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MENTORSHIP AND INDUCTION PRACTICES WITH NOVICE FOUNDATION PHASE TEACHERS: AN EXPLORATORY CASE STUDY WITH SIX PRIMARY SCHOOLS NOVICE TEACHERS AND LEADERSHIP IN JOHANNESBURG, SOUTH AFRICA.

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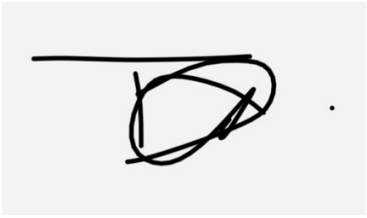
2022

A thesis submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in fulfilment of the requirements for the degree of Doctor of Philosophy

DECLARATION

I declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

Thokozane Princess Dyosini



_____

17th day of September in the year 2022

DEDICATION

This dedication is twofold:

In this LIFE AT PRESENT…

This doctoral thesis is dedicated to the three most influential and important women in my life:

My Mother Thulani Nkala and my Grandmothers Enesi Nkala and Gillian Gosnell.

I chose to embark upon this doctoral journey on my own, but I did not complete it that way. I'm eternally grateful for all their support, prayers, encouragement and sacrifices throughout my academic journey, established in 1991.

In the AFTERLIFE…

This research study is dedicated to two special people.

Mike Nkala, malume I was looking forward to seeing you parade around the living room in my red gown, celebrating with our family, enjoying the fruits of my hard work. Thank you for the beautiful portrait you painted of me in my graduation regalia from my very first graduation. Your memory will forever live on in my heart.

Lena Hartley, I honestly have no words to describe how much love I feel writing this dedication in your honor Ma. Your passing made me reflect on how much of a positive influence you had on my career in its early stages; thank you for believing in me and encouraging me when I fell short of motivation to start again after failing my first year of university. You always knew I was taking it all the way to PhD even before I had fully figured it out. May this dedication serve as the bouquet of flowers I always intended to gift you with.

This accomplishment holds so much meaning and value simply because
I have family and friends with whom I share it.
I pray that you are both resting in peace as you have graduated to heaven,
until we meet again.

ACKNOWLEDGEMENTS

My doctoral journey has been an amazingly challenging adventure. It would not have been possible without the support for my Doctoral Research supervisor Dr Geeta Motilal. I am so grateful for your mentorship; we have shared meals, coffee and travels throughout the years and I am eternally grateful to you for it all. Thank you Dr Geeta for being patient with me and always being open to hearing my ideas, I wholeheartedly appreciate it. Thank you to the National Research Foundation (NRF) for funding the first three years of my Doctoral Research journey by providing me with a Doctoral Research Scholarship.

Many highs and a few lows. Who I was at the beginning of this journey and who I am now is evidence that a lot can happen in three years. I have honestly met so may inspiring people who have helped me along the way. I am forever grateful for all the lessons I have learned. I have never pictured myself as being "finished" with school, this feeling is so exhilarating, I am excited to see what the future holds for me. I always knew that this doctorate degree and the research study would be a difficult task to complete, and it is not one that I took on lightly even though it took on a life of its own and its completion took even longer than I planned. This experience has not been about me alone; it inspired so many people around me to follow their dreams, no matter how hard, or how big they are. This has been an overwhelming experience to share my strengths and weaknesses with so many people. I had so much pressure to finish that I almost gave up so many times because I didn't think I had it in me to finish. This is the victory lap, the victory belongs to Jesus.

There are so many people to thank; the "Dr. Teeks" fan club has been nothing short of incredible, I could not have done this without their incredible support that came from many different directions and platforms. Thank you, I have so much gratitude in my heart for all the kind words of encouragement that have been shared with me, cheering me on to finish with pride. I didn't know where to start with acknowledging all the people that have had an impact on me through this journey. I have cried so many times just thinking about all the people who cared enough about me to stay up late, or wake up at 3am with me because I had started a new routine 5 minutes before my final submission. You guys are crazy about me, and I feel it so deeply as I reflect on these moments. Firstly, to my mother and best friend Thulani Nkala, I honestly owe you my whole life's success. You have given up so much to make my dreams come true and I do not think I will ever be able to repay you for your sacrifices. Ngiyabonga kakhulu mama, I love you so much. This moment has been possible because you believed in me when it was all just a dream. Secondly, Muziwandile Dyosini, hello Greedy, my not so baby brother, you have been so many good things to me through this journey, thank you so much for putting up with all my nagging, and visiting me when I felt lonely or overwhelmed. You are so special to me and I cannot wait to celebrate your milestones with you as you always celebrate mine. Thirdly, Gillian Gosnell, granny Gill you are honestly one of the most important people in my life, thank you for everything you have done for me. Thank you for teaching me how to read and always buying me books, I guess me becoming a teacher is proof that I followed in your footsteps. Lastly, Malume – Uncle Q you have been one of my biggest

inspirations. Thank you for constantly raising the bar, your work ethics an dedication to your MBA set a good example for me to study further, in your famous words ‘the sky is not the limit’.

This endeavour has provided both a humbling and an exhilarating experience, and it has given new meaning to the word support. Many professors, family members, friends, and co-workers encouraged and supported me in reaching this incredible milestone. I want to thank all of you. Please know that I could not have done this without each and every one of you.

#SeeYouAtGraduation

ABSTRACT

The purpose of this study was to explore and develop an understanding of mentorship and induction as evolving forms of job-embedded continuous professional development for novice teachers in the foundation phase. To develop this understanding, this research posed the question: How can having access to induction and mentorship serve as professional support for novice teachers in the FP? Mentorship entails the provision of professional and personal guidance by a mentor to an assigned mentee. Induction involves providing focused career assistance in a particular community of practice, inducting the novice into the ethos and culture of the institution. This research study used a qualitative research approach and data was generated using semi-structured interviews with ten research participants. The objective of this research was to explore whether novice teachers are currently being inducted and mentored from the perspective of ten participants – mainly, six novice teachers, two heads of department and two primary school principals. the participants shared their perspectives, experiences, perceived expectations and challenges of either having received mentorship or the lack thereof during their first three years of teaching. All ten participants are in-service teachers working in the foundation phase at different inner-city schools in Johannesburg, South Africa.

Novice teachers in the foundation phase face an array of issues and challenges in their early years of teaching as professionals. The participants were purposively selected. In addition, thematic content analysis was used to analyse the data attained. The positioning theory by Harré & Van Langenhove (1999) was used as the theoretical framework, as it foregrounded the theory of the participants having various positions and interpretations of their contexts through the use of social episodes. School leadership is expected to either facilitate or create opportunities for novice teachers to gain access to continuous professional development. Communities of practice by Wenger (2011) was used as the conceptual framework as a means to identify and explain the participants contexts. A case study of each participant group revealed their perspectives and communicated the nuances of providing professional development and the implications it would have on novice teachers. The findings revealed a strong sense of novice teachers needing continuous professional support on different levels. The participants shared that their mental health and professionalism challenges amongst other aspects that were greatly affected by the lack of professional development support. This research recommends the need for providing a consistent and structured policy for the implementation of induction, mentorship and coaching as components of professional development. In addition, it is advised

that the mentors and mentees are paired, guided and evaluated during the entire process. This support-based approach needs to be holistic in order for it to be effective, including guidance in areas of professional (career, academia, skills and expertise) and personal (work/life balance, self-confidence, self-perception, wellness, mental health, and personal influences) development.

Keywords:

Mentorship, induction, in-service teaching, novice teachers, foundation phase, professional development

ETHICAL CLEARANCE LETTER

Wits School of Education

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12 October 2018

Student Number: 482489

Protocol Number: 2018ECE018D

Dear Thokozane Princess Dyosini

Application for Ethics Clearance: Doctor of Philosophy

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Exploring and Understanding Mentorship for Novice Foundation Phase Teachers from Six South African Primary Schools in Johannesburg.

The committee recently met and I am pleased to inform you that **clearance was granted**.
Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

M Mabetha

Wits School of Education
011 717-3416

cc Supervisor - Dr. Geeta Motilal

GDE APPROVAL LETTER

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Department: Education
REPUBLIC OF SOUTH AFRICA

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GDE RESEARCH APPROVAL LETTER

Date:	**07 February 2019**
Validity of Research Approval:	**04 February 2019 – 30 September 2019** **2018/394**
Name of Researcher:	**Dyosini T.P**
Address of Researcher:	[redacted]
	[redacted]
	[redacted]
Telephone Number:	[redacted]
Email address:	[redacted]
Research Topic:	**Exploring and Understanding mentorship for novice Foundation Phase teachers from six South African Primary Schools in Johannesburg**
Type of qualification	**PhD**
Number and type of schools:	**Four Primary Schools**
District/s/HO	**Johannesburg East, Johannesburg South and Johannesburg Central**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

07/02/2019

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7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
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9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 07/02/2019

Making education a societal priority

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LIST OF ABBREVIATIONS

ANC	African National Congress
B. Ed.	Bachelor of Education
C2005	Curriculum 2005
CA	Context Approach
CAPS	Curriculum, Assessment and Policy Statement
CLT	Communicative Language Teaching
CoP	Community of Practice
COSATU	Congress of South African Trade Unions
CPD	Continuous Professional Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
ECT	Early Career Teacher
EFAL	English First Additional Language
EHL	English Home Language
FAL	First Additional Language
FP	Foundation Phase
GDE	Gauteng Department of Education
HEI	Higher Education Institution
HL	Home Language
HOD	Head of Department
IQMS	Integrated Quality Management System
IT	Information Technology
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
NAPTOSA	National Professional Teachers' Organisation of South Africa
NCS	National Curriculum Statement
OBE	Outcomes Based Education
PD	Professional Development
SA	South Africa
SACE	South African Council for Educators
SAL	English Second Additional Language

SLA	Second Language Acquisition
TE	Teaching Experience

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CHAPTER ONE
Introduction to the Study

1.1 Background of the study

Developing and supervising human resources in the context of teacher education and in-service teaching produces a wealth of benefits to the institution. Investing in human capital is important in relation to features related to soft and hard skills that would be in line with the capacity building of novice teachers, particularly in their education, training, mental health, wellness and practice. These are integral essentials of sustaining a successful institutional culture and its longevity. Any form of investment in the people who work in or for an organisation or institution will in some way or other be an advantage either for the individual or the organisation they are committed to. In the case of up-skilling employees, job-embedded professional development measures are becoming popular and in demand. In recent years, programmes dealing with expert knowledge sharing, professional learning community, coaching and mentoring, in-house trainings or workshops, peer reviews, lesson studies (in schools), job observations and action research are some measures taken within the job context (Vikaraman, Mansor & Hamzah, 2017).

Teachers are the most important assets in the schooling environment and the education industry, as they are the driving force for student achievement, teaching, learning and educational leadership, amongst other factors (Ali, Wahi & Yamat, 2018). Additionally, without teachers, all the other career paths and professionals would cease to exist, because teachers are the ones at the core of everything that needs to be learned in order for it to be qualified and mastered at any level.

The South African Council of Educators (SACE) is the professional council for educators, that aims to enhance the status and morale of the teaching profession through appropriate process of registering teachers on their data base, ensuring that professional development is provided for teachers and instilling a Code of Ethics for all educators with in the South African context (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Their expectations for the teachers entering the teaching profession are threefold, namely their vision, mission and values for professional teachers who are both novices and veteran teachers. Firstly, their vision is centred around encouraging credibility in relation to the teaching profession (Kimathi & Rusznyak,

2018; Mosoge & Taunyane, 2009). Credibility is an important aspect of being a teacher; your personality, qualification, expertise, and experience, amongst other factors, have to be credible on various levels. Credibility is demonstrated in many ways, for example, having credible references on one's curriculum vitae who can attest to your previous work experience and character. Secondly, SACE's mission is to register both pre-service who are granted provisional registration and in-service educators and lecturers who serve as teacher educators who are granted full registration (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Subsequently, this is done to promote their continuous professional development, and maintain the teaching profession's professional teaching, learning and ethical requirements (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009).

Holistically, teachers are both perceived and expected to be the pillars of society, upholding values and morals that set a good example to their learners, colleagues, parents and other educational stakeholders. The SACE also has clear expectations on what their ideal teacher should value and live up to in the teaching profession. Thirdly, the SACE has nine core values that it expects teachers to adhere to and live by: 1. Being held accountable, 2. Maintaining dignity, 3. Having integrity, 4. Maintaining quality, 5. Showing Respect, 6. Being responsible, 7. Serving others 8. Being tolerant, 9. Being transparent (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009).

