

The research participants raised many interrelated themes which they suggest are part of the underlying mechanisms that impact the effectiveness of mentoring and coaching. However, a deeper analysis suggests that learning to traverse this social and class divide is at the heart of this mentoring and coaching journey. The themes raised by the participants include being immersed in a professional environment, emotional support, trust and a sense of belonging. The interns propose that the personal and professional growth they experience is as a result of the trusting and supportive environments in which they are placed, and that continued exposure to this environment instils a sense of belonging, a growth in confidence, increased professionalism, reduced anxiety and fear, all of which allows for more risking taking in the classroom, and for evolving into a more competent and effective teacher. Using a social capital theoretical framework, these themes are extensively explored for contextual understanding.

4.3 Worlds Apart: The partner school environment

The participants' insights consistently view the partner schools as enormously influential professional environments, that not only expect and promote an excellent work ethic, but also provide expert skill training. Taken at face value, and making use of a social learning theoretical framework, interns are exposed to exceptional hands-on training in a successful and effective environment, which over the four-year intern period results in the transfer of extensive professional knowledge and skill. However, there are nuanced and underlying insights that are consistently hinted at by the language used by the participants, that signal a broadening and awakening within the interns that goes beyond simply professional skill and knowledge acquisition. There is reference to bigger perspectives and changed outlooks through extensive exposure, that indicates a changed approach to social and professional interactions and modified strategies of relating to the new environment.

The following intern, without particularly referencing it, gives an implied suggestion of insights into a middle-class environment with social mobility opportunities, and appreciation of the possibilities provided by this exposure.

Intern 1: "I think your immediate environment plays a huge factor in who you are and who you are going to be. What you are exposed to matters. So I think I've had huge, huge changes."

Intern 1: "Coming into the school I did not have a broad viewpoint of my future… but once getting into here, and realising actually there is so much more out there, there is so much more to learn, and there is so much more to experience and being around people who are open to that makes you want to better yourself. And I think I've just grown – from first year me to second year me to third year me – totally different people".

Intern 1: "And you get to learn more, different perspectives, different viewpoints on different topics and that just broadens your mind. And you meet different people who have huge impact on you. So that has changed for me. So the biggest thing that's changed like my value system, there were some things that I valued and that I thought about, and being exposed to workshops at school changed my mind, and changed my viewpoints."

The personal recognition of the contextual differences that the partner school environment provides to interns is vivid. There is a consciousness of partner schools providing a fundamentally different environment to previous learning and social circumstances, and this is identified as the biggest element in the change journey: *"the huge factor"*. There is acknowledgement that the environment that you come from shapes who you are, and the intern realises that the core of who he is has been formed by his working-class background. These core elements of who he is are being challenged and shifted by exposure to this new environment and it is these fundamental changes that the intern is voicing.

What is hinted at is the acknowledgement of differences in social positioning, as well as the potential for social mobility and advancement through exposure to this new environment. Positioning this within the social capital theoretical framework signals a bridge created by the mentors for the interns that provides access into the social networks of the partner schools. The way that the language is presented: "*huge, huge changes*"; "I *did not have a broad viewpoint of my future*"; "*realising actually there is so much more out there*" and "*broadens your mind*" are all suggestive of an element of bridging from a narrow and restricted outlook to a broader

perspective with an expanded paradigm. The idea of advancement is raised: "*makes you want to better yourself*", which hints at the realisation of an opportunity for upward social mobility.

The voicing of changed values is significant. Coleman references community values and shared behavioural norms and patterns and suggests that obligations and sanctions are imposed by the social networks to ensure tacit conformity (Coleman, 1998). The intern refers to "*changed value system*" which is indicative of a shift to a broader perspective that impacts on core beliefs, standards and values. The intern explicitly links this to exposure provided by the partner school environment. Using the social capital framework, this shift is associated with access into the social capital networks offered by the new relationships of the partner school. This access ultimately results in an affiliation with and attachment to these networks.

> *Intern 18: "Then Realema came and spoke to us, so I didn't always want to be a teacher but I saw it as a good opportunity to move away from the township. I had been boarding in Kingston at Oakwood College and I didn't want to move back. I wanted to move to a higher place, not back to a lower place."*

Here the idea of advancement and improvement, linked with upward social mobility moves beyond an indirect suggestion and is explicitly stated. The language used depicts a tangible ranking with the words "*move back*", "*higher place*" and "*lower place*", and conveys a corresponding evaluative judgement. Positioning this statement within a social capital theoretical framework provides an understanding of Tierney's assertion that social capital is the scaffolding that can either enable or disable individuals and groups in their realisation of objectives and purpose (Tierney, 2006). In this case, by returning to his previous social environment, the intern is potentially disabled from the social capital networks and the leverage and access they provide. The new partner school however provides a wealth of social capital that creates an enabling environment for the intern to capitalise on. The evaluative ranking language used by the intern gives meaning to Tierney's claim that "a wealth of social capital enables individuals to gain leverage in the pursuit of economic and cultural capital… a lack of social capital makes it harder for people to develop economic and cultural capital" (Tierney, 2006, p. 22).

> *Intern 1: I mean it's hard to be at school where you are standing in line greeting your students and then one father pulls up with a Lamborghini, it's hard not to be inspired by that when you see that somebody else is driving two Lamborghini's and has one Ferrari at the back. And you're thinking oh I want to be there, and you start thinking to yourself how did they get there. And you start opening your mind up to that is actually possible because I've seen it first-hand. That is possible and I want to get there. Being around that community makes you think I cannot settle for less and I need to aim higher. Yes I need to aim higher.*

The social mobility and aspirations evident in this voice are materially based. The language used: "*how did they get there*", "*I want to be there*" and "*aim higher*" talk to ambition and hopes, however there is an element of false consciousness in that the intern now sees these as achievable goals. "*Being around that community makes you think I cannot settle for less and I need to aim higher*" speaks to Bourdieu's view that social capital networks and the members within these network groups are provided with the support and sanction to tap into the collectively owned capital. Social capital *is* the collection of the existing and potential resources linked to the social network, and all recognised members are empowered and entitled to draw on the group's collective capital. (Bourdieu, 1986).

> *Intern 13: "But at the same time, I see it as another stepping-stone for me and it's going to open up new doors."*

> *Intern 15: "My mentor and I we did everything all the way to, he helped me shopping for a car and he helped me find a place to stay – I was still paying for it myself but there was someone there to help."*

This gives traction to Bourdieu's assertion that membership to the group provides license to harness into the group's collectively owned social capital. This is clear in the intern's voice that "*it's going to open up new doors*". The concrete assistance provided with purchasing a car and finding accommodation is evidence that these new partner school networks do provide social capital leverage that can be tapped.

Intern 1: "So when my friends always say you are so mature, why are you so mature? And in my mind I'm like actually, I'm just not more mature, I just have responsibilities that you guys don't think of and I've experienced other things outside of what you've experienced. But they do notice a difference and my family does. They say I've become more authoritative. I've become more of an authoritative figure. And I'm more direct with my approach. And I think being in such an environment you become conscious of what you want and you become purposeful in chasing what you want. And placing your expectations right up front and saying this is what I do, this is what I stand for and everything else that I don't, I'm not willing to do."

This language clearly captures the shift in the intern's attitude and approach. The use of the words "*conscious*" and "*becoming purposeful in chasing what you want*" give a distinct picture of focus, as well as setting and pursuing goals with a sense of agency and influence. The transition and growth which has allowed and promoted this focus is explicitly attributed by the intern to the new partner school environment. A social capital framework suggests that the relationships developed in this new environment have imbued the intern with confidence, purpose and agency, promoting the transition.

Intern 13: "Looking back from my background I feel like this was actually a stepping-stone for me. And everything looks better now compared to what it was. I was a little bit anxious to meet everyone, because we are all so different. And when you are told you are going to be working with people in a school like Wexford College you just think you don't want to mess it up. You don't want to say the wrong thing or come across in the wrong way or rub off people in the wrong way. So, it was just like watching what you do."

This intern, who spent much of her childhood in a children's shelter, views the partner school as an opportunity for social mobility, a "*stepping-stone*" that facilitates her own growth and development. She is also acutely aware that her partner school is a place of excellence and opportunity. Her concerns that she "*doesn't want to mess it up*" or "*say the wrong thing*" indicate her awareness that behaviours, attitudes and expectations may be different from anything that she has been exposed to before, and she is conscious that she may have to adapt her interactions to accommodate these differences.

Intern 15: "There is the structure, but I'd say working with someone who is a specialist in their job, you get to sit in that person's office in this case classroom, side by side with this person, and you get to see a science teacher, who chose to be a science teacher, how does that person work. How do they view the field, what is their passion? And then you are in the art classroom with an art teacher who has worked her whole life to be an art teacher. So, you get to see people at the top of their fields. In the sense that those teachers at the top of the field, you share a chair with them, you get to see the kids with them and watch them work. And you go through that for the four years. And it's not always going to be fulfilling because you aren't going to click with every mentor, but when you are exposed to so many mentors, one of them is going to work for you. I ended up becoming a history teacher because of the history teacher there – what I learned from her."

This intern provides insights not only into the professional expertise and environment that he has been exposed to, but also how his relationships with his mentors "*has worked for him*". The social learning theoretical framework is evident in this theme of professionalism, and yet it is clear that what builds the intern's growth is also linked to the relationships with these mentors. The nuance of these relationships is evident in "*you aren't going to click with every mentor*", and hints at the underlying value embedded in the relationships.