The first core value identified by the SACE is Accountability, which is identified as being or expected to justify actions or decisions made in relation to the manner in which teachers conduct themselves inside and outside the school (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Novice teachers need to understand that, coming into the profession, their actions and decisions need to be ethical and accounted for at all times as they have a huge impact on their learners and their school. The second core value is Dignity; it is defined as having honour, the SACE prides itself on treating all stakeholders professionally, with compassion and humility (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Being kind and compassionate should be at the heart of all teachers, being able to empathise with others and being open to understanding different points of view. Integrity is having a strong moral and ethical compass where the teacher is always forth coming with the truth (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009) – this is the third core value. Being honest when no one is watching is an important value that teachers have to live up to; this builds trust between the teacher and the learners, colleagues and school leadership and parents. The fourth

core value is Quality, which means that they strive to provide excellent service to teachers (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Certifying quality teachers is crucial to the SACE; teachers need to be of the highest quality in their expertise, qualifications and character. Respect is the fifth core value. This is defined as being understanding of the needs and feelings of others (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Taking into consideration the rights and feelings of others is a non-negotiable value for teachers, they need to be able to take to heart the needs of others, and serve them as best they can without over-stepping any boundaries.

The sixth core value is Responsibility, which is identified as having influence over others and understanding the power it has by behaving in an honourable manner (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Autonomy is an important characteristic that teachers need to bring into their community of practice, being a self-starter and also being able to lead with effortless grace (Jumani & Malik, 2017).

The seventh core value is being Service-Oriented which is foregrounded by providing quality service to all relevant stakeholders (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009). Being able to serve and having a teachable spirit are two intrinsic values that teachers are expected to come into the profession with, this profession is to provide good service to others at many different levels. Tolerance is the eighth core value and is defined as respecting and understanding the systems in place to govern the teaching profession (Kimathi & Rusznyak, 2018; Mosoge & Taunyane, 2009).

Working with many people for long periods of time, who have different cultures, backgrounds, personalities, likes, dislikes and differences creates a lot of tension. It is important for a teacher to understand that tolerance is the foundation of being able to serve with integrity. Furthermore, novice teachers should be able to display social and emotional intelligence in collaboration with having integrity (Lievens & Chan, 2017). Social and emotional intelligence are important to have because it will make having empathy a natural reaction to challenging situations as well as being socially and emotionally adaptable to different environments and situations that may occur (Lievens & Chan, 2017). Teachers find themselves having to relate to many different learners in the classroom, social and emotional intelligence are skills that have to be used on improvision, as situations call for them (Lievens & Chan, 2017). The ninth and final core value is Transparency, which proclaims that honesty and communication are important aspects of quality education experiences (Kimathi &

Rusznyak, 2018; Mosoge & Taunyane, 2009). Being able to freely communicate with different stakeholders is the main role of the teacher. Communication and openness will make for a more liberating working environment which breeds growth, boundaries and clarity. The SACE provides clear expectations of the various principles that novices should exhibit, these are a guide to foreground the core values that teachers should upload as professionals. These core values are linked to this study as an example of standardised policy which exists to provide professional expectations for teachers (Kriel, Livingston & Kwenda, 2022).

Teacher goals are driven by passion, expertise and confidence in one's capabilities (Cheon, Reeve & Song, 2019; Cothran & Wysocki, 2005; Daumiller, Rinas, Janke, Dickhäuser, Hein & Dresel, 2021). As teachers we all have goals, hopes and aspirations to touch the lives of the children we teach and the people around us. Without goals, we are aimlessly going through the motions of everyday teaching and learning. This research argues that there should be a platform for novices to have more directed and specific goals set to enhance their teaching and learning experiences in their communities of practice. The SACE set core value expectations for teachers entering the profession, these core values would be more effective if there was an on-going opportunity for teachers to reflect on their core values while teaching in-service. The SACE is a positive example of policy that is used to standardise the registration and professionalisation of teachers (Kriel, Livingston & Kwenda, 2022). Additionally, there are many ways to inspire hope, one of which is through modelling good practice and behaviour (Gwele, 2019). If as teachers we hold ourselves to a higher standard of professionalism, this will ignite a ripple effect of many other positive effects in the classroom, playground and beyond (Gwele, 2019).

This research further argues that novices in education, especially teachers, need a platform to voice their opinions, experiences and expectations. Subsequently, the goal of this research is to serve as a platform for positive discussion, exploration and understanding of the needs and challenges faced by novice teachers in the foundation phase, specifically related to professional development. Being a novice teacher myself, I strive to articulate and share my journey in a more meaningful way, where I have more than just my experience or lack thereof to validate my professional career portfolio. This research study seeks to add to the international, continental and national literature of many other researchers who have identified high quality induction and mentoring programmes as being necessary practices to support teacher retention and job satisfaction for in-service teachers in their early years. There is a gap in local research

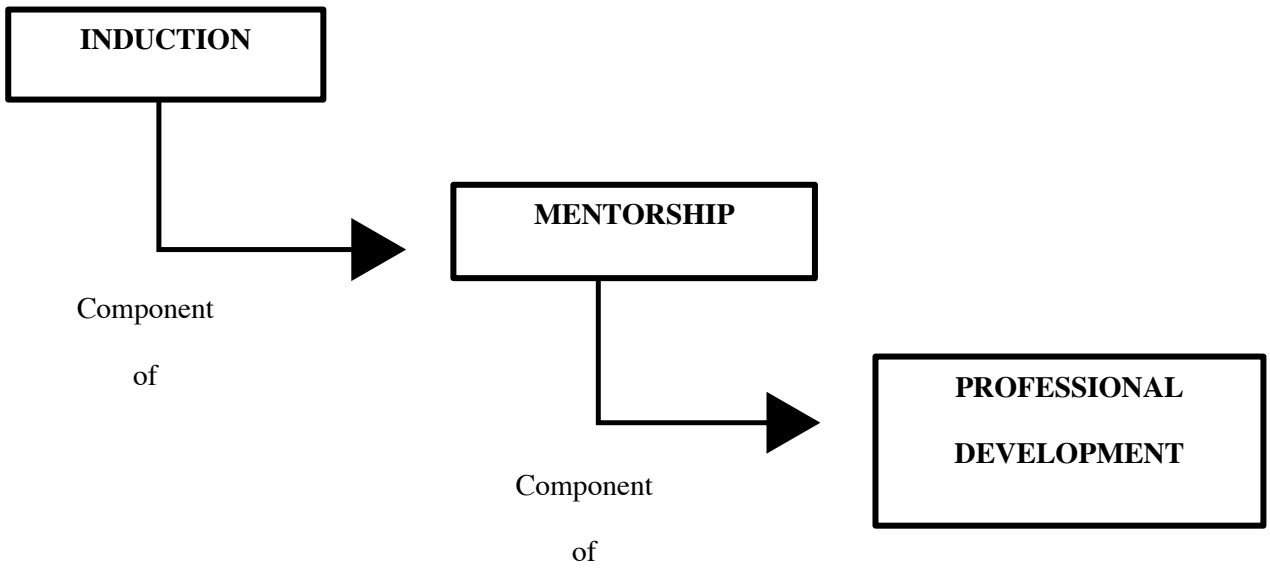
which speaks to standardising continuous professional development for teachers in the FP at different levels, where they have an opportunity to be inducted and mentored as professionals. The impact of receiving professional development or the lack thereof affects novice teachers mental health and confidence. Furthermore there is a dearth of research being done including both heads of departments and principals who represent the school leadership and management. Internationally, ten academics at a university in Australia developed a mentorship programme called: "The Mentoring Beginning Teacher (MBT) program" (Hudson & Hudson, 2016, p. 50)". This programme was created to reinforce the "Australian Professional Standards for Teachers" (Hudson & Hudson, 2016, p. 56) where mentors were motivated to participate because of their 'mandatory annual performance development plan that leads to the annual review'(Hudson & Hudson, 2016, p. 56). The mentors participation was mostly motivated by their ability to gain evidence towards displaying their role as a mentor and leadership capabilities. In relation to the novice teachers, the main findings in the Australian context were related to the importance of goal setting. Continentally, Locally, research conducted in the South African context by Kadenge (2019) reported that there is a need for induction for early to improve the quality of teachers and teaching.

Mentors can play an important role in providing relevant conditions such as a safe working environment, assistance with making and or choosing appropriate teaching resources, as well as understanding code of conduct policies to gain access to mental health care and support. Also, for novice teachers who need direction, fulfilment and their sense of self efficacy during their early years in the classroom environment (Moulding, Stewart & Dunmeyer, 2014). To achieve this, it seems important that mentors gradually steer novice teachers towards greater independence, agency and autonomy (Harrison, Lawson & Wortley, 2005) and support self-regulated learning where they practice reflexivity (Endedijk, Brekelmans, Verloop, Sleegers, & Vermunt, 2014). According to Korthagen and Evelein (2016), mentors can support the competence and achievement of novice teachers by coaching them to create structured learning goals and a vision to work towards which should be attainable with a gradual step-by-step plan. To foster a sense of achievement, the provision of feedback appears to be one of the most important functions of mentoring, as novice teachers thrive on constructive feedback which will enhance their teaching experience (Korthagen & Evelein, 2016). Thus, it has been suggested that feedback should focus on the positive aspects of novice teachers' behaviour, pedagogy, practices and professional identity (Korthagen & Evelein, 2016). Similarly, Richter, Kunter, Lüdtke, Klusmann, Anders and Baumert (2013) articulate that a mentee-centred approach to mentoring is an efficient way to support novice

teachers' development and understanding of theory, practice, social issues and their personal growth as opposed to being dictated to. Centring the mentorship around the mentee contributes to their fulfilment, job satisfaction and passion, and lowers novice teachers' emotional exhaustion (Richter et al., 2013). Moreover, "mentoring, in and of itself, has no purpose, goal, or agenda for student achievement. Thus, mentoring alone fails to provide evidence of the connection between well-executed professional learning communities and student learning" (Wong, 2004, p. 45). This is one of the reasons why the novice teacher should be the main priority. In view of this I developed Figure 1 below to make provision for the sequence of the different components linked to professional development, namely; induction and mentorship.

Figure 1

The Three Components Linked to the Process of Professional Development in the Context of Education for Novice Teachers.



The sequence of Figure 1 above is of great importance for understanding the process of professional development, specifically in the context of a potential juncture between initial

teacher education and in-service teaching (Anđić, 2020; Hayden & Gratteau-Zinnel, 2019). In addition, Figure 1 depicts that induction is a component of mentorship, followed by mentorship being a component of professional development. This research argues that professional development is the foregrounding support structure for novice teachers, especially in the foundation phase (FP), as they enter the teaching profession transitioning into their specific communities of practice. Subsequently, the South African education system lacks the formality of providing a standardised policy and mandatory structure for induction and mentorship as components of professional development (PD) for novice teachers in the FP (Kriel, Livingston & Kwenda, 2022; Kruger, 2019).

1.1.1 Induction

The induction phase should be recognised as a bridge to continuing professional development in light of pre-service teachers transitioning into becoming in-service teachers (Geeraerts, Tynjälä, Heikkinen, Markkanen, Pennanen, & Gijbels, 2015). In the lifelong process of professional development for novice teachers, the phase of induction is an essential phase of their professional transition (Geeraerts et al., 2015). It creates a bridge or a mediating connection between their initial teacher education and the beginning of continuing professional development (CPD) that should be or is expected to be undertaken in their communities of practice (Geeraert et al., 2015). Teacher induction for novices is the phase of transition from the role of being a student teacher to the role of being a professional teacher during which supervision from a more experienced teacher and school leadership as well as other forms of holistic professional support are recommended (Geeraerts et al., 2015). Similarly, Wong and Chuan (2002) explains that it is important to create and foreground a culture of professional growth and lifelong learning before novice teachers start teaching in the classroom. Wong and Chuan (2002) further suggests that the best way to support, develop, and cultivate an attitude and culture of lifelong learning in novice teachers is through a new teacher induction programme aimed and designed for the purposes of teacher training, support, and retention.

Bjerkholt and Hedegaard (2008) describe induction as a process of adjusting to the workplace environment and the profession, as experienced by new teachers. According to Wong (2004), this support process continues for two or three years, whereas Bjerkholt and Hedegaard (2008) locate this period during the first one or two years in the teaching profession. Similarly, as defined by Blair-Larsen (1992), teacher induction is the phase of transition from the role of student to the role of professional, during which supervision and other forms of support are

offered. In addition, Lancaster (2019, p. 6) articulates that a "teacher induction program contains the ability to ensure beginning teachers are provided with multi-level supports and resources to succeed in the classroom". Lancaster further mentions that should novices not receive the necessary PD they require in their first three years of in-service teaching, they will never get a grip of what it entails to stay in the profession. The induction system can be seen as the organisation, activities and organisational culture of support for the learning processes of new teachers. Participants involved in the development and implementation of induction activities can include colleagues, school leaders, local authorities, teacher trade unions, initial teacher education institutions and politicians (Bjerkholt & Hedegaard, 2008). In this respect, induction programmes are integrated as an important part of the lifelong professional learning process for novices (Lancaster, 2019). In addition to mentoring and coaching, a variety of other methods are used to support new teachers in the induction phase. These include networks, partnerships, study groups, demonstration classrooms, learning circles and workshops held before the school year, as well as administrative support (Ingersoll & Smith, 2004; Alhija & Fresko, 2010).

1.1.2 Mentorship in the Context of Teacher Education

Literature shows that there is no single definition for mentorship; mentoring is a complex concept that differs according to one's community of practice (Ambrosetti & Dekkers, 2010). In addition, Fairbanks, Freedman and Kahn (2000, p. 103) define mentoring in teacher education as "complex social interactions that mentor teachers and student teachers' construct and negotiate for a variety of professional purposes and in response to the contextual factors they encounter". This research argues that pre-service teachers are not the only ones who require mentorship, in-service teachers require CPD too. The definition illustrated above by Fairbanks et al. (2000) is connected to the negotiations and constructions of the novices' professional identities, especially between the assumed mentor and mentee. It is further in alignment with the vison that this research has for mentorship for novice teachers in the FP. Moreover, the vision of this research entails an ongoing interaction between the mentor and mentee, where their relationship cannot be easily defined as it is complex and constantly under construction (Dreer, 2021a; Dreer, 2021b). Although mentorship has many definitions, Huffman and Leak (1986) define mentorship as support for novices in their initial years in the profession, receiving particular attention from a mentor who is a more veteran/experienced professional teacher.

The complexity of mentorship is advantageous for the educational space, as it allows for the term to be adapted to the various contexts that novice teachers may find themselves in. In the South African context of education, novice teachers may find themselves teaching in either rural, township, inner city or suburban schooling contexts (Hall, Hughes & Thelk, 2017; Lucey & White, 2017). Furthermore, the previously mentioned school contexts require a different form of professional development that are bespoke to the types of induction, mentorship and coaching that are appropriate and beneficial for the novice teacher. Individualising PD is dependent on what he or she needs support and/or assistance with - focusing on specific needs and causes for concern.

> Even in the pre-service teacher education context, the definitions vary greatly giving the reader differing impressions as to what mentoring is. Most definitions suggest a hierarchical relationship in which the mentor is more experienced than the mentee, or that the mentor has or can provide knowledge and skills that the mentee wants or needs. (Ambrosetti & Dekkers, 2010, p. 43)

Arguably, for the purposes of this study in light of the above quote, mentors and mentees stand to gain knowledge and skills from one another - the notion of mentors being the imparters of knowledge and skills, and the mentee being the recipient is not a premise that this research supports as the notion is flawed. Mentors should be open to learning from their mentees, regardless of their positions on the above-mentioned hierarchy (Dreer, 2021a; Dreer, 2021b). Moreover, Smith (2007, p. 277) defines mentoring as "a particular mode of learning wherein the mentor not only supports the mentee, but also challenges them productively so that progress is made". Smith's (2007) definition of mentorship is in alignment with the aims, objectives and motivation of this study as I concur with this being the operational definition for the purposes of this research study.

Mentorship in education should be twofold, firstly, it should occur during pre-service teacher education in the form of having supervising teachers work as mentors during what is commonly referred to as teaching practice/experience. Secondly, during in-service teaching, where novice teachers are assigned a mentor teacher who is usually a veteran teacher with many more years of practical experience. The role of the mentor is assumed to be that of someone who guides, advises, supports and facilitates the novice teachers' transition and assimilation to the school ethos, culture and professional expectations in the hope of reforming teaching and teacher education (Ambrosetti & Dekkers, 2010; Feiman-Nemser, 1996). Haddingham, Hanning,

Weiss and Taylor (2013, p. 7) speaks of "a linear process of mentorship" which she explains by saying that "by 'linear', I am referring to the understanding that the process of knowledge creation and development always takes place in a sequential fashion, and never loops back on itself when obstacles or digressions occur".

The notion of linear/vertical mentorship ties in well with the process that is envisioned by this research of mentorship for novice teachers – it has to be a process that occurs on a hierarchal level, where it starts at the 'bottom' and escalates to horizontal mentorship where the leadership and management intervene if the linear sequence is not adequately exercised (Fransson & Gustafsson, 2008, cited in Bjerkholt & Hedegaard, 2008). This discussion is linked to the conceptual framework where Wenger (2011) articulates that communities of practice play a pivotal role in the discussions centred towards mentorship for novice teachers. This research suggests that a triangulation of initial teacher education (ITE), Professional Development (PD) and Community of Practice (CoP) of novice teachers connects to the levels of mentorship that occur at each stage of the novice teachers' teaching career. Linear/vertical mentorship refers to support and assistance from colleagues (a veteran teacher, other novice teachers both in the school which the novice teacher works in and/or novice teachers from other schools who are a part of their teacher community). Horizontal mentorship refers to support from the superiors in management, namely, the heads of grades, deputy principals and school principals, who assist and support through different forms of provision or time, resources and advice (Haddington et al., 2013). However, Bjerkholt and Hedegaard (2008, p. 109) state that:

> the applications of mentoring do not only concern the supporting of the work of newly qualified teachers but also professional dialogue between teachers of different ages in which both new and more experienced teachers can learn something new. The shift away from the mentor as a hierarchical, one-way view to a more reciprocal relationship has been conceptualised in terms such as co-mentoring, mutual mentoring, collaborative mentoring, peer collaboration. (Bjerkholt & Hedegaard, 2008, p. 109)

In agreement with the above quote, this study supports the notion that having mentors of different ages, varied experience and expertise is what will set the good programmes apart from the bad ones. Having differentiated knowledge and skills is important for novice teachers as well as their mentors.

1.1.3 Professional Development

Professional development entails formal and informal experiences in the workplace. Formal experiences such as meetings, workshops, conferences, induction and mentoring foreground

where the expertise may be learnt by novices (Villegas-Reimers, 2003). Informal professional development can take place by observing other professional work, using the internet to learn more about topics of interest, reading books and professional journal articles (Villegas-Reimers, 2003). Formal professional development is usually structured and provides guidance and room for evaluation by management or a mentor. In comparison, informal mentorship is often not measured (Villegas-Reimers, 2003). For the purpose of this study, professional development is defined as the sharing and guiding of skills and information between a mentor and a mentee. Furthermore, using both the mentor and mentee's varied strengths to build professional and personal capacity (Dreer, 2021a; Dreer, 2021b). In addition, Anđić (2020) states that "the contemporary development of teachers' profession is interpreted as 'professionalism in transition' or 'transformational professionalism', which, according to Sachs (2003), contains elements of learning, involvement, partnership, cooperation, and activism (p. 144)". Agreeably, this study views professional development as a transformational tool that novice teachers can use to enhance their careers as professionals through learning, upskilling and working with suitable mentors in exchanging knowledge (Dreer, 2021a; Dreer, 2021b).

This research argues that there is a disjuncture between initial teacher education and in-service teaching. This speaks to the support and mentorship that pre-service teachers receive in the ITE experiences, which is not part of their in-service teaching transition (Arends & Phurutse, 2009). This perception is being challenged as more novice teachers[1] in the foundation phase are voicing their opinion on the difficulties they face during their first year of teaching post their institutional pre-service education and having graduated from one of the three chosen universities in South Africa (Arends & Phurutse, 2009). Protheroe (2006, p. 35) expresses that "although new teachers usually bring with them enthusiasm, high aspirations, and fresh ideas, they lack the expertise that can only come with experience". It is assumed that no matter how well prepared any first-year teacher can be, there are many things within the classroom environment that require more than formal preparation as they may not have been taught during their teacher education or cannot be predicted; they happen without warning. Arends and Phurutse (2009) articulate that novice teachers are expected to be able to practically use all the methodologies and theories learned during their pre-service teacher education at university;

[1] The term 'novice teacher' will be used in this study to refer to a teacher who has been teaching between 1 and 3 years in- service and less than 7 years (Lassila, Timonen, Uitto & Estola, 2017).

this is a complex challenge that requires support and guidance from various stakeholders. The mentioned stakeholders range from the Department of Basic Education (DBE), school leadership, teachers, learners, as well as their parents.

According to Kadenge (2019) there is an absence of well-conceived and systematically structured induction programmes in the South African context, this leads to the idea that irrelevant and/or misaligned opportunities are currently being provided to novice teachers by the school leadership and management. School leadership and management are often more concerned with the enhancement of the classroom environment, through providing useful solutions to teaching and learning challenges such as discipline, reading strategies as well as making resources, and forming emotionally supportive relationships with their school principals and heads of department (Lassila, et al., 2017) .Professional development should be related to the physical novice teacher in terms of their coping mechanisms, adjusting to the new classroom, teacher perceptions, expectations, leadership and management support and professional identity negotiations (Živković, 2019). According to Wong (2004) and Kadenge (2019), there is a core purpose, and an immense need for induction programmes for novice teachers. This research supports Wong's suggestions that novice teachers should be one of the main aspects that helps induct them into the teaching profession and encourages them to improve, grow and stay teaching long enough to become veteran teachers who will then mentor the incoming novice teachers in the years to come (Kadenge, 2019; Wong, 2004).

This research seeks to fill the gap in research pertaining to novice teachers in the foundation phase who are in their first to third year of in-service teaching through the exploration of providing opportunities for continuous professional development through induction and mentorship. This gap in research is evident in the African context, as there are numerous mentorship and induction models used internationally that could be translated into the African context to accommodate our diverse educational landscape (Kutsyuruba, Godden & Tregunna, 2013).

There is a vast number of challenges that plague novice teachers in the FP with regard to transitioning from their student teacher identities to their professional teacher identities (Gordon, 2019). The responsibilities and expectations of being a pre-service student teacher cannot be compared to those of a professional in-service teacher even though they are still identified as novices once they are qualified and teaching in-service (Gordon, 2019). This is evident in the difference in the nature of their duties. An in-service teacher has autonomy,

authority and responsibility over their class and learners; other duties include doing all the administrative work, setting and marking the assessments and lessons, complying with the regulations of the DBE as well as being registered with the South African Council for Educators (SACE). Student teachers are given a short period of time to teach, as stipulated by their institutional teaching experience (TE) course. They have to be supervised, assisted, assessed and given feedback on their progress or lack thereof. Gordon (2019) articulates that the positive influence of a mentor relationship involves supporting student-teachers to grow and mature into accountable, responsible and professional teachers.

1.2 Location of the study

This study was located within the South African context in Johannesburg, in which the participants involved in this research study were all currently in-service novice teachers teaching in the FP. All six of the schools used for the purpose of this study are inner-city public schools. Their input was solely used to inform the data collection and analysis sections of this research study.

1.3 Focus of the study

This study explored the role that mentorship plays in the professional lives of novice teachers in the FP. This exploration was conducted to investigate the perceptions of FP novice teachers of mentorship in education within their communities of practice (Wenger, 1999). The novice teacher participants were employed in the FP sector at one of the chosen six inner city, primary schools in the Gauteng Province, Johannesburg – South Africa.

1.4 Problem Statement

Since the transition from teacher training colleges being integrated into mainstream universities there has been a disjuncture between the theoretical and practical aspects of the ITE programmes (Barnard, Cowan, Kirman & Müller, 2016). The pivotal aspect of the former teacher training colleges was to ensure that pre-service teachers got as much hands-on practical experience in the classroom as possible, as this best informed their training pedagogy (Wilmot & Dube, 2015). In contrast, the ITE programmes that run through the various schools of education at universities to date are theory laden (la Velle, Newman, Montgomery & Hyatt, 2020). It is imperative to emphasise this contrast as it leads to the production of two different forms of teachers that go into the education system (Barnard et al., 2016). In 2022, there is no

policy that governs the implementation of induction and/or mentorship programmes from the South African Department of Basic Education, or from the universities that facilitate ITE (Iwu, 2021; Harley, Barasa, Bertram, Mattson & Pillay, 2000).

The premise of this study was to offer a detailed description of the factors and processes that are interwoven into the concept of mentorship for novice FP teachers in their professional in-service teachers who have been teaching between one and three years. Buchanan, Prescott, Schuck, Aubusson, Burke and Louviere (2013) argue that there are many effects that arise as a result of poor novice teacher support. Effects such as novice teachers leaving the profession and opting for better opportunities working in other industries, resulting in high levels of teacher turnover. There has been an increase in novice teacher turnover for decades, and researchers have analysed data related to the reasons why teachers leave the profession within their first five years of teaching (Ingersoll & Strong, 2011). Research has shown that novice teachers are leaving South Africa (SA) to teach abroad (Middle East, United States of America, Europe and Asia) as a result of being stagnant and unhappy in their positions, to mention a few examples (Buchanan et al., 2013).

> Teaching has relatively high turnover compared to many other occupations and professions, such as lawyers, engineers, architects, professors, pharmacists and nurses and teacher turnover is especially high in the first years on the job. Several studies have calculated that between 40 and 50 percent of new teachers leave within the first five years of entry into teaching. (cited by Ingersoll 2003; Ingersoll & Perda, 2010b in Ingersoll & Strong, 2011, pp. 2-3)

The quote above reports that teacher turnover is high compared to other occupations. However, the retention of those teachers is not as high (Ingersoll & Strong, 2011). There needs to be a thorough investigation of how mentorship and induction can serve as a tool to retain novice teachers in the teaching profession and sustain their longevity. It was important to investigate the experiences of novice in-service teachers in the FP, to determine what the state of mentorship is within the South African context in a variety of teaching environments (Buchanan, 2019; Buchanan et al., 2013). There needs to be intervention done with regard to the state of mentorship in the South African educational industry, particularly within the teaching profession. According to research by King (2016), various ways of improving teacher quality have been under consideration by the government of South Africa since the launch of the 2011-2025 integrated strategic planning framework. The 2011-2025 integrated strategic planning

framework addresses the career of a teacher through a number of phases: recruitment, preparation, induction into the world of work and continuing professional development (King, 2016). In alignment with this research, there is a main focus on one of these phases from the 2011-2025 integrated strategic planning framework, namely, moving from university studies into a challenging workplace context that involves dealing with children and colleagues at school (King, 2016). Professionally, teachers qualify with their teaching qualifications and are not given any form of continuous professional development such as induction or mentorship in the South African context (Kadenge, 2019). In comparison to lawyers, doctors and accountants who either have the option of graduate programmes that serve as induction or a year of community service that provides them with mentorship prior to them practicing professionally with limited guidance. Personally, I would have benefited from a structured mentorship programme as a novice teacher. I taught at a school that had a mentorship programme on paper but it did not translate into the physical aspects of the various skills and knowledge I needed to learn beyond marking work the teachers were behind with or laminating and binding worksheets for the class teachers to use. Actualising the plans listed on paper will translate to a better teaching opportunity for novices in the FP.