4.4 Cultural capital

While social capital refers to the value in the social relationships of networks or groups, cultural capital pertains to the social assets of an *individual*, including knowledge and education as well as accent and linguistic tools. Cultural capital is a result of being exposed to institutions such as churches, museums and theatres, and the visual and performing arts such as music, dance and drama (Tierney, 2006). Cultural capital establishes where an individual fits in socially, and this cultural familiarity provides trust and affinity, that ultimately enables or disables access into social capital networks.

The South African landscape is a cultural melting pot, with the 11 official languages depicting the extent of the country's linguistic and cultural diversity. The exclusions and hierarchies created by years of apartheid have heightened these cultural and linguistic distinctions and have possibly blurred the overlap between social and cultural capital. Bourdieu's theory of social capital suggests that it is social-cultural exclusions that result in the educational system

sustaining the status quo and disadvantaging certain social groups (O'Brien & Ó Fathaigh, 2005). This notion provides a plausible analysis of South Africa's educational and social equity imbalances, evident in the country's existing dual education provision.

What is evident in some of the participants' insights is how certain cultural expectations differ in the partner school environment. On the whole, these new environments promote professionalism over cultural assumptions, and for some interns this is unfamiliar practice. This points to further change required of the interns.

> *Intern 1: "But besides that I think the environment I am in is quite professional, really, really professional. And teachers treat us like we are adults. I say this because I have one of my colleagues who I think is 56 years old and he has a son much older than me. Yet when he talks to his son he talks to him totally differently, as if he's a young boy. When it comes to me he talks to me as a colleague. Which is something it took time for me to realise, that is something quite hard for somebody to do, to treat a person who is much younger than your first son, or your first born, like a colleague. And treat them as such".*

This intern speaks to an underlying cultural issue of intergenerational social relations, in which deference and respect for elders, so notable in many South African cultures may interfere with the integrity of professional relationships. The predominant ethic of the partner schools would likely foreground professionalism, competence and skill over age, gender or any other culturally based intergenerational social norms, likely promoting behaviours and interactions that advance professional relationships. Tierney (2006) views social capital as being a cultural construct within social networks. Cultural capital weaves an assumption of cultural meanings and notions into the social networks that then work as an underlying foundation of the social capital networks.

The intern reflects on the depth of conviction with which these strict cultural intergenerational social codes are held outside of the partner schools. In so doing he is inadvertently making reference to the different cultural capital norms and assumptions within the partner schools, as well as the different cultural patterns of interaction. Being part of the social network of the school assumes a certain cultural capital, which then becomes imbued into the norms of the social network. In this way, cultural capital is intrinsically woven into the social networks.

Intern 15: "When I get first got there, I didn't feel competent. You feel young, straight out of high school. So technically you are the same age as those boys' older brothers and maybe cousins. I was 19, nearly 20. I'm not that much older than the kids. I could be one of their brothers. And the teachers could be your parents, and culturally for example. In my culture I wouldn't be speaking to someone like Jonathan for example, I wouldn't call him Jonathan, I would be calling him Mr. Smith for example. Because he's an adult, So the growth phase is you becoming an adult right there in front of the kids and your mentors. And at the same time, you are also becoming a professional, because they demand, let me not say demand, they expect you to act not like a high school child but like a teacher."

This intern talks to the cultural subtleties that place particular expectations on social interactions within the partner school. The cultural intergenerational codes which are an intrinsic part of the intern, are being challenged in the new partner school environment, with new behaviours being expected. The intern refers to the patterns of interaction and behavioural expectations of the new social network – a direct link to social capital norms and understandings.

Intern 4: "Yes. I think my mentor, my goodwill mentor, has taught me to be very assertive and confident and not be afraid to speak up. But also not to be rude to people because people easily confuse being assertive and being rude. So, she has taught me like you need to go for the things you want but you need to go for them with grace. Go with grace. Be the person who you want to be but if you just wait at the back of the corner and just shrink and hope someone will see you then it's not going to happen. She taught me that a lot. She says well you know if you want something you will never get it by being silent and hoping that it will fall into your lap. You need to make decisions that make it happen you need to move in a way that is respectable and will make it happen. So she taught me a lot about confidence and assertiveness and not being afraid to say what she want."

The intern observes that the nuances in how confidence and assertiveness are perceived are subtle and may have contextual shadings. Assertiveness can be associated with an aggressive and hostile stance, and as such there are lower tolerance levels of assertiveness. Confidence, on the other hand is viewed more positively, and often linked with a more acquiescent and less

obtrusive style. The use of the word "*grace*" in the data alludes to a layered web of cultural, political and religious history carried by the intern. What becomes clear in the intern's quote is that the mentor provides the intern with an understanding of the conceptual subtleties and possible reactions to these behaviours. The intern is therefore being mentored and coached in navigating these subtleties in order to achieve the desired outcome (what the intern wants) without offending or affronting colleagues. This is a clear example of the provision of bridging social capital by the mentor, equipping the intern with a deeper social and cultural perspective as well as an understanding of the subtleties of interaction, and thereby laying a pathway for a less challenging transition for the intern.

4.5 Bridging with Emotional support

While navigating the transition into an unfamiliar social class space can lead to personal broadening and growth, it can be an emotionally taxing journey. The feeling of being constantly outside of your comfort zone, and having the core of your values, social norms and expectations challenged daily, is demanding and exhausting. Without the emotional support provided by Realema staff as well as partner school mentors, the interns could potentially disengage from the challenge.

Bridging social capital refers to the building of connections and relationships between individuals of different social groups, providing a bridge that allows access to social capital that was previously unavailable. This brings together people of different social and cultural backgrounds (Vaughan et al., 2015). In this programme, mentors are clearly playing the role of bridging from previous culturally and socially based norms and rules of interaction, to new styles and patterns of interaction that are expected of the interns at their partner schools.

This notion is supported in the research into the role of social capital and ethnicity in medical student achievement completed by Vaughan et al. (2015). The research found that a lack of association and connection with senior colleagues and high achieving student peers served to alienate and isolate lower achieving ethnically marginalised students, who lacked the necessary social capital, from valued medical interactions and experiences. This lack of connection and assimilation ultimately led to a detachment and diminished learning. The research concluded that what these students lacked was the bridging social capital that allowed for inclusion and integration into the social capital networks (Vaughan et al., 2015).

Intern 2: "So ja, it was a very emotional, draining journey for me. 2018 - I think it was actually the toughest year that I've ever had in my life. But then Realema did actually provide a lot of emotional support. So now I look back and I think wow, I've come so far. I've come so far. Like I think, matured and even mentally I'm not in the same space as I was at that time."

Intern 2: "Ja, so firstly Realema has a psychologist so that really helped and then also our director, because I was in a very dark place at that time. So, she would come and we would have walks weekly, we would just like walk around the school or walk around the area. So, she would drive to me and we would walk and just talk about "how are you keeping up and how are things going". And then she would just send me random messages. At that time, you don't think it means much or you just think agghh, everyone is just annoying. But now looking back, those messages actually helped me a lot. Because she would just pop me a message and be like "I hope you are doing well" and "it's a beautiful day, don't forget to smile", you know things like that. And during then I took it for granted, because I'm like "why is she sending me messages." But now, looking back I think those are the small things that helped me to be… to be at peace. You know to have that emotional well-being. And ja, sometimes she would just give me random calls and we'd just chat. You know "how are you doing, how are you keeping up with things, how is everything at home." And also, the school provided really a lot of support as well."

The intensity and power of emotion in the use of the words "*draining*", "*toughest*" and "*dark place*" are testament to the emotional demands felt by some of the interns. It is an indication of how disconnected from the partner school networks, norms and patterns of interactions the interns feel at the start of the Realema journey. Making use of the social capital theoretical framework, it is likely that the emotional toll felt by interns is due in part to being in an unfamiliar space in terms of rules, norms, understandings and expectations about patterns of interaction. It appears that it is the lack of familiarity with these social networks and social interactions that is likely to increase feelings of emotional exhaustion, isolation and detachment. Without consistent support and reinforcement from mentors, it is likely that interns could potentially disengage entirely from the programme.

This aligns with the investigative work of Diane Rey cited in O'Brien & Ó Fathaigh (2005), linking cultural and emotional capital. The research recognises that while cultural capital is initially transmitted through the family, women in particular go on to play an influential and powerful role in the educational achievement of their dependents. Rey's research concludes that "emotional capital" provided mainly by women, including qualities such as affection, tenderness, attention, attachment and concern, and the frequency and duration with which this emotional capital is provided, directly influences the success of the dependents' schooling (O'Brien & Ó Fathaigh, 2005).

The continual, small and seemingly insignificant mentoring interactions that support, boost and constantly connect with interns, creates an underpinning and reinforcing foundation that promotes and fosters a sense of security and reliability on which interns can depend. This support could be attributed to what Diane Rey terms "emotional capital" and can be linked to the kind of support that parents usually offer to their offspring. It is this very state of being nurtured and nourished by mentors and coaches, through an emotionally demanding period that appears to provide interns with reassurance and a sense of comfort, that allows for the daily challenges to be navigated with increased ease.