1.5 Purpose and Rationale of the Study

Research indicates that there is a deficit in novice teacher support through mentorship in the FP (Hayden & Gratteau-Zinnel, 2019; Kelchtermans, 2019). Thus this research was designed to investigate the perceptions of FP novice teachers of mentorship in education within their communities of practice (Wenger, 1999). The pivotal premise of this research was to investigate the degree to which novice teacher support is being provided according to the perceptions of novice teachers in the FP during their first to third year of in-service teaching. Furthermore, this study also explored what varieties of mentorship are being exercised to induct and mentor novice teachers into their roles as professionals. This is linked to gap in research related to South African teachers lacking professional development to assist the transition from ITE to in-service teaching (Hayden & Gratteau-Zinnel, 2019; Kelchtermans, 2019).

There is a decline of novice teachers staying in the teaching professional across the world (Kutsyuruba, Godden & Tregunna, 2013), the issue of attrition and retention of novice teachers also plagues schools in all nine of the South African provinces (Ingersoll & Strong, 2011). Epling (2016) argues that novice teachers are leaving the profession at an overwhelming rate,

leaving the classrooms without qualified and competent teachers. This void leaves school leadership and management in an unfavourable position "to desperately seek applicants to fill positions" (Epling, 2016, p. 4). Educational stakeholders foresee the threatening rates in which teaching vacancies will need to be filled and thus begin to water down the expectations and standards promoting unqualified individuals to apply for the vacant posts to expand their staffing options to fill classrooms with teachers in the FP (Epling, 2016). The motivation behind this research was to explore and understand what the contributing factors are towards novice teachers attaining sufficient and continuous PD support during their in-service teacher education. Moreover, how effective those factors are, and what mentee and mentor relations should be implemented in the FP. Additionally, how to ensure a smooth and meaningful transition from pre-service teacher to in-service teacher, taking into consideration all the necessary structures, resources, and inputs that would aid this transition. According to Epling (2016), it is becoming more frequent that the quality of the teachers hired is sacrificed, due to the fact that novice teachers are leaving the teaching profession during their early years. If more qualified novice teachers could be retained into the schooling system, there would be no chain effect of low teacher rates, and declining student performance (Henry, 2016). Instead, there would be a reasonable amount of vacancies being filled by professionals equipped to do the work at the correct instructional levels (Epling, 2016).

1.6 Significance of the Study

There should be a keen interest from various educational stakeholders with regard to the implementation of mandatory novice teacher mentorship at every teaching level, because we have to create systems that provide the relevant support for novice teachers growth and to stay and be satisfied in the teaching profession. This would aid the DBE, schools, as well as the teacher community immensely, by providing educational stakeholders with data and recommendations that speak from the perspectives of novice teachers, heads of departments and school principal on how to provide opportunities for continuous professional development to provide longevity for novice teachers in the teaching profession. This would lead to an explicit benchmark for what novice teachers in the FP need to know upon being appointed into employment and how they can promptly be integrated into the school ethos and integrated into the staff dynamics. Novice teachers receiving the same or similar types of relevant PD will assist them in having a smooth transition from ITE to in-service teaching. The significance of this research is that it will contribute to the literature on the state of mentorship for novice teachers in the South African context. Furthermore, it will serve as a voice and a tool to drive

the narrative around what novice teachers' experiences are of mentorship in their communities of practice. There is a gap in literature and practice within the South African education industry to theorise, bring awareness and attention as well as implementation to be brought in alignment with the notion of novice teachers in the FP being mentored in their early years of professional in-service teaching to help them get a firm induction into their professional communities of practice.

This research ought to contribute to the current and on-going research on novice teachers in the FP, what their perceptions are of their roles, what they perceive as important and crucial to their success as novice teachers in the classroom, among their staff members and in the effective negotiations of their professional identities all related to the PD they receive in-service. The results of this research will contribute to the knowledge in the professional field of teaching as it relates to the main aspects that influence effective mentorship of novice teachers in the FP. This research topic holds global relevance and it transcends beyond the South African context but stretches across the literary field of novice teacher PD in the FP across the world.

1.7. Aims and Objectives

1.7.1 Aims

The aim of this study was to highlight the importance of novice teachers in the FP having access to induction and mentorship as well as to bring attention to the lack thereof in the South African context.

1.7.2 Objectives

The general objective of the thesis was to articulate the importance of novice teachers in the FP having access to induction and mentorship as components of professional development and to highlight the lack thereof in South Africa.

1. To highlight the importance of novice teachers' having access to mentorship.
2. To explore the effects due to a lack of mentorship as a form of support for novice teachers in the FP.
3. To identify the gaps in mentorship for novice teachers.

4. To identify key features of developing a mentorship programme where there is a lack of mentorship.

1.8. Research Questions

1.8.1 Main Research Question

How can having access to induction and mentorship serve as professional support for novice teachers to succeed in the FP?

1.8.2 Sub-questions

1. How does the lack of induction and mentorship affect novice teachers in the foundation phase?
2. What are the novice teachers experiences of induction and mentorship in the foundation phase?
3. Who can be identified as suitable mentors for the novice teachers in the foundation phase?
4. How can novice teachers, heads of department and principals in the foundation phase structure a holistic induction and mentorship programme?

1.9 Delimitations of the Study

Delimitations are identified as being boundaries of research (Simon & Goes, 2013). According to Simon and Goes (2013) these boundaries may range from participant additions or withdrawals, change in data collection instruments, time constraints that lead up to the submission deadline and any other challenges that may have arisen through the process to the completion of the research. For the purposes of this research study, the relevant challenges that were faced led to a delay in the collection of data in the form of semi-structured interviews. This research study is not representative of novice teachers who are currently employed at private schools or those who have left the teaching profession. The delimitations of this research study included novice teachers in their first, second, or third year of in-service teaching. Furthermore, this research study does not take into account high school novice teachers who may have had similar perceptions, expectations or experiences. Quantitative data

collection was not applied in this research study. With the limited number of participants, more questions had to be included to make the data more conclusive.

Moreover, the delimitations of this research entailed the last-minute withdrawal of participants who, without stating reasons why they were withdrawing or not replying to any communication, decided that they no longer wanted to partake in this voluntary research. As this research study was not compulsory and was in line with the ethical considerations of qualitative research, the participants who withdrew had to be replaced. The additional participants thus became a convenience sample based on the fact that they were going to participate in the individual semi-structured interviews during the final stages of the research, even though they still fitted the requirements of what was expected with regard to years of in-service teaching, their roles at school and their initial teacher education qualifications. These delimitations led to a delay in the final write up, as the interviews needed to be transcribed and analysed, which took a long time to do.

1.10 Operational Definitions of the Terms

The table below illustrates the operational definitions of the key terms that were used throughout this research for the purpose of this study.

Table 1

Operational Definitions of Terms for this Research Study

Key Terms	Operational Definitions
Novice Teacher	"A novice teacher for the purpose of this study is defined as a teacher with three or fewer years of teaching experience" (Paterson & Arends, 2007, p. 5).
In-Service Teacher Education	"In-service teacher education is broadly defined as any learning opportunity for practicing teachers" (Öztürk, 2019, p. 25)
Professional Development	"Professional development is structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. We conceptualize professional learning as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning" (Darling-Hammond, Hyler & Gardner, 2017, p. 2).

Identity Negotiations	"Identity negotiation refers to the processes through which the novice teacher participants come to agreements with the identities that they assume in the interactions they undergo in their working contexts" (Swann, Chang-Schneider & Larsen McClarty, 2007, p. 61).
Educational Stakeholders	"A group or individual who can affect, or is affected by, the achievement of an organisation's objectives" (Freeman, 1984 cited in James et al., 2014, p. 9).
Communities of Practice	"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011, p. 1).
Induction	"A system-wide, coherent comprehensive training and support process that continues for two to three years and then seamlessly becomes part of the lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness" (Kearney, 2014b, p. 5).
Mentorship	A particular mode of learning wherein the mentor not only supports the mentee, but also challenges them productively so that progress is made (Smith, 2007, p. 277).

1.11 Outline of Chapters

This thesis was organised into nine chapters, an encapsulation of what is contained in each chapter is briefly discussed below.

Chapter One introduced the study by highlighting the important aspects that foreground this research study, the background to the study which explained the reason this research study was conceptualised in relation to the importance of mentorship for novice teachers in the foundation phase.

Chapter Two presents literature that addresses the concepts of induction and mentorship as a components of professional development for novice teachers in the FP. This chapter creates a bridge into the boarder literature which speaks to other professional development practices.

Chapter Three is a presentation of both the Positioning Theory (Harré & Van Langenhove, 1999) as the chosen theoretical framework and Wenger (2011) Communities of practice as the foregrounded conceptual framework that are used as lenses in this study to understand novice teachers' professional development perceptions and experiences.

In **Chapter Four** I present an overview which demonstrates the nature of this research and all that it entailed related to the procedures that were followed to design and conduct this research, such as the research approach, paradigm, design, methods of data generation and the methodology used for the study. In this chapter I also discuss the sampling and explanation of the chosen participants. This is followed by a discussion about the process of analysis as well as all the ethical considerations.

Chapters Five to Seven demonstrate a presentation of the data generated from the three categories of participants; the six novice teachers, the two heads of department and the two principals.

Chapter Eight is a discussion of the findings of the data that is interpreted and analysed from the semi-structured interview transcriptions in relation to the literature.

Chapter Nine is a conclusion of the thesis by providing a summary of the findings, answering the research questions and providing the final contributions and recommendations of the possible opportunities for future research.

1.12 Summary of Chapter 1

In conclusion, this chapter provided a general overview of the study. Subsequently, the introduction, background, problem statement, aim, objectives, purpose, rationale, delimitations of the study, table of operational definitions of terms and chapter outlines have been covered in this chapter**.**

CHAPTER TWO
Literature Review

2.1 Introduction

There is substantial interest in both literature and research in relation to the professional development of novice teachers on the African continent. Following the trends of international novice teacher research there is an emergence of context-relevant research within the South African context. This research in particular has a favourable interest in the professional support and development structures currently set in place for novice teachers, specifically in the foundation phase (Grade R-3) within the South African context of education. This literature review seeks to discuss different themes that influence novice teachers professional and personal growth in the foundation phase; themes such as professional development, mentorship, induction, initial teacher education and in-service teaching.

This chapter also seeks to explicitly define induction and mentorship in the context of education. Ambrosetti and Dekkers (2010) maintain that mentoring in professional workplace contexts has been well described and defined for many other professionals, for example, professions in the medical, financial, logistics, law and engineering fields. However, it is yet to be defined and described in a manner that is suitable for the teaching profession. Yet, in the specific context of pre-service teacher education and in-service teacher education, there is a scarcity of clarity and transparency about what mentoring is, who the mentors are and how it occurs in the context of education (Ambrosetti & Dekkers, 2010; Kadenge, 2019). This present research was concerned with the factors that influence professional development for novice teachers, such as its historic landscape of teacher education, the initial teacher education systems that are currently in place, as well as the potential benefits and outcomes of mentorship and induction in the context of education. Research reported by Kadenge (2019) speaks to the importance of developing induction programmes or models that support novice teachers to enhance both teacher and teaching quality in the South African context. Although there has been recent research done on the importance and impact of induction for novice teachers (Kadenge, 2019), this research fills the gap of theorising induction and mentorship as components of continuous development in the FP.

2.2 Historical Overview of Teacher Education in South Africa

The South African educational landscape was grossly imbalanced during the apartheid era. Schools, universities, colleges and technical institutions were all segregated according to race (Ogunniyi & Mushayikwa, 2015). Whites and non-whites could not attend school on the same campuses and the level of education given was not equal. White education, resources and schools were of a superior quality to that of the non-whites. Non-whites refers to indian, coloured and black African people. Non-whites were subjected to a lower quality of schooling, facilities and lack of opportunities for the purposes of economic empowerment (Ogunniyi & Mushayikwa, 2015). When South Africa became a democratic nation in 1994, there were new policies put in place to rectify the injustices of the apartheid era. The schooling system and the curriculum underwent drastic reform and transformation to become more inclusive of the non-whites not having received adequate educational advances – which was one of the main focus aspects of relevance in relation to this research (Ogunniyi & Mushayikwa, 2015).