> *Intern 11: "The mentors give us emotional support and friendship as well as mentoring."*

> *Intern 17: "That feeling of having people behind you to support you, there is nothing that you can compare it to. You feel like you are not alone."*

> *Intern 14: "Everyone is supportive, it's like a normal thing around here. Everyone supports each other which is a very lovely thing. Also, just the teachers, maybe if my class teacher is absent and there is somebody helping, I can just go to any teacher and say how do I do this, or how do I do that, and they will help. Everybody is supportive. And even Ruth and Karen, you can just send them a WhatsApp and say I'm losing my mind, help me with this, help me with that, and they are there for you."*

These participants' insights explicitly reference, not only the emotional support that is provided to the interns, but also the sense of security and emotional well-being that it imparts. While the interns may sometimes feel overwhelmed with the constant check-ins from Realema staff and

partner school mentors, it clearly provides a solid emotional foundation that supports and builds the interns. According to Lopez, as cited in Leudke 2019, many learning institutions expect students to integrate into a new learning environment with little induction or support to provide a bridge between their home culture and the culture of the new institution (Leudke, 2019). This references the need for the continual and ongoing support offered to Realema interns.

> *Intern 1: The number one thing that I think I'm going to put up there I think is support. Support I think is the number one thing. As you've mentioned all of these things from the goodwill mentors, to the workshops, to the programmes, all of these things just made to support you. To make it easier for the transition to being a teacher. I've noticed one thing with other internships and other bursaries, they just throw money at the students. They say here it is, we've given you money, we've given you accommodation, now do the most. But with Realema it helps you, it gives you support. Here is a financial wellness talk, here is a mental illness talk, here is a coaching tip, go and meet this person, be with this group, learn about this. And if you need and we also get like psychological help, if you need to talk to a therapist there's a therapist. So that simple support knowing that actually if something goes bad, I know I can talk to Ruth and she's going to be understanding and we're going to find a way to support me. And I've been supported in many, many ways. It's quite hard to just go about not mentioning support. I think the support is the greatest thing that Realema has to offer. It's the greatest thing. Not just professional support. Professional, social, support and overall support in the whole spectrum. They want to have their hands in wherever you allow them to be. They want to support you there.*

The extent of the Realema support is evident in this intern's voice: "*not just professional support. Professional, social support and overall support in the whole spectrum. They want to have their hands in wherever you allow them to be*". It is clear that the scale, depth and range of the mentoring support provides an extensive and solid foundation to interns. The addition of Realema's "goodwill mentors" who are not professionally associated with the partner schools, but are external volunteers, provides an extension to the school-based mentoring and coaching that takes place. These volunteers develop deep, personal relationships with the interns, offering life skill guidance and coaching on any variety of personal and professional issues. The "goodwill mentors" provide an additional slant on the mentoring programme, and it is clear that this is valued by the interns. Interrogating the benefit of the "goodwill mentors"

within the social capital framework, one acknowledges that this is an additional bridge that is created for the intern, providing further access into the network of social capital on offer.

> *Intern 10: "I have a goodwill mentor, she's amazing and we talk about everything. The best thing about the goodwill mentor is you can talk about all elements of your life, it is not just limited to your schoolwork, not just academics. So, she is amazing. She has given a lot of life lessons and I think she's been very supportive. Sometimes you want to just talk to someone who is neutral. Like we do have our sponsors, the Realema staff but you can't complain to them about Rosewood, or to your teachers, but the goodwill mentor you can just talk to her about anything. She's basically like a human diary."*

> *Intern 1: "So my goodwill mentor, I think the biggest difference is that they are not in your immediate environment, so what you discuss with them does not go back to work. So, it's more like I'm helping you navigate through this four year period where you might have a lot of uncertainties. Or you might want to come and complain or brag about something or complain about a certain colleague because you had a tough day at work. So they give advice. The beautiful thing about the goodwill mentors, personally, I don't know about for others, is they don't just help us with one thing say, maybe only professionalism. They help across the board. They can help with finances, say advising you about your finances, or advising you about family situations. Helping you with job prospects and looking for jobs. I think the goodwill mentor is a really great addition. Having someone outside work to talk to and to see an unbiased point of view."*

> *Intern 13: "First and second year was really successful because they would actually heed to your emotional side, in terms of the school and even your social life. And then at some point, I didn't need my goodwill mentor. They really helped socially and emotionally because they looked at that aspect in your life. Even in terms of how you worked with a teacher or how you deal with colleagues, and also personal relationships. They were really helpful."*

As evident in all of the above insights, the goodwill mentor adds an additional dimension to the mentoring and coaching offered to Realema interns. Not only is the essence of the mentoring different to what interns receive from school-based mentors, but in addition it broadens the social capital base, and widens the bridge that provides access to social capital

networks. It endorses the view expressed by Vaughan et al. (2015) that bridging social capital provides access to resources, financial and other, that are otherwise unavailable within an individual's previous social networks. This bridging social capital allows for employment, increase of salary and promotion opportunities (Vaughan et al., 2015).

> *Intern 10: "Everyone in the Realema programme is actively involved. Even with our teacher mentors, the reason that they give us feedback every week is because at the end of every term and every year they need to give feedback to the principal on how you have been behaving, how you've been conducting yourself. So, you know at the end of the day you will be held accountable for every single thing because your mentors in the classroom are watching you every day. And they are given a very specific rubric, like how is her communication skills, how punctual is she, how is her dress-code. So, they really do prepare you for the work environment. And you also learn a lot of skills because as an intern you also need to help with PE and sport in the afternoon. I never knew how to play any sport. I did not play sport at school because my school did not have any sport – it was very much uncoached. But at Rosewood College you will be asked to assist the coaches so that gives you additional skills. So, I just feel that being in a professional environment and having people keeping tabs on you, people are always watching you. And especially with the kids, the kids are very open and very honest, and they tell their parents everything, so you also have to think about your reputation, your social media. Parents will go on social media to find out who is this intern. If parents find inappropriate things on you on social media, they will go back to the school. So, it comes down to how you conduct yourself, how your social life should also be. There is a lot of life lessons and it is extremely effective."*

The above intern voice continues this theme and provides positive feedback regarding the extensiveness of the mentoring and coaching provided. The intern refers not only to specific skills that are new to her (sports), but also the particular expectations of the partner school environment (such as dress-code). This hints at a social paradigm shift for the intern, and simultaneously talks to the role that the mentors play in subtly altering social interactions and behaviour. The intern goes on to foreground the norms and sanctions of the social capital networks that she is being given access to. The sanctioning expectations of not only the partner school mentors (teachers and coaches) but also other social network stakeholders (the parents

and children) all work to mould and shape the intern. The extended social network of the partner school can be seen to be providing the bridging social capital required by the intern.

4.6 Trust: A two-way street

"The theory of social capital presumes that, generally speaking, the more we connect with other people, the more we trust them, and vice versa" (Putnam, 1995, p. 665). Putnam features trust as an essential ingredient within the norms and values interplay of social networks and relationships. The research participants frequently reference trust as being an underlying mechanism to successful mentoring and coaching.

> *Intern 5: "The interactions with the staff and the school were very formal. Remember we were straight out of matric, so we were unsure of what was expected of us. So, at the start the meetings and interactions were formal and structured. As I got more comfortable and started building relationships, as I got to know everyone, I was successfully able to take on more responsibilities. I began to build trust. Trust is such a major issue, and it had to be earned. It does not come automatically. When I started at the school, I was welcomed with warm arms. The teachers were polite and interested but there was also that the teachers were expecting you to do certain things, and in a certain way. A deeper trust had to be earned with me showing that I'm able to fulfil their expectations."*

Apart from the concept of trust, the above insights underpin themes around norms, rules and patterns of interaction which are unfamiliar to the intern. The described initial feelings of being "*unsure of what was expected*" points to uncertainty and a lack of insight into the social networks and the assumptions and expectations thereof. The intern interestingly uses the words "*I got more comfortable*" suggestive of a security that builds once an awareness, insight and familiarity into these social networks begins to develop. The intern in fact begins to trust in the social networks, and the individuals in these social networks in turn begin to trust in the intern. Bayat (2005) describes social capital trust as the confidence that a member of one's social group will behave in an expected manner that conforms to the norms of the social network, and consequently is in the best interests of the social network. The participant's reference to "*started building relationships*" points to the value embedded in relationships, and how it is the insights provided by these relationships that allows the intern to enter the journey into the previously exclusive social networks.

The intern notes that trust is an aspect of a relationship that requires time and commitment in order to evolve, grow and thrive. Debate has arisen amongst theorists over which way the trust causation flows, and this is theoretically and methodologically complex. Brehm & Rahn cited in Putnam (1995) suggest there is evidence that causation flows predominantly from joining towards trusting, rather than vice versa (Putnam, 1995). In this case, joining has definitely led to trust, and not the other way around. According to the intern, trust has been earned slowly through consistent evidence of reliability, initiative and commitment, but can quickly and easily be set back through misunderstandings or unprincipled behaviour.