> After independence in 1994, the new democratic and populist government had no alternative but to formulate policies that would eradicate the grotesque imbalances that characterized the educational landscape of South Africa. This implied a replacement of the largely exclusivist apartheid system of education with an inclusive one based on the principle of equity and justice for all. In this regard, the Education White Paper 6 (DOE, 2001) was drafted in recognition of the fact that all South African learners, regardless of their physical limitations, are able to learn and have equal opportunities to pursue their intellectual interests. In addition, the transformation process begun in 1994 necessitated overhauling the whole education system, from its multiple representations and unwieldy bureaucracy to a single coherent system which catered for all socio-cultural groups in South Africa. As a result, the South African education system can be said to have undergone tremendous reform and transformation in the fifteen years since the demise of apartheid (Ogunniyi & Mushayikwa, 2015, p. 73).

The transformation process of the post-apartheid era sought to cater to all socio-cultural groups and do away with the whites versus non-whites system that was employed by the white supremacist government (Ogunniyi & Mushayikwa, 2015). In 1994, when the African National Congress came into power, this led to an overwhelming change in the education system. This change resulted in fewer resources being set aside for white schools and a greater effort being put towards a more equal distribution of resources as well as human capital in the form of qualified teachers (Ogunniyi & Mushayikwa, 2015). At the end of the apartheid era in 1994, the educational landscape was fragmented based on ethnic discrimination and separation which guided the distribution of the quantity and quality of teachers (Engelbrecht, 2006). Since 1994, the South African Constitution has influenced the transformation and inclusion of educational

practices in post-apartheid South Africa across all the spheres of the educational landscape (Engelbrecht, 2006). “A flourishing democracy involves acknowledging the rights of all previously marginalized communities and individuals as full members of society, and requires the recognition and celebration of diversity, reflected in the attitudes of its citizens and in the nature of its institutions” (Engelbrecht, 2006, p. 254). The transformation of the post-apartheid policy gave rise to meaningful possibilities of diversity in the development of an inclusive education system.

> The education system in South Africa was structured along racial lines. The white supremacist governments poured immense resources into the education of white learners, while indian, coloured and black learners were accorded lesser resources, ranging from about two-thirds for the indians to about one-quarter for the black African learners respectively. In other words, the apartheid government established fragmented education departments, with varying access to resources for the white and non-white learners. Furthermore, most white teachers received pre- and in-service training at well-resourced urban universities, while most black teachers started teaching without even completing their own secondary schooling, let alone the tertiary education that they needed (Keevey, 2005). Mission schools provided training for the bulk of the African teachers, who were expected to teach in primary schools. (Ogunniyi & Mushayikwa, 2015, p. 74)

The above quote addresses the challenges that teachers of colour faced during the apartheid era, where only white teachers, schools and universities were given opportunities for quality professional development and resources (Tibbitts & Weldon, 2017). There is an dearth of research being done particularly highlighting post-apartheid research about people of colour and the types of opportunities being afforded to them in relation to professional development at their different contexts at this time (Tibbitts & Weldon, 2017). Although there has been an increase of black teachers attaining teaching qualification in South Africa as well as the continent of Africa at large, there might not be a clear record of it in research as race is often a controversial topic (Ogunniyi & Mushayikwa, 2015). Research that highlights the strides that teachers of colour are taking to receiving quality education and continuous professional development is paramount (Tibbitts & Weldon, 2017). Education in South Africa is a controversial topic at present in light of the school violence on both teachers and learners, exit level standards, results, high drop-out rates, rural and township schools lacking resources and opportunities for basic sanitation (water and toilets), poor performance of many schools as well as the quantity and quality of matric students leaving the secondary schooling system without anticipating the lack of accommodation in the higher education system (Westraadt, 2012). Under the British rule, segregated and unequal education was a norm in South Africa,

missionary education was provided for minorities who were black, indian and coloured people during that time (Westraddt, 2012). In order for the Nationalist Party to control the system and maintain its inequality, fewer than half of the minority group children were given the opportunity to attend school. This was done as a means of "maintaining order and keeping up the supply of cheap labour" (Westraddt, 2012, p. 57). The majority of the government funding for schools was allocated to white schools by the Nationalist Party during this time, a substantially low amount of the school funding was allocated to black schools (Westraddt, 2012).

Black schools suffered, and were subjected to enormous class sizes, lack of teaching and learning resources, underrated facilities and poorly trained teachers (Westraddt, 2012). This all served the purpose of ensuring that youths were literate enough to serve the plans and purposes of working for the white-owned farms, firms, mines and factories with minimal vocational, technical and communication skills (Westraddt, 2012). Post-apartheid educational transformation had a huge impact on the distribution, quantity, quality and education of teachers in South Africa (Engelbrecht, 2006). There were extreme disparities in the delivery of education during the apartheid era which affected educational provision in a negative manner (Engelbrecht, 2006). Discriminatory practices led to vast disparities in many areas of education such as resources and facilities which were a true reflection of the inequality and fragmentation of society (Engelbrecht, 2006). A state of emergency was called in South Africa as there was resistance to the apartheid regime and uprisings – the Soweto uprising is a good example of how marginalised black people stood up for their educational inequalities and injustices (Engelbrecht et al., 2006). From 1980-1991, educational reform gained momentum as model A, B, C, D schools developed (Engelbrecht, 2006). This was the beginning of inclusion of black students into model C schools and institutions of higher education and learning (Engelbrecht, 2006). Engelbrecht (2006) articulates that the democratic elections of 1994 allowed for meaningful participation from the majority of South Africans who were ready for a new era of possibilities for inclusiveness and transformation across the social and educational landscapes. A new democratic education system was born which led to policies and structures being reformed to accommodate the motion of equality and the commitment to restoring human rights and dignity of all previously marginalised groups (Engelbrecht, Oswald & Forlin, 2006).

However, there are aspects of the apartheid era that are still plaguing education to this day. According to Engelbrecht (2006) the first aspect highlighted was residential segregation

which was implemented where African/black, indian, and coloured communities were in township and rural areas with limited resources and basic sanitation such as water and electricity, amongst other basic necessities. This was intentionally done by the white apartheid government to rationally exclude the then 'minorities' from progressing educationally or financially. Secondly, poverty and inequality which pertain to high unemployment rates amongst black people, high amounts of debt, and a lack of financial resources. Thirdly, poor quality of schooling which was perpetuated by large class sizes, unqualified teachers and a lack of qualified and competent teachers in specialised subject areas. Fourthly, low educational attainment and achievement which was demonstrated through high amounts of student loans, financial exclusion from quality primary, high school, college schooling and university. Lastly, negative attitudes towards schooling where the excluded groups were taught no culture or love for learning; they had no role models to look up to and aspire to be like, as well as seeing no benefit in attaining qualifications due to extreme poverty and black tax where they had to work towards giving back to building their families as the breadwinners. In addition, Gallo (2020, p. 4) states that "due to Bantu Education and its lack of educational service delivery, black South Africans have historically and currently lack equal access to employment and other socioeconomic opportunities. However, through policy implementation and community development, South Africa can better resolve this pertinent issue". In agreement with Gallo (2020) I argue that the education should strive to continuously reform through various interventions such a policy and professional development implementation, diversifying educational institutions as well as curriculum reform. In addition, this study takes place in the post-apartheid - during the democratic era, yet there are still inequalities at present for teachers who work at schools located in Johannesburg that predominantly hire teachers of colour. This research seeks to bring awareness to the need for PD policy for novice teachers in the FP to have access to standardised mentorship in their first three years of in-service teaching no matter where their schools are located.

These aspects are still pertinent in this day and age of education within the township and rural schools where resources such as books, sanitation, proper school infrastructure and human capital in the form of qualified, quality teachers, admin staff and school leaders are scarce. Engelbrecht (2006) reports that due to the realisation that learners could not read in the form of decoding, and further not being able to read for understanding and meaning during and post-apartheid, this is still evident in the education system today as stated by the PIRLS report

(Howie, Combrinck, Roux, Tshele, Mokoena & Palane, 2017). The PIRLS report (Howie et al., 2017) highlighted that 78% of learners in grade 4 cannot read for meaning in any of their home languages, they rated last in comparison to other countries. Teachers in township and rural areas use the teaching strategy of rote learning to ensure that learners know enough information to pass exams. Infrastructure of schools in formally identified black communities are still torn down, worn out and dilapidated (Engelbrecht, 2006; Gallo, 2020). This study takes place in a time where diversity is one of the main challenges for the education system as there are different contexts that novice teachers find themselves in, and they need to be prepared and well equipped to teach. According to Gallo (2020) having access to quality continuous professional development should not be a scarce opportunity for novice teachers. Novice teachers who are teaching in different types of schools with varied resources or the lack thereof are disadvantaged from gaining access to quality PD (Gallo, 2020). Mandatory, standardised, induction and mentorship will allow for teachers in different communities of practice to have the opportunity to gain the same professional support and skills needed to enhance their teaching and learning abilities (Gallo, 2020).

The new post-apartheid democratic government was established in 1994 and saw the first black president of the Republic of South Africa, Nelson Mandela. He was the president of the African National Congress (ANC) which came into power during that time and it sought to bring about educational change and reform. Furthermore, in 1994 the ANC, together with the Congress of South African Trade Unions (COSATU), drafted a Policy Framework for Education and Training. Minister Bhengu released the new curriculum in March 1997 under his leadership and introduced Outcomes Based Education which came to be known as OBE which was nationally phased into schools in 1998. Following OBE was Curriculum 2005 (C2005), which was succeeded by the National Curriculum Statement (NCS) and later phased out and replaced with what is in place now, namely, the Curriculum, Assessment and Policy Statement (CAPS) (Engelbrecht, 2006; Gallo, 2020).

Post-apartheid, according to Tibbitts and Weldon (2017), the Truth and Reconciliation Commission might have been expected to implement a more diverse and inclusive education reform which would be reflected in the new curriculum. However,

> this did not happen. In the first curriculum reform, there was not history; in the second, the multiple narratives of South Africans became a basis for creating an identity predicated on diversity. While apartheid education had not been interrogated at the TRC, education in post-apartheid South Africa was nevertheless seen as central to the realisation of the vision for South Africa's transition. Several key new education

> policies, deriving their values from the South African Constitution had been put in place by mid-1996. (Tibbitts & Weldon, 2017, p. 448)

The new educational system was introduced to establish the development and fair distribution of resources, human capital and potentially extending reconstruction under the new democracy (Engelbrecht, 2006; Tibbitts & Weldon, 2017). It was anticipated that there would be the development of lifelong learners and to replace the authoritarian and rote and repetition learning methods and strategies of the apartheid era, and equip all schools with critical thinking (Engelbrecht, 2006; Tibbitts & Weldon, 2017). The apartheid era schooling curriculum was created and implemented to prepare the marginalised groups, namely, black, indian and coloured people for the working world. In comparison, the post-apartheid era schooling curriculum was created to emancipate and empower and for the people of colour to participate as contributing citizens of the country in social, political, professional and educational involvement (Engelbrecht, 2006; Tibbitts & Weldon, 2017). The emphasis was to equip individuals with entrepreneurial skills through the implementation of vocational and entrepreneurial education (Engelbrecht, 2006; Tibbitts & Weldon, 2017). Post-apartheid there are still many discrepancies when it comes to the types of professional development being given or offered to novice teachers in the FP across the educational landscape. Depending on the type of school novice teachers find themselves employed at (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017). This study used novice teacher participants who work at inner-city schools in Johannesburg, yet not all of them have been afforded the same access or opportunity to gain quality mentorship. There are still many areas that need to be remediated post-apartheid, giving novice teachers equal opportunities to grow both personally and professionally (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017).

Tibbitts and Weldon (2017) explain that the DBE set about designing the new curriculum which had the following requirements: firstly, the instruction had to reflect the social values that defined the new South Africa post-apartheid – which entailed elements of peace, prosperity, non-sexism, non-racialism, inclusion, democracy, equality and human rights. Secondly, the content taught in all schools had to be non-authoritarian and more autonomous (Tibbitts & Weldon, 2017). Schools and communities would be able to participate in shaping the content as per their communities of practice and what was deemed as empowering to them (Tibbitts & Weldon, 2017). Lastly, the post-apartheid curriculum needed to be delivered in a democratic manner and the focus would be learner centred. It would also promote active

learning and participation, where the learners were responsible for shaping their own education. Thus, it would be a curriculum of freedom and diversity (Engelbrecht, 2006; Tibbitts & Weldon, 2017). This study highlights the importance of novice teachers taking responsibility for their role in asking for continuous professional development or at the least making their school leadership and management aware that they need it (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017). Novice teachers should exercise their agency, choosing suitable schools to work in which will provide them with mentorship as a form of continuous professional development (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017).