Realema has a mechanism in place to assist with any trust setbacks. The programme is structured so that interns usually have an impartial "head intern" who meets weekly with all interns at the schools, and in an impersonal way deals with misunderstandings, miscommunications and differing expectations that may lead to a breakdown of trust. In this way, interns and teachers both have a channel through which to communicate grievances or possible criticism without it becoming a personal matter between intern and mentor. The following quote gives further support to this view:

> *Interviewer: And were there times where this building of trust was tested? When it didn't go so well?*
>
> *Intern 5: Yes, there were a few times, where we had misunderstandings. Where details were left out, and I made mistakes. Sometimes this was because the teacher didn't communicate things well with me, and I made assumptions. But also times where I didn't take the initiative, and I took a role of being passive, where I should have taken more initiative. After times like these, the Head of Academics, who was another mentor to us, would tell us to open up more, and take more initiative.*
>
> *Interviewer: And how did you get over these "mistakes" that could have broken down the trust?*
>
> *Intern 5: Well, talking about the misunderstandings, and especially having someone – the head of academics - who took on the role to ensure that these misunderstandings or lack of trust improved. That was very helpful as it didn't ever get personal between us. Also with the teachers, apart from the specific classroom settings, there were other*

opportunities to build connections and bonds, in situations that weren't too formal. This gave me time to see the teachers for who they are in informal settings. These informal settings allowed for closer bonds – and this makes difficulties easier to discuss.

Tierney (2006) suggests that social capital is the scaffolding that allows trust to develop. Further he proposes that the stronger and more stable the scaffolding, the more likely it is for trust to thrive. And trust then becomes a significant factor in promoting an environment that is conducive to learning. It advances openness, certainty and confidence, and appears to reduce levels of anxiety and increase risk taking and flexibility in the classroom. This is evident in the following intern quotes:

Intern 4: "I think it's the confidence, especially the confidence I have around children. Like I am I am very confident that I can do this."

Intern 4: "Because the gradual growth that happens in this environment with the input from the mentors. Because there are certain things I wouldn't know, like I've never done let's say cursive writing. Like I didn't do it in school but when I got here I had to teach grade threes cursive writing. So then with the help of my mentor and her input that no, you do it this way you do it that way, then I was able to grow into it and be confident in teaching that. I think the support, the support that is constantly put in by the mentors and everyone contributes a lot to the growth that happens. I would like to say personal growth would be, not being scared to try new things, lack of fear, and then flexibility. I'm very flexible. Flexible in terms of I can, I can comfortably say that I can do most things that are offered at the school. I can walk into a music class and do music. I can go to the sports department and do a certain sport. I am very flexible. Whatever direction they pull me I can go."

Intern 10: "So 2019, I was a grade 3 intern. And there was this mum who just loved me. It happened that her child's au pair had to leave at the end of the year, so she needed someone to help her child with schoolwork. So, the following year she asked me to tutor her child. So, every afternoon I would take her child, help her with homework and reading and I because her tutor. And then through her, other parents got to know me as a tutor, and that opened up opportunities for me, so most parents approached me to help tutor their child. It helped me to grow a lot and was very affirming. At school

I was limited to foundation phase but parents across the school would approach me, so I was helping with the grade fours and fives so it really helped me grow."

Intern 13: "Definitely. Compared to when I came to Wexford College. Now I'm more confident. I'm more versatile, I'm willing to take on any challenge, and I'm more adaptive compared to when I started. I feel like when I started, I was more vigilant and cautious of what I do, and now I just do it and I deal with the situation as it comes. I feel like I've grown more confident than I was before."

The trust and affirmation appear to lead interns to a sense of confidence and self-belief, which in turn permeates their relationships and their further interactions within the social capital networks of the partner schools. Trust is seen as the fundamental and root value that promotes and maintains social capital. Trust is used as the principal and dominant variable in identifying and understanding social capital in many studies (Bayat, 2005).

Intern 8: "So I'll go back to 2019 which is the first year that I did this programme. I had a qualified English teacher mentor. She was also quite new at the school. And we both needed to find our feet. But what she did to me, she trusted me. So, it's within that trust that you start opening up. That fear, it sort of like goes away, little by little. Because the more the teacher trusted you the more you are also able to open up and think and have ideas. So, for me it was within the trusting, of "I'm trusting you with this, I know you are not there yet, you are not where I am, you don't have the years that I have, but I'm trusting you." And within that trust that's how I was able to grow. So, for an example last year my mentor teacher was not okay for about a week, and the school fully trusted me to just have the boys in, and have me go through some of the work them. And they would check in every now and then, just to make sure that I'm okay, are there any issues. Are the boys disciplined or are they being disrespectful. So, it's within those little pockets of trust of little subjects, or just do this and that, do this marking. Those little trusting tasks. Them trusting you fully and you just presenting yourself. And you thinking this is what I want, this is what I applied for and therefore I need to meet myself, besides what the school might expect from me, but I need to prove to myself that I am worthy."

The language in this quote is compelling. "*What she did to me, she trusted me*" and "*within that trust, that's how I was able to grow*." The intern conveys this trust as a tangible sense of the mentor's belief in him, which in turn fills him with his own confidence and belief in himself. The intern refers to this trust in the same way as he would about any other physical or palpable skill set offered by the mentor. Further, "*to meet myself*" and "*to prove to myself that I am worthy*" implies the importance and value not only of meeting the school's expectations, but also his own, indicating his need for self-actualisation and fulfilment. It is clear in this quote that the mentor provides a bridge to the intern's growth and self-actualisation through the mentors display of trust. The mentor can also be seen to provide a bridge that ultimately promotes the school's sense of trust in the intern. It is exactly this trust that allows for the intern to connect and ultimately affiliate with the social capital networks within the partner school environment.

> *Intern 11: "The relationship with your mentors develops with time. And then you get confident, you start to open up. You feel you can ask questions. Then they start to give you what you need, because now you are confident."*

As identified by the above intern's view, the cycle of the relationship between the mentor and intern is usually slow to develop, but as the intern feels more trusted *"you get confident, you start to open up"*, so then the mentor provides and accords more trust: *"then they start to give you what you need".*

4.7 A Sense of Belonging

"Research suggests that when students are able to bridge cultural values from their home community and their institution, they are able to feel a greater sense of belonging, enhance their academic achievement, and increase their likelihood of persistence in college" (Luedke, 2019, p. 374). Only once an intern understands the rules, norms and patterns of interaction in the partner school, will they feel that they are a part of the complex school system. And it is this feeling of belonging which provides a sense of connection and inclusion, as highlighted in social capital theory. It is the transition to this inclusion that is the rocky ground to traverse and requires the emotional bridging support of the mentors.

> *Intern 1: "Three years in and I feel like I belong. I really found my niche, one could say. I finally feel like I belong, I feel that I am being recognised more as a teacher. I*

know more of our staff members from a personal perspective. I know who this is, their background, and I feel that plays a big role in actually feeling that you belong in a place. And to thrive in a certain place."

Intern 18: "An example of how Parkdale makes staff and interns feel, is they have something called Parkdale Pals. Staff, all staff, from the Head to the ground staff are paired. This is to build relationships and what it does is it makes sure everyone feels like they belong. It creates a sense of belonging. Imagine ground staff getting paired with the Head. And everyone becomes a friend to each other."

Intern 10: "Well, somehow it still feels like you are the newbie. You are right at the bottom. It's like primary school. You are in grade one and you are so young, and then you get to grade 3 and you think you are old, and then you go to high school and you start at the bottom again. So that's how it feels. But then at Parkdale we are using Seesaw for the online learning for grade 0s, which I used last year at Rosewood College. So, it's very easy for me, and I'm able to help the other new interns. We are also using Google classroom and at Rosewood College we were using teams, so it's a bit different but somehow similar. At Parkdale I've been asked to assist with the Gr 2's guided reading which is so much easier for me because we are using Oxford Owl, which we used at Rosedale College. So, there's not much of a difference, just a different environment but the way we do things are the same. Very similar. So, it doesn't really feel like its new, although I'm still getting to know the people. Just the environment and the people."

The above two extracts are from a 4th year Realema student, who opted to move her internship from an all-girls school to an all-boys school for her final year. She did this in order to gain experience of teaching boys, after three years of working as an intern teacher with girls. While the intern clearly does not feel the same sense of familiarity that she had developed with their previous school and staff after spending three years there, there is a definite sense of similarity and feeling comfortable in what is expected of her. Using a social capital framework to analyse this would suggest that although the environment and colleagues are new to the intern, the social capital networks, patterns of interactions and expectations are much the same as at the previous partner school. The intern, while adjusting to the new aspects and features of the new partner school, is completely at ease with her own competence, in terms of what she has to

offer professionally. In addition, she is entirely comfortable in her own ability of how to participate and engage within the social capital networks and relationships at the new school. Her decision to move schools in order to get further exposure in the field, shows a confidence and an assuredness, as well as a keen sense of wanting to pursue further opportunity.

> *Intern 15: "It's a unique experience – we had access to the school counsellor. When I lost my mother in 2019, he's the one that offered me counselling sessions, so I spent time with him for weeks and weeks. Just having those counselling sessions. And Wexford College also ran a lot of staff training, so that same staff training that they ran every Monday for their teachers we also went to. So, a lot of the times we were treated like one of the teachers. So, if the teachers had a sports thing, we would go. And if they had a training thing, we would go. So, I guess we became entrenched in the school. You think you are going to be there forever, but after those 4 years it ends."*

The voice of this research participant links the emotional support provided by the partner school with the sense of belonging that is established by the inclusion of the interns into the social networks. The use of the word "*entrenched*" indicates a deep-rooted sense of inclusion and attachment to the partner school arguably built up by the bridging relationships provided by the mentors. It is this sense of affiliation and inclusion that ultimately provides the access to the partner school's social capital networks.

4.8 Power and Agency

Bourdieu explores how social capital uses power to perpetuate inequality (Bourdieu, 1986; Tierney, 2006). He examines how norms linked to social capital serve to reinforce the status quo and can become exclusionary. He further suggests that social capital entrenches the position of the dominant class and this position is preserved and perpetuated by group cohesion and solidarity (Dika & Singh, cited in Tierney, 2006). One intern provided an insight that concurs with Bourdieu's view, and is reflected in a number of the following quotes:

> *Interviewer: "And is there anything else that you can think of, is there anything I haven't asked?"*

> *Intern 3: "Yes about the schools where Realema places us. Because it's like, remember these are our elite schools. These are our top schools hey, and these top schools aren't*

cultured. They are cultured of course, their own culture, but they are lacking. They are lacking."

The initial insight is that the intern is clear about what they interviewer has failed to ask, namely about the culture of the schools in which the Realema interns are placed. While all of the Realema schools are considered academically elite (either private or top performing government schools), they all cater for distinctly middle to upper social class children, and it is the cultural capital linked to these classes that impacts the social capital. However, in addition, the particular school attended by this intern, is an all-boys school, which despite its transformation from a previously all-white top government school to a more demographically representative profile, still adheres to the traditional, middle class, "old boys' network" culture.

The choice of the intern's language is revealing: *"these top schools aren't cultured. They are cultured of course, their own culture, but they are lacking."* The intern is reflecting on that fact that the school, and particularly their intern/coaching system still subscribes to an old-style, male dominated, patriarchal, old boy's network approach. This becomes clearer in the following quote:

Intern 3: "So most of the interns, we have got 8 interns at Kings College. I am the first female because it's a boys' school, first female to ever intern. And most of their interns started off as sporting coaches or they're old boys. Actually, the majority are old boys or coaches and if you are an old boy and coach you most likely are an intern... So, you're just there. The system is not built for you. You just have to manoeuvre around, you have to find your way around as that system does not cater to you in terms of accommodation, it does not cater to you according to your responsibilities in the school as a teacher. No not as a teacher, as a teacher intern, I mean. It does not cater to you as a fourth-year student who came in because of passion, and not necessarily as "uh I'm a sports coach and I can teach sport until I'm finished my BCom degree." No. It does not cater to you for that at all."

Intern 3: "Let's go particularly into my Kings, my intern school. It's an all-boys schools very cultured in that context of being an all-boys' schools. The profile is I'd say learners 52 % whites, and 48 % mix. The boys aren't a big problem. Perfect. Staff of say 82, we

are probably somewhere between 8-9 black people and 8-12 people of colour. And I don't want to sound like I'm playing the race card or anything. I don't want to insinuate the school is racist at all. They are not racist at all. But I feel like there is a certain hierarchy that they follow without them even recognising or realising it."

The two quotes above provide comment on both the gender and racial norms that are at work within this social capital network. It is clear that in this instance, despite the bridging role that the mentor plays, these norms can work in an exclusionary manner against a black female intern. While the intern is still positive about what she has gained from both the mentoring programme and the partner school itself (see subsequent quotes), and places value on the established social capital that being part of these networks affords her, she is simultaneously acutely aware of the negative impact *on her* of the subtleties around racially based hierarchies and the old boys' network culture. As a minority, being the only female intern and one of the under-represented black staff members, the pervasive culture is not designed to accommodate her needs. Instead, she is required to manoeuvre around it and is aware that traversing this space as an outsider is awkward and uncertain. In addition, she is aware of her "mentee" role, and is likely not to want to create too many waves in an environment that provides her with rich professional experience.

Intern 3: "But some of the schools like my intern school, they are amazing schools, but they are very sheltered to what is like the true South Africa, the true realities, so sheltered. I hear the boys sometime saying, ja Kings College this, and I'm like do you know there's kids learning 80 in a classroom with no toilets. The kids don't know, the parents don't know and there are a lot of the teachers themselves that don't know. They have not been exposed to and it's not their fault that they don't know, it's not their fault."

Here the same intern comments on the school stakeholders' lack of exposure to anything other than their own culture, circumstances and social networks. Her comments make it clear that the entire partner school environment - school children in her class, parents and many of the teachers - are all utterly sheltered from anything that does not fit within their social capital framework. Despite this, the intern appears to be relatively non-judgemental: *"they have not been exposed to and it's not their fault that they don't know."*

Intern 3: "I finish this year. I'm planning to work at Kings because it's a really good school. The Headmaster is amazing, I won't even lie. He is amazing. He's really good. But it's just the small things that slip through the cracks."

Intern 3: "Ja, but we are very supported in these schools. Very supported. That's why I really love my Kings so much because I know it could be terrible, and It's not easy to get a job these days, and especially at such stellar schools. That's why I'm very grateful to Realema and Kings College. Like whenever I do go with a grievance, I do clearly reiterate that I'm very grateful to be here."

Despite the exclusionary norms that are felt and expressed by the intern, she is still positive about the Realema and partner school experience that she has gained. The comment *"I'm planning to work at my partner school because it's a really good school"* and *"that's why I really love my partner school so much"* indicate that *despite* the norms and social networks that cause her to feel excluded, she is aware of the social capital value and leverage that the partner school and the Realema programme can offer her and is willing to take advantage of it.

Analysing the voice of this intern, which sits apart from the rest of the participants' insights, and making use of Bourdieu's social capital theoretical framework, allows for an understanding of "Bourdieu's fascination with the dynamics of change and how power maintains privilege" (Tierney, 2006, p. 28). This intern clearly feels marginalised and overlooked within the partner school web of social networks and norms. She has rationalised the reasons behind the exclusionary behaviour and understands that many of the patterns of interactions are sculpted around a heritage and culture of patriarchy and old boys' networks, as well as racially defined undertones. While it would be easy to react negatively, either by aggressively demanding her space, or by withdrawing entirely from these social networks, this intern has chosen to hold her own position, aware of the inequalities, but maintaining her own force.

This intern understands the nuances, power relationships and inconsistencies that she faces, and yet beyond that she appreciates the potential positive influence of the social capital networks provided by the partner school. She recognises that despite the current lack of equity, the partner school social capital is potentially advantageous to her and provides her with social capital leverage. She understands that social capital is created by the weave of social relationships into which individuals are located (Tierney, 2006). While the intern understands

the value that these networks offer, at no time does she underestimate the power of her own agency. Insights from the interview reveal her personal force and determination through her decision to remain committed to the school and provide a positive influence where she can. She understands that her ability to shape change at the school is increased once she acquires a full-time teacher position at the school.

Despite the inequalities experienced by the intern she recognises and values the support she has received from the Realema programme and partner school mentors. She is aware of the knowledge-based teaching skills imparted by teacher mentors, as well as the additional expertise she has received from the Realema workshops and coaching. While recognising the deficits within the school, she is conscious of the positive impact of the support she receives.

> *Intern 3: "My mentor and I it's very natural. It just happens. We are just in sync. It just happens, like I'm teaching the grade 9s today and its ok you can teach them or I can teach them. And then she'll give you feedback at the end of the lesson. Like it's amazing or she says you should just focus your lesson on the topic. It just happens naturally, there aren't rules, no set things."*

> *Intern 3: "Every time you attend a Realema workshop you always come back enlightened. Like for instance we attended the financial well-being one it was just amazing, really, really great. And they are very, very practical at Realema. It's not about this abstract bursary or concepts. They are very, very practical. They give you concrete advice, concrete strategies that will carry you throughout your whole life. And in addition, the most thing, so far the greatest thing, was my CV. Wow that was the greatest thing. It may seem like a really small thing but if it wasn't for Realema my CV wasn't going to be looked at by any school. It was a disaster!"*

"Bourdieu does not assume that social networks are pre-existent and value-neutral. Individuals constantly create and recreate networks as investments in reproducing the status quo so that group relations become institutionalized" (Tierney, 2006, p. 28). Reflecting on this intern's experiences, both positive and negative, as well as the depth of her understanding of how social capital can simultaneously work for her and against her, provides an appreciation for Bourdieu's theory that social capital networks, while maintaining the status quo, are dynamic and fluid.

4.9 Concluding Discussion

This research anticipated that an important aspect of this programme was located within social learning theory, and that in addition to the transfer of professional classroom skill through mentoring and coaching, emotional and social support offered by mentors would be regarded as instrumental in effective mentoring. The contextual voice of the participants suggests however that what is really taking place within the mentoring and coaching programme is located within a social capital theoretical framework. Arguably, mentors play a bridging role that equip the interns, all of whom are from modest, working class backgrounds, with social and cultural capital in order to transition to and function in a middle and upper class environment.

Pre-service teachers placed by Realema into high achieving education school systems generally find themselves in an unfamiliar social class space, into which they are expected to transition. Navigating this transition, while simultaneously learning the professional skills required of them, can be emotionally demanding and taxing. It is clear that the mentoring and coaching being offered is not simply supporting a novice moving into an expert space. What this programme offers is support to a novice moving into an expert space, a novice that is living life in a different language, a novice that is operating in a different social, class and cultural context. This is a transition from a powerless world to a world of power and crossing the divide proves a tricky social and cultural capital traverse.