2.3 Initial Teacher Education[2]

The manner in which teacher education has evolved over the past few years has been a challenging evolution. Institutions of higher education and learning for teachers used to be in the form of teacher colleges (Yeigh & Lynch, 2017). Those colleges specialised in informing the theoretical and practical aspects of becoming a teacher across all phases and levels of schooling, namely, early childhood development (ECD), pre-primary, primary, secondary and tertiary (Yeigh & Lynch, 2017). During the apartheid era, these institutions were all racially segregated and the minority groups received low quality opportunities with regard to attaining an education (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017). This was not the case for the racial group that was in power. Their schooling facilities were abundant with resources, infrastructure, quality teachers and they were in good residential areas with reliable transportation (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017).

At the end of the apartheid era, schools were reformed, and that resulted in a huge change for ITE; all the teacher training colleges were absorbed into various institutions of higher learning such as colleges and universities (Tibbitts & Weldon, 2017). The integration of these teacher training colleges into universities influenced their curriculums in a major way, as they were now more theoretically based, where previously they were more practically based. Tibbitts and Weldon (2017) maintain that in essence, universities are more research structured as their main priority is producing new research and knowledge into the education industry and teaching profession at large. Reforming the teacher education curriculums to become more inclusive of

[2] The term ‘initial teacher education’ (ITE) will be used to refer to what is described as ‘pre-service’ teacher education (Hobson, Ashby, Malderez & Tomlinson, 2009, p. 1).

all races and making allowance for transformation and a more democratic style of education was the main objective of the Department of Education under the leadership of Minister Bhengu in 1994 (Yeigh & Lynch, 2017). In light of this transformation, more teachers from all races were graduating and being welcomed into the teaching profession. More qualified, professional, quality teachers were being employed in township and rural schools in previously marginalised communities (Tibbitts & Weldon, 2017). This resulted in more people reforming and coming out of poverty through the rise of education (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017).

Reviewing the impact that the governmental transformation has had on the education sector, in the current state of education there have been many improvements that have led to more quality education being provided to most parts of the country within the current South African context (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017). However, there are still many township and rural schools that have less than decent infrastructure, resources and teachers with minimal or no qualifications. Initial teacher education caters to the former model C and private school system (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017). Most primary schools currently teach all their subject areas in English as the standard first additional language (FAL) and their African languages as their Language of Learning and Teaching (LoLT) / home language (HL). Bearing this in mind, there are still many schools which offer teaching and learning in one of the eleven official languages; this is further emphasised by the fact that the outgoing final matric exams can be written any of the eleven official South African languages (Tibbitts & Weldon, 2017; Yeigh & Lynch, 2017).

Initial teacher education does not accommodate the true cultural contexts of the South African contexts. It often fails to take into consideration the large class sizes of 30+ learners in a classroom to the ratio of one teacher (Sayed, Badroodien, Salmon & McDonald, 2016). Schools have little to no teaching and learning resources in the form of books, pencils, pens, black or white boards, chalk, paper, flashcards, desks, chairs and other basic resources that contribute to effective and meaningful teaching and learning (Sayed, Badroodien, Salmon & McDonald, 2016). It may be difficult for teacher educators to take into consideration the diversity of the schooling landscape in the South African context (Sayed et al., 2016). Having to diversify lectures and tutorials according to many different possible classroom dynamics and scenarios is almost impossible considering the fact that there are over 400 student teachers in some courses (Sayed et al., 2016). The lack of contextual relevance stems from the idea that teacher

educators are not able to accommodate all the diverse dynamics that schools consist of (Sayed et al., 2016). Pre-service teachers later find themselves employed and feeling out of place because they may not have been prepared or exposed to the cultural complexities they find themselves in. This serves as a major hinderance in teaching more context-specific content, amongst other challenges (Sayed et al., 2016). However, there are general requirements and standards for what pre-service teachers should be competent enough to do upon qualifying as professional teachers, and some of these expectations are stipulated by the South African Council for Educators (SACE) (Sayed et al., 2016). The SACE gives novice teachers an idea of what is expected of them as professionals. However, the novice teachers have to also adhere to the code of conduct of their schools where they will be employed. This should create synergy between what their schools expect with what the national standards and expectations are for teachers in the FP. Novice teachers feeling a sense of belonging is vital for them to fit into the school culture and perform at their best level as professionals.

2.4 Qualification Requirements and Teaching Standards for Pre-Service Teachers

SACE has clear requirements and standards that govern all incoming educators into the teaching profession. According to Kimathi and Rusznyak (2018) pre-service teachers are granted provisional registration to join the SACE as they complete their teaching qualifications.

The provisional registration provided to student teachers allows them to graduate and go into schools and practice/teach as qualified professionals; this provisional registration is mandatory for anyone who wants to go into both the government and private schooling sector (Sayed et al., 2016). At most South African universities at various schools of education there is provision for their student teachers with the opportunity to apply for the SACE certificates through Provisional Registration (Sayed et al., 2016). This ensures that final and or fourth year students are set up for success in attaining the necessary accreditations before being fully qualified to teach as professionals and the SACE has a specific vision and mission for the teaching profession and incoming teachers. The SACE's requirements and standards help guide student teachers in knowing and understanding their roles and the general expectations of what they should be able to do once they have graduated (Sayed et al., 2016). Having graduated with a Bachelor of Education specialising in the Foundation Phase has its own set of expectations, in addition to transitioning from being a pre-service teacher to being a novice teacher which is often challenging (Sayed et al., 2016). Having to scaffold through all the theory learned at the initial teacher education level and bring it into the classroom in a manner that is both effective

and efficient is something that can only happen with practical experience (Sayed et al., 2016). Once novice teachers start teaching in-service, they are able to gain the practical experience they need to fill in their gaps in knowledge and practice from what they learned during ITE and link it to the classroom. Sometimes, novice teachers need guidance in making these links and understanding how to remediate the links that do not come together. This is where the theorisation of this research through induction and mentorship as components of continuous professional development become the bridge to supporting novice teachers explore and understand their professionalism.

2.5 Transitioning from Being a Pre-service Teacher to Being an In-Service Teacher

Novice teachers may face several challenges with transitioning from their pre-service teacher identities to their professional teacher identities (Mashau, 2012; Pearce & Morrison, 2011). Being a pre-service teacher has its own set of responsibilities and expectations which cannot necessarily be compared to those of a professional teacher's, due to the fact that student teachers teach specific lessons, for a short period of time (Mashau, 2012; Pearce & Morrison, 2011; SACE, 2021). Pre-service teachers teach with supervision and assistance from a supervising teacher and a university tutor, where they will also receive feedback on their progress or lack thereof (Mashau, 2012). At the ITE level, pre-service teachers are required to teach at schools for three weeks at a time, twice a year; furthermore, this is referred to as teaching experience (Mashau, 2012). The requirements for the teaching experience consist of, for example, observing the supervising teacher for a week, teaching at least one to two lessons a day, and using the methodologies taught in the various courses, namely, literacy, numeracy and life skills (Ambrosetti & Dekkers, 2010; Mashau, 2012). In contrast, a professional more experienced teacher has more ownership of their class, is required to discipline the learners, complete the administrative tasks, and is not closely supervised as they are entrusted with the responsibility that comes with being a qualified professional (Mashau, 2012; Pearce & Morrison, 2011).

The transition from the ITE environment to the schooling environment is often not a smooth one, which makes it that much harder for novice teachers to adjust to their new environments (Kyle, 2017; Mashau, 2012). This is in consideration of the fact that there is a gap between the two supposed roles of being a pre-service and/or in-service teacher which the novice teachers have to transition between. Being a pre-service teacher is different to being an in-service teacher, as they are two separate roles (Lerseth, 2013). It is expected that the student teacher is

able to apply the theories learned in their teacher education to the classroom context. In addition, the professional teacher has to not only apply the theory to their context, but also, for example, deal with the everyday politics and administration related to working at a school. Each role comes with its own specific responsibilities and expectations and the ability to adapt to the given context which may differ to the contexts which a student teacher may have experienced during their teaching practical's at the initial teacher education level (Kyle, 2017). There seems to be a lack of novice teacher research within the South African teaching context, particularly pertaining to topics about mentorship and induction in the FP (Arends & Phurutse, 2015). This lack of research makes it difficult to establish what the nature of the transitions, gaps and expectations of the novice teachers are going into their professional roles as teachers (Arends & Phurutse, 2015). Furthermore, there is a lack of research and literature surrounding what the expectations are from the teacher educators, the school leaders and other stakeholders in the education industry as a whole (Arends & Phurutse, 2015).

There is minimal evidence leading towards the exploration of PD support for novice teachers, which leads to assumptions being made about the nature of the support that is or is not being provided for novice teachers. However, Hong, Chen, Chai and Chan (2011) affirm that there is a lack of support for novice teachers in the teaching industry, it is lacking from various stakeholders within the schooling system, such as principals, heads of grade and veteran teacher colleagues. These stakeholders are assumed to struggle with providing the necessary support through induction and/or mentorship of novice teachers assimilating them into their specific school cultures and contexts (Hong et al., 2011). For example, novice teachers are often left to their own devices when they arrive in their first week at school teaching as professionals (Hong et al., 2011). Once qualified, novice teachers are expected to know what to do with the learners they are allocated, which resources to use, and how to employ the methodologies that they have previously learned (Hong et al., 2011).

In order to address this lack of research and literature about mentorship and induction for novice teachers in the foundation phase, outcomes and objectives need to be set to initiate and validate the importance of this process (King, 2016). Improving the quality of teachers coming into the education system should be the main priority and objective. There are ways of improving teacher quality which have been under consideration by the government in South Africa since the launch of the 2011-2025 integrated strategic planning framework (King, 2016). The plan addresses the career of a teacher through a number of phases: recruitment, preparation,

induction into the world of work, and continuing professional development. An article written by King (2016) focused on one of these phases: moving from university studies into a challenging workplace context that involves dealing with children and colleagues at school. However, there is no formal policy that governs the implementation of induction and/or mentorship programmes from the South African Department of Basic Education for novice teachers (Arends & Phurutse, 2015; Ebrahim, Martin, Koen, Daries, Olivier & Van Zyl, 2015; Masinire, 2015). According to Wong (2004), there is a need for induction programmes for novice teachers, which supports the main aim for his research. The theme of keeping novice teachers teaching and improving is linked to this research study, as it investigates and explores how novice teachers in the foundation phase negotiate their professional identities through mentorship and induction within the South African context (Arends & Phurutse, 2015). Mentorship and induction for novice teachers, or the lack thereof, influence their professional identities because there are particular aspects that influence the use of certain methodologies and teaching practices that enhance and support effective teaching and learning inside and outside of the classroom (Ebrahim et al., 2015).

The Department of Basic Education (DBE) has been changing the national curriculum since 1994 (DBE, 2011). There have been more opportunities for veteran teachers to get in-service education to help them understand and adapt to the new curriculum by teaching them new skills and theories to enhance teaching and learning in the foundation phase (DBE, 2011). However, there seems to be a lack of opportunities and formal policy to induct novice teachers into the teaching profession within the South African teaching context (Arends & Phurutse, 2015). Novice teachers are not seen as 'proper teachers' because they lack the experiential credentials, despite having the qualifications to enter into the teaching profession (Kelchtermans & Ballet, 2002). Kelchtermans and Ballet (2002) consider a 'proper teacher' as someone who has been teaching in the classroom for more than five years, and who has had those years to negotiate their professional and personal identities to help enhance their teaching and learning experiences in the classroom. It is becoming evident that within the South African context there are emerging issues about novice teachers lacking sufficient support, among other reasons, to keep them in the teaching profession or even in the South African teaching industry (Arends & Phurutse, 2015). The South African private schooling system is always reluctant to hire novice teachers due to their lack of experience in the classroom (Arends & Phurutse, 2015). In comparison, the government schooling system is much more accommodating and is usually willing to absorb the novice teachers into their teaching industry because of the shortage of

qualified teachers in many of their rural, township and inner-city schools across all nine provinces in the country (Arends & Phurutse, 2015).

2.6 Teacher Retention and Attrition

There are large numbers of veteran teachers retiring from the schooling system, resulting in a need for new teachers to enter the teaching profession. There are many issues and challenges that result in absenteeism and attrition of teachers. Some of these challenges involve a lack of job satisfaction, low rates of remuneration, language barriers, large classroom sizes with a ratio of 35:1, lack of career advancement and recognition (Ogunniyi & Mushayikwa, 2015).

> Concerns have been expressed by individuals, government and the public at large about the high level of absenteeism and attrition rate among teachers, particularly in the township and rural schools. All these factors have not only lowered teachers' morale; they have also impacted negatively on the quality of teaching and learning taking place at school. The mass exodus of experienced teachers from the education system (galvanized by the ill-advised retrenchment saga of 1995) has not only done irreparable damage to the reform process, but has also made teaching unattractive to the population of youth now attending higher institutions in South Africa. (Ogunniyi & Mushayikwa, 2015, p. 81)

A larger discussion needs to be prompted by educational stakeholders around how novice teachers' career experiences in their early years can be investigated in order to establish the key influences of their lack of interest to stay in the teaching profession in South African. Buchanan et al., (2013) report that the experiences that novice teachers encounter are the main reasons that persuade novice teachers whether they stay or leave the teaching profession. Teacher education institutions need to be aware of these experiences, both negative and or positive, "for teacher educators, knowing about ECTs'[Early Career Teachers] experiences provides insights that enable them to enhance teacher education programs and better prepare teachers for their first years of teaching" (Buchanan et al., 2013, p. 112). Losing novice teachers is not only a loss to the schools and the Department of Education but it is also a loss for the community, the nation and the country as a whole (Buchanan et al., 2013). In addition,

> 22% of all first- year teachers left the profession in the first three years because of a lack of support, and a "sink or swim" approach to induction. Often first-year teachers reported feeling inadequately prepared to cope with classroom realities such as physical and emotional isolation, intense workloads, parental and administrative pressures, and classroom management concerns (Darling-Hammond, 1999). Many found the job impossible and the demands too great. Many first-year teachers left the profession because of poor working conditions,

> including low pay and low status. Others left because of a lack of support from administrators, colleagues, students, and parents. (Young, 2007, pp. 12-13).

Thus, in light of the above quote, in 2022 novice teachers are still faced with the same challenges of feeling inadequate and overwhelmed by the realities of the teaching profession. Subsequently, what the literature is lacking to report is the impact that having or not having professional development has on novice teachers mental health. The result of all the negative emotions they experience due to challenging work circumstances leads to the novice teachers deteriorating mental health. There needs to be provision of continuous professional development that also addresses mental health capacity and support as it is difficult to teach when you are not in the right frame of mind or positive mental state of being. It is imperative that novice teacher mentorship research is heightened, so that the foundation phase has an influx of in-service teachers who bring awareness to their concerns, challenges and aspirations for the teaching profession. Moreover, there have been recommendations made in various sources of literature that would assist in making teaching as a professional career more attractive in the hopes of successfully supplying the growing demand (Otten, 2021; Orland-Barak & Wang, 2021; Peiró i Gregòri, 2013).). Ogunniyi and Mushayikwa (2015, p. 84) articulate that,

> the Ministerial Committee on Teacher Education (2005) has recommended that teacher education institutions can also play their part through:
>
> a. Providing upgrading and broadening skills bases to enable teachers to progress within their careers;
>
> b. Providing practical training and mentorship to newly qualified teachers to reduce stress and frustrations resulting from inadequate pedagogy and content skills;
>
> c. Moving beyond the lecture room to provide on-the-ground support through school-based mentorship, thus ensuring that practicing teachers have pedagogical and professional support when they need it most.

To this effect, retaining new teachers is possible, but there needs to be a juncture between the manner in which teacher education institutions and primary schools educate and support novice teachers as they transition (Chong & Lu, 2019). Intentional, structured and formal efforts need to be made in assisting and facilitating their initial transition from student teachers to professional teachers (Chong & Lu, 2019; Ogunniyi & Mushayikwa, 2015).

2.7 Foundation Phase Novice Teacher Challenges

There are many challenges afflicting novice teachers in the foundation phase. Thus, novice teachers are often reluctant to stay in the professional after their early years in the hopes of finding a career that is less challenging or challenging in other areas that are not related to the lack of support received in the teaching profession (Scherer, 2012). According to Scherer (2012, p. 18), a number of novice teachers "leave the teaching profession early because they don't feel effective. Sometimes they feel that they're crashing and burning, and sometimes, they really are" However, the research fails to report that these feels impact the novice teachers mental health. There is a lack of addressing the nature of novice teachers mental state of being impacted by the various challenges that novice teachers go through. The level of professional support that novices need is multifaceted. Some of the challenges that novices may face in their early years are a lack of support, language barriers, and not being able to acclimatise to their new communities of practice to meet all the expectations from their school, leadership and the demands of the learners (Green, Adendorff & Mathebula, 2014; Kimathi & Bertram, 2019).

Language issues are one of the most dominant issues in the context of education for novices in light of their not being enough teachers who speak African languages for the South African context that is majority black learners who speak one of the 11 official languages (Green et al., 2014; Kimathi & Bertram, 2019). Furthermore, it is a challenge not being able to cater to the different languages in all nine different provinces through the supply and demand of novice teachers, especially because there are not enough language experts with experience to go around (Green et al., 2014). It is also highlighted that pre-service teachers are not equipped adequately to teach in the multilingual, multicultural, and diverse classrooms they find themselves in because of their initial teacher training being limited to either one or two of the 11 official South African languages (Green et al., 2014).

The uncertainty of which level of language proficiency the novice teachers are trained in at the initial teacher education level is another cause for concern (Green et al., 2014). Having 11 official languages in South Africa, with the majority of those language speakers not being English home language speakers, merely gives us an idea of what to expect in the classroom with regard to the language proficiency domination (Kimathi & Bertram, 2019). This means that as a novice teacher there is an implied impression that teaching and learning in the language of instruction will be a challenge (Green et al., 2014). This uncertainty may or may not influence the novice teachers' ability to teach English in the classroom depending on their

context and the methodologies, resources and communication skills they use to teach their learners at the appropriate proficiency level (Kimathi & Bertram, 2019).

If the teacher is an English home language speaker, this may make it easier for them to adapt what they have learned in their initial teacher education, as it will be consistent with the identity they are developing (Kimathi & Bertram, 2019). If the teacher is an English First Additional Language (EFAL) speaker, it may be difficult for them to identify with that proficiency level and they may struggle to adapt to their context and the proficiency level of their learners. Not being able to communicate freely may affect learning negatively (Kimathi & Bertram, 2019). However, I think it may be more complicated than this. The majority of the learners that will be taught by novice teachers who have attained a Bachelor of Education could be EFAL learners – especially in the foundation phase (Kimathi & Bertram, 2019). This is dependent on what the language of learning and teaching is (Kimathi & Bertram, 2019). Pre-service teachers are not exposed to this issue or even helped to learn different strategies to teach English first additional language learners (Kimathi & Bertram, 2019). This is evident in light of the fact that initial teacher education courses are based on teaching theories and methodologies, which suggests a gap in the curriculum (DBE, 2011; Kimathi & Bertram, 2019). It is an important part of the context that pre-service teachers may not have had enough teacher education. They may go on to become novice teachers who struggle to teach EFAL learners in their various working contexts, as they would be encountering the language barriers for the first time (Kimathi & Bertram, 2019).

The challenges that novice teachers face affects foundation phase education in South Africa and it is afflicted with a declining rate of sufficient and knowledgeable new teachers entering into the teaching profession every year (Green et al., 2014; Kimathi & Bertram, 2019) . The foundation phase in particular is not expanding at a high enough rate to address the issue of supply and demand that is currently plaguing our nation across the diverse variety of schools in South Africa (Green et al., 2014). In addition, Green et al. (2014) state that the deficit of language teachers across all the phases of learning, but predominantly in the foundation phase (Grade R to 3), is one of the most alarming issues in South African education. Green et al. (2014) acknowledge that teaching graduates may not be reaching the teaching number requirements of the foundation phase teacher supply and demand in South Africa in relation to what the education system requires with the high rate of retiring veteran teachers every year. Furthermore, is it stated that there needs to be an increase in graduates trained in the foundation

phase, as there are many learners entering into the school system every year who require qualified teachers to teach them (Green et al., 2014).

While novice teachers typically come into the teaching profession with positive attributes such as enthusiasm, high aspirations, and fresh ideas, it is also common for them to lack the expertise that can only come with experience. The process of learning how to teach comes with its own set of expectations, unspoken rules and standards. Reynolds' (1995) review of research on "learning to teach" identifies four common limitations of novice teachers that can be addressed and remedied with effective support. The first limitation identified by Reynolds (1995) states that novice teachers may find it challenging to see the pedagogical implications of student differences and the importance of tailoring learning resources and teaching instructions accordingly. The second limitation emphasises that novices are not capable of 'reading' a class environment and developing appropriate rules and routines for the specific needs of their classes. The third limitation highlights that novices may not know content knowledge for a particular subject in enough depth that allows them to provide explanations to their learners. The fourth limitation is that novices analyse their own teaching in a manner that is less focused on specific factors in comparison to the reflections of experienced teachers (Reynolds, 1995).

There are factors, according to The National Research Council (2015) related to the sustainability and implementation of high quality professional development. They explain that in order for professional to learn and gain epistemological access they need factors such as content based on their specific phase of teaching and learning, in-service teaching experience and practice, having a sense of accountability and agency for professional learning as well as being able to align with the vision, policy, guidelines and professional standards set. The National Research Council (2015) further refers to professional development as 'professional learning'. The features listed above are said to contribute to the development and sustainability of quality professional development which speaks to the heart of this research study in light of understanding and exploring the importance of mentorship for novice teachers in the FP.

2.8 Confidence and Morale of Novice Teachers

Novice teachers often relate their ability to teach well and have a positive impact on their learners while maintaining professional relationships to their level of confidence, or lack thereof. Jaworski (1993) lists 'confidence' as one of many aspects that influence the manner in which novice teachers negotiate their professional identities in their communities of practice,

as illustrated in his network of the eleven aspects of teachers' professional lives. However, confidence is another critical component of successful instruction that novice teachers often lack coming into the teaching profession, they struggle with the concept of self-efficacy which entails focusing on what novice teachers believe they can achieve with the skills and abilities they come into the classroom environment with (Barrow, Golding, Redmond & Grima, 2018). Traditionally, novice teachers in the foundation phase have been assumed to accept and tolerate feelings of inadequacy, imposter syndrome, isolation, and helplessness as a normal 'rite of passage' into the teaching profession (Barrow et al., 2018; Mitchell, 1997). This is often observed once they have been assigned their own class of learners that they become responsible for in their early years (Barrow et al., 2018; Mitchell, 1997).

Nevertheless, there have been more effective and relevant approaches used to provide PD support to aid novice teachers develop a sense of growing competence in a timeous manner, which influences the significant impact related to their effectiveness in the classroom as well as in their identity negotiations (Fiorilli , Buonomo, Romano, Passiatore, Iezzi, Santoro & Pepe, 2020). For example, a concern expressed by many novice teachers is their perception that they may not be sufficiently prepared or ready to provide effective teaching and learning to a diverse, multicultural and multilingual group of learners in today's increasingly diverse classrooms within the South African context (Fiorilli et al., 2020; Postareff & Lindblom-Ylänne, 2011). Moreover, novice teachers who identify themselves as vulnerable may require additional in-service training through professional development related to working with learners from a variety of cultures; this may increase their effectiveness and increase their satisfaction to teach with confidence and conviction (Fiorilli et al., 2020). According to Beswick, Ashman, Callingham and McBain (2011, pp. 1-2) "confidence has been variously defined as a dimension attitude, an outcome of beliefs about one's self-efficacy in a particular situation, and as inherent in the process of learning and linked to identity formation". Novice teachers are encouraged to have a sense of self-efficacy as this will be the foundation for their values, morals and character as they develop their professional identities. Subsequently, positive self-image, and a sense of self-awareness are indicative of enhanced ability to perform professionally.

2.9 Reimagining Communication in the Context of Education

This is an important issue that needs to be addressed because it shapes the novice teachers' personal and professional identities, influencing the manner in which they communicate with

their learners, the parents, their colleagues, and other stakeholders. This communication needs to occur both in school and in their respective communities. The novice teachers' perception of their identity is crucial in how they portray themselves, and it affects their attitude towards the school culture, their professional development, and their ability to teach with confidence and conviction (Hangül, 2017; Heredia & Yu, 2015; Kyle, 2017). Fransson and Gustafsson (2008, p. 11) note that:

> It is logical that newly qualified teachers' professional development and working situation attract attention in policy documents, in research, and in efforts to develop systems promoting professional development. Some of the causes for the growing interest are (1) the knowledge that the initial teacher education more or less requires systems for gradual introduction and support of the new teachers during the first years; (2) the possibilities, and sometimes the need, to promote newly qualified teachers' professional development; (3) the fact that many newly qualified teachers leave the teaching profession early; (4) the risk of shortage of teachers; (5) that teachers often are an over- represented group regarding absence due to sickness, or (6) a mistrust towards initial teacher education.

There is a necessary increase of interest in academic research, literature, curriculum, policy and professional development for novice teachers. Novice teachers are the succession plan for the entire education system on every level (Hangül, 2017; Kyle, 2017). Over time, novice teachers will become the future ministers of education, heads of schools, principals, deputy principals and heads of departments. It is in the best interest of all stakeholders to ensure that novice teachers are well equipped to take over the roles of leadership, starting with the ability to teach for meaning, impact and influence (Hangül, 2017; Kyle, 2017). Equipping novice teachers with the skills and resources they need to succeed consists of providing more opportunities for novices to negotiate their professional identities in safe communities of practice, where their leaders and veteran teacher counterparts will allow and provide epistemological access to their specific contexts, ethos and cultural capital (Hangül, 2017; Kyle, 2017). The next generation of novice teachers require a certain level of support and confidence in order to carry on the legacy of the new democracy and the transformative education that is currently still being rolled out in the South African context to reform all the previously marginalised races, genders and communities (Protheroe, 2006). Researchers at the Project on the Next Generation of Teachers have studied factors influencing new teacher morale and, ultimately, retention. They found some consistent problem areas that could be addressed by principals (Protheroe, 2006, p. 35). "Although new teachers usually bring with them enthusiasm, high aspirations, and fresh ideas, they lack the expertise that can only come with experience" (Protheroe, 2006, p. 35).