Equipping interns within the features of the new social networks, including the norms, values, expectations and obligations that are entrenched in social networks appears to be part of what takes place within Realema's structured and professional mentoring and coaching contract. While the transfer of professional teaching skills through mentoring is a stated desired outcome of the Realema programme, the additional transfer of social capital norms, rules and styles of association appears to be a significant part of what is assimilated by interns through the mentoring and coaching process of the programme.

Exploring the trust and emotional support within these mentoring relationships, as well as the patterns of behaviour and interaction that are influenced by the networks' norms and values is the essence of social capital. These behavioural patterns over time become institutionalised and reinforced by the very interactions of the social network (Bayat, 2005). It is these relationships

and social networks that are voiced by participants as the underlying mechanism within successful mentoring.

This transfer of social capital offers the potential of improved access to resources between and across different social groups. In a country like South Africa, with significant social disparities, social differences lie not only in control of resources, but also in to access to resources. Transfer of social capital holds the promise of a redistribution and redeployment of these resources within South African society (Bayat, 2005). Using a social capital theoretical framework for analysis and interpretation recognises the interns' personal and professional growth journey to be a result of the access into the shared social capital that mentors proffer and provide through the programme.

While a social capital theoretical framework provides a neat box within which to analyse the interns' transition, the overt assimilationist nature of how the interns view the programme is not problematised by interns during their interviews. Many interns may not have been comfortable addressing the negative nuances that surround the issue of assimilation, especially with a researcher who represents a similar social and cultural voice to the mentors and partner school networks. Of all the interviews, intern 3 was the only voice that raised assimilation issues both in relation to exclusionary gender norms, as well as cultural assimilation expectations. This said, acculturation is a possible alternative to how the interns may perceive the programme and its offerings, meaning that while adopting the practices and values of another culture at the internship school, an intern may still feel a strong sense of retaining their own distinct culture.

CHAPTER FIVE: CONCLUSION AND IMPLICATIONS

5. 1 Introduction

This research was a qualitative, exploratory study of the perceptions of key stakeholders to understand the mechanisms that make mentoring and coaching an effective tool in pre-service teacher training. The thematic interpretative analysis provided a "voice" to the participants' contextual understandings of what makes mentoring and coaching a powerful model of ITE professional development. While the review of the literature indicates that there is little uniformity in terms of ITE mentoring and coaching methods, context or approach, there is consistent support of its effectiveness (Lai, 2005/6; Delany, 2012; Carr et al., 2017).

The dominant conceptual frameworks of ITE mentoring and coaching include a focus on technical teaching strategies as well as a focus on enculturation and reflections on the broader teacher context (Lai, 2005/6). Themes within ITE mentoring and coaching that are seen to add value to the effectiveness of mentoring and coaching include the development of a professional identity, trust and emotional support (McDonough & Brandenburg, 2012; Delaney, 2012; Carr et al., 2017; Modipane & Kibirige, 2015). Feedback, observation, reflection, collaboration and shared experiences are required elements for the mentoring relationship to be considered effective. (Lai, 2005/6; Moody, 2009).

5.2 Context of Inequality

The work of Lai (2005/6) provides a foundation for understanding the mechanisms of mentoring and coaching by investigating not only the technicist teaching pedagogy and skill acquisition, but also, importantly the broader issue of enculturation, which recognises the powerful influence of the school culture on pre-service and beginner teachers. However, while enculturation is clearly a key factor in a mentoring relationship, it fails to recognise that within a context of inequality, these further dimensions of social, cultural and class disparities within the enculturation process are best understood through the lens of a social and cultural capital framework. Mentoring and coaching are not devoid of social, political, cultural or economic content, and are in fact directly embedded within these contexts.

South Africa presents a highly stratified and class defined social context where interns and mentors come from divergent and disparate backgrounds and social circumstances. The evidence of this research shows that a powerful part of the mentoring and coaching process

within this context of inequality, is the learning of new social and cultural codes. Success within the new school environment is defined by one's ability to play by the rules of the elite social context, and this research indicates that a critical aspect of the mentoring relationship is enabling the learning of the cultural and social rules of this new context.

5.2.1 Insights: Social capital within the South African context

Locating this research within a social capital framework suggests that pre-service teachers embarked on a personal and professional growth journey as a result of access into the shared social capital of the partner schools. In addition, the mentors act as a bridge for this transmission of social capital, which ultimately opens a social mobility pathway for participants. Trust, a sense of belonging and a professional culture and environment are all voiced by the participants as being essential ingredients in the mentoring relationships. It is the evidence of these ingredients within the mentoring relationships that promotes the development of the social capital bridging role played by the mentors that ultimately allows for a powerful ITE professional development journey.

Participants observed that the partner school environments into which they were placed were generally located in an entirely different social class space to that with which they were familiar. While the new environments provided participants with access to social capital networks and social mobility not previously available to them, the process and the journey of acquiring this social capital was emotionally taxing and demanding, and in some cases formidable. The gap between the participant's previous environments (in some cases single parents, unemployment, shelter homes and poverty) to the privileged, advantaged and elite social networks of the partner schools was extensive. In social mobility terms, this was not a small advance but a vast crossing.

What the research signifies is that this journey would likely not be possible, without the trusting relationship developed throughout the mentorship. The research suggests that it is through this trust that participants feel emotionally supported, and the mentors then provide a bridge to the partner schools' social capital networks. What is hinted at throughout is that without the bridging role of the mentors, the participants would not have access to fully engage in the social capital networks.

While the social capital of the partner schools provides access to social mobility, these environments are not without gender, class and racially based inequalities. Social capital, while providing access for some, also uses power to perpetuate inequalities (Bourdieu, 1986). For a black female intern participant situated within an all-boys traditional, hierarchical and patriarchal environment, she faced the double oppression of class/race and gender. The participant is therefore simultaneously aware of the negative impact *to her* caused by the exclusionary gender and racially based social capital networks, and the assimilation expectations associated with these networks, as well as understanding the access to social mobility provided by the partner school networks.

Bayat (2005) suggests that in a racially diverse country like South Africa that is dealing with a history of cultural and racial segregation that has governed social segregation, the question of how to create a universal social capital should be addressed and is thus seeking a commonality in social network relationships. The majority of South African schools are situated in poor socio-economic conditions, with a multitude of impediments to quality learning. These include a lack of physical resources, issues of learning and teaching in a second language, as well as inadequate teacher training of teachers who have generally obtained low academic school qualifications. At the opposite end of the spectrum are a minority of schools that offer quality education from experienced and highly qualified teachers in well-resourced schools. Finding commonality in these divergent social networks through increased interaction, is one potential possibility for reducing educational inequalities.

5.3 Contribution to the field

Insights gained from the research into this South African ITE programme show graphically, through the voices of participants, that the powerful success of this intervention is the extent to which the programme transmits social capital to its pre-service teachers. In this way, the research builds on the foundations of the work of Lai (2005/6), who suggests that enculturation addresses the learning needs of pre-service or new teachers within broader teacher contexts, by recognising the school's organisational and cultural circumstances and climate. Using a social capital framework this research builds on the work of Lai (2005/6) highlighting that in contexts of inequality, where pre-service teachers are transitioning from one social class to another, it is the enabling of access to social capital that is the mechanism that promotes an effective mentoring journey.

While Realema is a successful South African ITE mentoring programme, operating in well-resourced and high functioning schools, replication or roll-out of the programme is unlikely to be financially achievable due to its reliance on donor funding. The aim of this qualitative study was not to suggest replication of the programme, but instead to contribute to the field by analysing the mechanisms that make for "successful" mentoring and coaching within ITE programmes. Building on the work of Lai (2005/6) this research focuses on contexts of inequality and makes use of an interpretative social capital lens.

Within a context of inequality, the research insights provide an understanding of the additional social, cultural and class dimensions embedded within this mentoring process. In this context, where South African pre-service teachers are transitioning from one social class to another, the research indicates that transmission of social capital is an underlying mechanism that promotes a successful mentoring journey through access to social capital networks. With South Africa's bimodal educational system and the polarity between functionality of schools, seeking commonality in social network relationships as suggested by Bayat (2005) may potentially positively impact teacher training policy and ultimately work to shift South Africa's educational inequalities. While it may be ambitious to advocate for an intensive mentoring and coaching element within ITE teaching practice that bridges the divide between the functionality of schools, this research suggests that a move towards intensive mentoring and coaching would promote more effective teaching training outcomes.

In addition, further research is required into the alignment between ITE academic institutions and associated teaching practice schools, including an in-depth account of the extent of the mentoring and coaching that takes place during teaching practice. Where the responsibility and accountability of such mentoring and coaching lies is imperative for all stakeholders to understand, as this would provide accountability to ensure that effective mentoring and coaching was indeed taking place.

REFERENCES

Alemdağ, E., & Şimşek, P.O. (2017). Pre-service teachers' evaluation of their mentor teachers, school experiences, and theory-practice relationship. *International Journal of Progressive Education, 13*(2), 165–179.

Bayat, A. (2005). Defining social capital: A brief overview of the key aspects and debates. *Project on Policy Management, Governance and Poverty Alleviation in the Western Cape. DBBS programme. Belville: UWC.* Retrieved from https://www.westerncape.gov.za/text/2006/11/bayat_abdullah_defining_social_capital_brief_overview_key_aspects_debates.pdf

Bourdieu, P. (1986). The forms of capital, in J. Richardson (Ed), *Handbook of Theory and Research for the Sociology of Education*, (pp. 15–29). Westport, CT: Greenwood.

Branyon, J. (2008). Using mentoring and cohort collaboration: enhancing teacher quality in pre-service teachers. *The Delta Kappa Gamma Bulletin, 74*(3), 35-38.

Carnoy, M., & Arends, F. (2012). Explaining mathematics achievement gains in Botswana and South Africa. *Prospects, 42*(4), 453-468. doi:10.1007/s11125-012-9246-6

Carnoy, M., Ngware, M., & Oketch, M. (2015). The role of classroom resources and national educational context in student learning gains: comparing Botswana, Kenya and South Africa. *Comparative Education Review, 59*(2), 199-233.

Carr, M.L., Holmes, W., & Flynn, K. (2017). Using mentoring, coaching, and self-mentoring to support public school educators. *The Clearing House, 90*(4), 116–124. doi: 10.1080/00098655.2017.1316624

Christie, P., Butler, D., & Potterton, M. (2007). Schools that work: *Report to the Minister of Education from the Ministerial Committee.* Pretoria: Department of Education.

Coleman, J. S. (1998). Social capital in the creation of human capital. *American Journal of Sociology, 94,* 95-120.

Deacon, R. (2016). The initial teacher education research project: Final report. Johannesburg: (JET) Education Services. Retrieved from https://www.jet.org.za/resources/deacon-iterp-final-composite-report.pdf

Delaney, Y.A. **(**2012). Research on mentoring language teachers: its role in language education. *Foreign Language Annals, 45*(1), 184-202. doi: 10.111/j.1944-9720.2012.01185.x.

Dempster, E.R., & Reddy, V. (2007). Item Readability and Science Achievement in TIMSS 2003 in South Africa. *Wiley Periodicals, Inc.,* 906–925. doi: 10.1002/sce.20225

Department of Higher Education and Training. (2015). *Revised Policy on the Minimum Requirements for Teacher Education Qualifications.* Pretoria: Government Printer

Ebneyamini, S., & Moghadam, M.R.S. (2018). Towards developing a framework for conducting case study research. *International Journal of Qualitative Methods*, 17(1), 1-11. doi: https://doi.org/10.1177/1609406918817954

Graves, S. (2010). Mentoring pre-service teachers: A case study. *Australasian Journal of Early Childhood, 35*(4), 14–20.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*(8), 835-854.

Hatch, J. A. (2002). *Doing qualitative research in educational settings*. State University of New York Press.

Hobson, L.D., Harris, D., Buckner-Manley, K., & Smith, P. (2012). The importance of mentoring novice and pre-service teachers: findings from a HBCU student teaching program. *Educational Foundations,* 67-80. Retrieved from https://files.eric.ed.gov/fulltext/EJ1000231.pdf

Hofmeyr, J. (2016). International literature review on alternative teacher education pathways. Prepared for the Zenex Foundation. Johannesburg: JET Education Services. Retrieved from https://admin.jet.org.za/resources/international-literature-review-on-alternative-ite-pathways-final-160922for-web.pdf

Hofmeyr, J., & Draper, K. (2015). Teachers in South Africa, Supply and Demand 2013-2025. Centre for Development and Enterprise (CDE). Retrieved from https://www.cde.org.za/teachers-in-sa-supply-and-demand-2013-2025/

Israel, M., Kamman, M., McCray, E., & Sindelar, P. (2014). Mentoring in Action: The Interplay Among Professional Assistance, Emotional Support, and Evaluation. *Exceptional Children, 81*(1), 45–63.

Klenke, K. (2008). *Qualitative Research in the Study of Leadership.* Emerald Group Publishing Limited. UK.

Lai, E. (2005/6). In-Service Teachers' Perceptions of Teaching Practice Mentoring. *International Journal of Learning, 12*(6), 107–113.

Lees, P., Myburgh, P., & Crosse, S. (2019). Realema feedback report: 2019. Retrieved from https://www.realema.org

Luedke, C.L. (2019). "Es como una familia": Bridging emotional support with academic and professional development through the acquisition of capital in Latinx student organisations. *Journal of Hispanic Higher Education, 18*(4), 372–388.

Makamure, C., & Jita, L.C. (2019). Teaching practice and pre-service mathematics teachers' teaching knowledge in Zimbabwe: A mixed methods study. *Issues in Educational Research, 29(*3), 858–880.

Martin, S. (1994). The mentoring process in pre-service teacher education. *School Organisation, 14*(3), 269–277.

McDonough, S., & Brandenburg, R. (2012). Examining assumptions about teacher educator identities by self-study of the role of mentor of pre-service teachers. *Studying Teacher Education, 8*(2), 169–182.

McMillian, J. & Schumacher, 2. (2014). *Research in Education: Evidence-based inquiry (7th Ed.)*. Essex: Pearson Education Limited.

Modipane, M., & Kibirige, I. (2015). Experiences of teaching practice at the university of Limpopo: possibilities for curriculum improvement. *South African Journal of Higher Education, 29*(2), 202–217.

Moody, J. (2009). Key elements in a positive practicum: insights from Australian post-primary pre-service teachers. *Irish Educational Studies, 28*(2),155–175.

Morgan, M., & Rochford, S. (2017). Coaching and Mentoring for Frontline Practitioners. *Centre for Effective Services*, Dublin. doi:10.13140/RG.2.2.24982.29767

Msila, V. (2009). Peer evaluation: teachers evaluating one another for an effective practice. *The international Journal of Learning, 16*(6), 541–557.

National Education Evaluation and Development Unit (NEEDU). (2014). *National Report 2014: Teaching and learning in rural primary schools.* Pretoria: NEEDU.

O'Brien, S., & Ó Fathaigh, M. (2005). Bringing in Bourdieu's theory of social capital: renewing learning partnership approaches to social inclusion. *Irish Educational Studies, 24*(1), 65–76.

Ostrom, E. (2000). Social capital: a fad or a fundamental concept. In P. Dasgupta & I. Serageldin (Eds.), *Social capital: A multifaceted perspective*, (pp.172-214). https://ia802604.us.archive.org/12/items/bub_gb_6PZ8bvQQmxEC/bub_gb_6PZ8bvQQmxEC.pdf.

Palmer, P. (1993). *To know as we are known: Education as a spiritual journey.* New York: HarperCollins.

Putnam, R. D. (1995). Tuning in, tuning out: the strange disappearance of social capital in America. *PS: Political Science and Politics, 28*(4) 664–683.

Robinson R.S. (2014) Purposive Sampling. In: Michalos A.C. (eds.). *Encyclopaedia of Quality of Life and Well-Being Research.* Springer, Dordrecht. https://doi.org/10.1007/978-94-007-0753-5_2337

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information (22)*, 63-75

Taherdoost, H. (2016) Sampling Methods in Research Methodology; How to choose a sampling technique for research. *International Journal of Academic Research in Management 5*(2), 18-27

Taylor, N., Van der Berg, S., & Mabogoane, T. (2012). *Creating Effective Schools.* Cape Town: Pearson.

Tierney, W. G. (2006). Framing Social Capital. *Counterpoints, (308),* 21-40.

Vaughan, S., Sanders, T., Crossley, N., O'Neill, P., & Wass, V. (2015). Bridging the gap: the roles of social capital and ethnicity in medical student achievement. *Medical Education, (49)*, 114–123. doi:10.1111/medu.12597

Vincent, L., & Hlatshwayo, M. (2018). Ties that Bind: The ambiguous role played by social capital in black working class first-generation South African students' negotiation of university life. *South African Journal of Higher Education, 32*(3), 118-138.

Vithal, R. & Jansen, J. (2008) *Designing your first research proposal*. Cape Town: Juta & Co Ltd.

Yin, R.K. (2008). *Case study research: design and methods* (3rd Ed.). California: Sage publications.

Yin, R.K. (2012). *Applications of case study research* (3rd Ed.). California: Sage publications.

APPENDICES

Appendix A: Ethics Clearance Certificate

WITS SCHOOL OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: 2020ECE031M**
PROJECT TITLE	Exploring the role of mentoring in developing pre-service teachers: A South African case study. Practices, challenges and possibilities
INVESTIGATOR	Lucy Chambers
SCHOOL/DEPARTMENT OF INVESTIGATOR	WITS SCHOOL OF EDUCATION
DATE CONSIDERED	17 August 2020
DECISION OF THE COMMITTEE	Approved unconditionally
EXPIRY DATE	Date of submission of the project report

ISSUE DATE OF CERTIFICATE 27 August 2020 **CHAIRPERSON** _____ (Dr Paul Goldschagg)

cc: Supervisor: Prof Brahm Fleisch

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** emailed to the Ethics Office: Matsie.Mabeta@wits.ac.za .

I fully understand the conditions under which I am authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

_____

Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B: Turn-it In Certificate

Turnitin Originality Report

- Processed on: 27-Apr-2021 11:37 AM SAST
- ID: 1571245483
- Word Count: 25620
- Submitted: 1

2384896:Research_Report_final_1.docx By Lucy Chambers

Similarity Index

7%

Similarity by Source

Internet Sources:
5%

Publications:
1%

Student Papers:
4%

Appendix C: Realema Permission form

Realema
teacher intern programme

24 May 2020

To: The Human Research Ethics Committee

University of the Witwatersrand, Johannesburg

This is to confirm that Lucy Chambers (Wits Student Number: 2384896) has requested permission to complete research for her MEd degree using Realema students, alumni, management contractors, tutors and mentors, in order to examine mentoring and coaching in pre-service teacher training.

While each participant will provide their own individual consent through a consent form, Realema gives permission for Lucy Chambers to invite our contractors, tutors, mentors and students (current and past) to participate in the study.

Kind regards



Pier Myburgh
Director

NPO: 217-250 NPO Trust: IT003152/2017(G) PBO: 930063219
St David Road, Houghton, Johannesburg, South Africa, 2198
+(27) 72 955 5663 pier@global.co.za

Appendix D: Participant Information Sheet



Participant Information Sheet

Dear Sir / Madam

My name is Lucy Chambers and I am a Masters student at the Wits School of Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating the role of mentoring and coaching in developing pre-service teachers. I am doing this under the supervision of Dr Brahm Fleisch. The aim of my research is to understand if mentoring is a critical factor in mentoring pre-service teachers.

As part of this project, I invite you take part in an individual interview, a questionnaire and a group discussion, all of which will be conducted at separate times and will be conducted online. The activities will involve responding to open and closed ended questions to obtain your views on the mentoring and coaching that you are receiving as a Realema student intern. The activities will take approximately 1 hour per activity, so in total I will require about 3 hours of your time. With your permission I would also like to record the interview, using an online facility.

There will be no personal costs to you if you participate in the project, and there will be no penalties if you choose not to participate. You may withdraw at any time and you may not answer any question if you choose not to.

The interviews and questionnaire will be entirely confidential, and the information that you give to me will be stored securely and not disclosed to anyone else. I will use a pseudonym to represent your participation in my final research report. If you experience any discomfort at any point during the process, we will stop and resume it at a later date.

If you have any questions during or afterwards about the research, please feel free to contact me as per my contact details below. The study will be written up as a research report, and if you wish to receive a summary of the report, I will be happy to supply you with that.

The data collected from this research project will be stored in the Wits School of Education, Education and Leadership Skills, archives. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non- Medical), telephone +27 11 717 1408, email hrecnon-medical@wits.ac.za

Yours sincerely

Lucy Chambers

Researcher: Lucy Chambers, 2384896@witsstudent.ac.za, +27 83 3075103
Supervisor: Brahm Fleisch, Brahm.Fleisch@wits.ac.za, +27 11 7173094

Appendix E: Participant Consent Form



PARTICIPANT CONSENT FORM

Exploring the role of mentoring in developing pre-service teachers: A South African case study. Practices, challenges and possibilities

1. I have been given a Participant Information Sheet which explains the nature and processes involved in this study, which is attached hereto;
2. I was given time to read and understand it;
3. I was given time to ask any questions I wanted to and found any answers given to me to be reasonable and satisfactory;
4. I believe I fully understand why the study is being conducted and what the intended outcomes will be;
5. I understand that there will be no immediate benefit to me, should I agree to participate, nor will I receive any payment; conversely, participation will not cost me anything but my time;
6. I understand that, even if I initially consent to take part in the study, I may subsequently withdraw at any time and would not be required to give any reasons; if that happened, any data collected about me for the purposes of the study would immediately be destroyed, unless I give consent for it to be retained
7. I have been given a range of contact details, listed below. If I require further information or become concerned about any aspect of this study, I am free to speak to any of these contacts.

Contact details:
Researcher: Lucy Chambers: 2384896@witsstudent.ac.za, +27 83 3075103
Supervisor: Brahm Fleisch: Brahm.Fleisch@wits.ac.za, +27 11 7173094

Name of Participant: _____

Date: _____

Place: _____

Signature _____

Appendix F: Participant Consent Form For Audio Recording

CONSENT FORM FOR AUDIO RECORDING OF STUDY PARTICIPATION

Exploring the role of mentoring in developing pre-service teachers: A South African case study. Practices, challenges and possibilities

I hereby consent to audio recording of the individual interview and focus group discussion.

I understand that:

- The recording will be stored in a secure location (password protected computer) with restricted access to the researcher and the research supervisor.
- The recording will be transcribed and any information that could identify me will be removed,
- The recordings will be erased within two (2) years of the publication of the research findings, if no publications arise from this research
- Anyone wishing to access this information in the future will first have to obtain the approval of the Human Research Ethics Committee (Non-Medical) of the University of the Witwatersrand, Johannesburg
- Direct quotes from my interview, but without any information that could identify me, may be cited in the research report or other write-ups of research.

Name of Participant: _____

Date: _____

Place: _____

Signature: _____

Appendix G: Participant Follow up request letter



Dear Sir/Madam

I am hoping that you received the letter that Pier Myburgh sent out to all Realema interns a few months ago, regarding the research that I am conducting on the Realema programme.

I am writing to find out whether you would be willing to participate in an interview with me in order to assist me in my research into the Realema teacher intern programme.

The interview will be a one on one recorded zoom call and should take between 30 and 45 minutes. I am investigating the role of mentoring and coaching in developing pre-service teachers, with the aim of identifying and understanding what mechanisms in mentoring and coaching lead to the development of successful, competent and effective teachers.

The aim of the interviews is to gain your insights and perceptions into what factors you think are the key to the success of the Realema teacher intern programme. And also, any factors that detract from the internship process.

I hope you are willing to participate. Now that exams are over and school is nearly out for the year, perhaps an interview before you leave for your holidays or in early January when you return to school would work for you? I would appreciate it if you could let me know if you are willing to participate and also what days and times would best work for you to complete the interview, and of course whether you have access to zoom.

I look forward to hearing from you and getting to spend some time with you.

Kind regards

Lucy Chambers
gush@tiscali.co.za
083 3075103

Appendix H: Research Instrument: Semi structured Interview



RESEARCH INSTRUMENT: SEMI STRUCTURED INTERVIEW

All information gathered will be treated confidentially
Please be reminded that you have given consent to be recorded. Are you still comfortable with that?

SECTION 1 : BACKGROUND

1. Please can you tell me your name and the school that were a Realema intern at?
2. Can you tell me what led you to apply for the Realema Programme?
3. Did you always want to be a teacher?
4. Are you comfortable to tell me a little about your personal background?
5. Did your family support you in joining the Realema programme?

SECTION 2: THE BEGINNING

1. How long did you spend at your Realema partner school?
2. All the schools operate slightly differently. Please can you give me detail on how your daily school/classroom experience operated?
3. How did you feel before you started at your partner school?
4. Did you settle in easily, and what form of support was offered to get you settled?
5. Do you feel differently now to the way that you felt when you started at the school?

SECTION 3: PROFESSIONAL EXPECTATIONS OF YOU

1. How did the teachers at the school make you feel?
2. How did the children at the school make you feel?
3. Did you get treated in the same way as other professional teachers at the school?
4. Did you teach full lessons at the Realema partner school, and if so how did you feel once you had completed your first lesson?
5. How much feedback and support did you receive from your classroom mentor?
6. Was this support formal or just ad hoc?
7. Are there any other influencing factors that your class teacher or any other staff members at your Realema intern school had on you?
8. Do you think that your workplace or goodwill mentors changed your behaviours at all while you were an intern – such as your professionalism or your confidence?

RESEARCH INSTRUMENT CONTINUED: SEMI STRUCTURED INTERVIEW

SECTION 4: CHANGES

1. Do you think you grew in any way after starting with Realema and if so what do you think caused or triggered your growth?
2. Do you feel like a different person to the one who started the Realema programme, and if so, what do you think caused the difference?
3. Do you think your friends and family saw you differently once you started on the Realema programme and if so why?

SECTION 5: ANALYSING THE PROGRAMME

1. What did the Realema programme meant to you?
2. Do you think the programme would be the same without mentors?
3. Did you receive anything more than coaching and mentoring from the school or your goodwill mentors? Where there other factors that were important?
4. Have you anything negative to say about Realema, or could any things be done differently?
5. Is there anything else about the Realema programme that you think might add value to the research that you would like to share?

Thank you for your time.
If there is anything else that you would like to discuss or explain, please follow up with me.

Appendix I: Schedule of Interviews

SCHEDULE OF INTERVIEWS AND PARTICIPANT INFORMATION			
INTERN NO	DATE	GENDER	YEAR OF STUDY
Intern 1	26/08/2020	Male	3rd
Intern 2	18/09/2020	Female	3rd
Intern 3	18/09/2020	Female	3rd
Intern 4	30/09/2020	Female	4th
Intern 5	03/12/2020	Male	4th
Intern 6	03/12/2020	Male	4th
Intern 7	07/01/2021	Male	2nd
Intern 8	14/01/2021	Male	4th
Intern 9	15/01/2021	Female	2nd
Intern 10	25/01/2021	Female	4th
Intern 11	26/01/2021	Female	2nd
Intern 12	27/01/2021	Female	2nd
Intern 13	01/02/2021	Female	Completed, full time job
Intern 14	03/02/2021	Female	2nd
Intern 15	05/02/2021	Male	Completed, full time job
Intern 16	08/02/2021	Female	3rd
Intern 17	10/02/2021	Male	Completed, full time contract
Intern 18	24/02/2021	Male	2nd
Staff 1	28/02/2020	Female	n/a
Staff 1	14/04/2021	Female	n/a