2.10 Understanding Novice Teachers' Professional Identity

Very often, novice teachers develop their professional identities as they gain more experience and adapt to the school culture, learners, curriculum, their classroom, and their different ways of doing things in the classroom as professionals (Kyle, 2017). However, Chong and Lu (2019) assert that professional identities are not a result or a product of one's context, education and views, but a process that is on-going and subject to change and adaptation. The process of negotiating one's identity may involve various stages, which may vary between exploration, uncertainty and conflict (Chong & Lu, 2019). This process could result in the merging of one's personal and professional identity (Beijaard & Meijer, 2017).

There may well be no separation between personal and professional identities as they are intertwined to develop and sustain the holistic identity that the novice teachers seek to employ (Beijaard & Meijer, 2017; Chong & Lu, 2019). Holistic identities refer to the overall dynamic collective of identities that the novice teacher may have, specifically referring to the features of the different identities (Beijaard & Meijer, 2017). Novice teachers' professional identities are complex and ongoing, which is why making the initial transition from pre-service teacher to professional teacher is considered to be a challenge to most novice teachers (Chong & Lu, 2019). This is due to the fact that within the South African context there are many different schooling contexts, ranging from inner city, rural, township and former model C schooling contexts. It would be a challenge for the various university curricula to accommodate the diversity that exists at present (Chong & Lu, 2019). Novice teachers' professional identities, formal education, and teaching contexts are all part of a well-oiled machine (Lerseth, 2013). These aspects should work together as each aspect mentioned should inform the other, in order to ensure that effective teaching and learning occurs in the classroom (Chong & Lu, 2019). If the novice teachers' identities, education and contexts work together, novice teachers will have a sense of direction and motivation to stay on that track of teaching (Beijaard & Meijer, 2017). However, if they do not work well together, the teacher may lose their sense of direction and purpose in the classroom, because they will be forced to adapt (Lerseth, 2013). Furthermore, if their adaptation is unsuccessful, they may lose motivation to stay in the school they are teaching at, or even in the teaching profession (Beijaard & Meijer, 2017). Therefore, this research study explored how novice teachers in the foundation phase negotiate their professional identities, taking into consideration their communities of practice through the component of mentorship and induction in the context of education.

2.10.1 Novice Teachers' Identity Negotiations

Novice teachers transition from being students during their ITE to being professional in-service teachers in the schooling context. This transition comes with the negotiation of their identity from being a student to being a professional (Johnson & Golombek, 2016; Kelchtermans & Vanassche, 2017). The Vygotskian sociocultural perspective suggests that novice teachers have multiple identities, which they have to negotiate with and change according to their circumstances and contexts (Johnson & Golombek, 2016). For example, in the classroom the teacher is seen as the figure of authority by the learners but is still subordinate to the principal. This may influence how the teacher constructs his or her professional teacher identity, as well as how they construct classroom spaces and practices. These power dynamics, as explained by Kelchtermans and Vanassche, (2017), are crucial to novice teachers constructing their professional identities, as it serves as the foundation on which they establish their professional authority or lack thereof. Of importance is whether there is collaboration or conflict between the novice teacher and their learners and figures of authority, such as the head of department or the principal (Kelchtermans & Vanassche, 2017).

There is a substantial amount of research from all over the world about novice teachers. This research covers their identities, their work practices, and many other important aspects that contribute to a holistic view of the novice teacher (Hong et al., 2011). However, there needs to be a wider scope of research conducted on the negotiation between the communities of practice and professional identity of novice teachers in South Africa because South African contexts vary widely and the novice teacher may find herself/himself studying and working within both the private and public education sectors (Arends & Phurutse, 2015). These sectors could include township, rural or inner-city schools. If teacher education caters for a specific context, it would make it difficult for novice teachers to adapt the methodologies to the communities of practice they find themselves in. It may be challenging for curriculum developers of teacher education programmes to address all contexts; therefore the content taught during the teacher education may or may not be transferrable to various contexts (Arends & Phurutse, 2015).

There is a lot of uncertainty when trying to label novice teachers according to their experience, because some novice teachers only practice as professionals years after they acquire their qualifications (Arends & Phurutse, 2015). Newly graduated novice teachers could have chosen to start teaching in their early twenties or they may have chosen different career paths and only

come back into the schooling system to teach in their late thirties and forties (Arends & Phurutse, 2015). Arends and Phurutse (2015) state that novice teachers are identified as having between one and three years of teaching experience, no matter their age. If the qualified novice teacher lacks teaching experience in the classroom, they are often seen as inferior and under-experienced by leadership and their veteran teacher counterparts (Arends & Phurutse, 2015). Arends and Phurutse (2015) further highlight the fact that novice teachers often leave the teaching profession in their first three years of teaching, which influences progress in the education system. This is because many novice teachers leave the profession without having worked in it long enough to establish stable teaching careers, or some accept positions abroad to teach in better working conditions with higher remuneration (Arends & Phurutse, 2015). According to Arends and Phurutse (2015), research shows a low retention of novice teachers in the teaching profession; novices tend to leave the teaching profession in their first five years. This leads to a supply and demand issue arising as veteran teachers are retiring and new teachers are not being retained at a high enough rate to fill those vacancies (Callahan, 2016). Moreover, Kyle (2017, p. 2) affirms that "is it not cost effective to hire new teachers and put them in a 'sink or swim' situation. School districts throughout the country have turned to teacher induction programs to help increase the retention of new teachers". Research shows that supporting novice teachers in their early years has great value in improving academic performance and decreasing the rate of teacher attrition (Kyle, 2017).

Protheroe (2006, p. 37) references "the extra stress that they experience" which is an indication that emotional strain is taken up by novice teachers as they negotiate both their personal and professional identities as they adjust to their communities of practice. This reinforces and affirms the need for mental health awareness and intervention for novice teachers as they enter and continuously work in the teaching profession. Mental health interventions should be a necessity and made freely available should novices need any mental health wellness without judgement and reservation, in line with the mandatory requirements of first aid for all teachers, as an entry level requirement (Gill, Roulet & Kerridge, 2018).

2.11 The Landscape of Foundation Phase Education in South Africa

Green et al. (2011) foreground a disappointing notion that a qualified teacher may not be a quality teacher. The quality of initial teacher education (ITE) programmes is under scrutiny as new nationwide minimum requirements for admission were enforced in 2016 in South Africa.

Green et al. (2011) note that in order to alleviate the shortage of good novice teachers in the foundation phase, there should be "provision of sufficient numbers of excellent teachers for the nation's foundation phase classrooms, this appears to be one of the key strategic levers that South Africa could employ in order to improve learning outcomes in the foundation phase and beyond" (Green et al., 2011, p. 112). The employment of quality teachers in the FP will result in improved learning outcomes as well as high pass rates and learners who have the ability and drive to become lifelong learners.

The shortage of teachers in the Foundation Phase is linked to the scarcity of lecturers in teacher education employed to teach in higher education; thus, there is a lack of lecturer availability. Green et al. (2011, p. 111) report that "to intervene in teacher pre-service education seems to be a sensible option. Although we agree that community involvement and parent education are important in reviewing young children's early formal education, the teachers are generally believed to hold the key to success, especially in low-income areas".
In relation to this research study, there is a necessity that teachers work alongside the parents and the community to ensure enhanced teaching and learning. This will assist in the enhancement of the cultural capital that is brought to the classroom by both the teacher and the learners as there will be a mutual ground of comprehension, support, and collaboration.

2.12 State of Mentorship for Teachers in South Africa

The history of teacher education and mentorship in South Africa stems back to the apartheid era (1948 - 1994), where teachers and nurses were the two noble professional career choices that women had to choose from at the time. Becoming a teacher was seen and known to be a great achievement and highly ranked as a profession of progression and intelligence (Fransson & Gustafsson, 2008, cited in Bjerkholt & Hedegaard, 2008). There were more opportunities for women to become teachers as the years progressed, African/black, coloured and indian women began to populate the foundation phase. During this era mentorship was evident, and visible as a part of the practical pedagogies applied by the then teacher training colleges. The teacher training colleges were practical based, giving their pre-service teachers a wealth of classroom experience to help inform the theory that was being taught. In comparison, the ITE curriculums to date are more theory laden (Barnard et al.). Barnard et al. (2016) argue that with the current state of ITE there is very little time set aside to afford pre-service teachers with enough classroom experience to help them grasp all the different facets of becoming a

professional teacher.

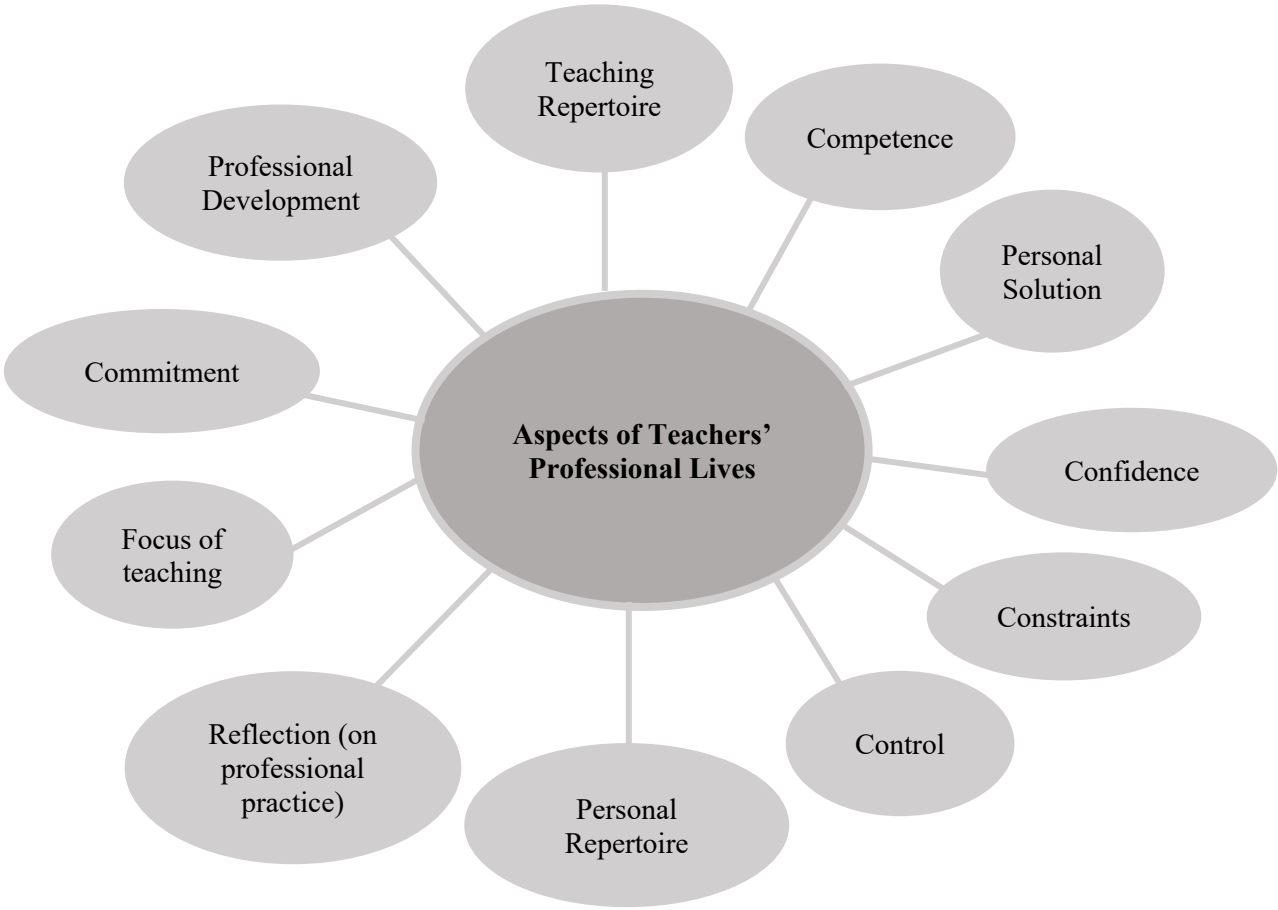
There have been recent efforts in addressing the lack of formal and documented mentorship in South Africa. The SACE, the Department of Higher Education and Training (DHET), and several other educational stakeholders have joined forces to produce an induction programme to assist novice teachers in their assimilation into the teaching industry post attaining their initial teacher education qualifications (Barnard et al., 2016). According to Reitman and Karge (2019), a lack of mentorship and induction is one of the main reasons that leads to teacher retention and attrition of novices. It is challenging to dedicate or allocate resources and funding to teacher professional development when schools have other pressing issues. Issues such as a lack of infrastructure, shortage of human capital, lack of sanitary provisions, food/feeding schemes, amongst other things (Reitman & Karge, 2019). Taking into consideration the state of the diverse array of schooling contexts in South Africa, one has to understand that school leadership will always prioritise their most pressing issues (Reitman & Karge, 2019). The transformation through diversity in schools affects the novice teachers who are coming into the teaching professional as they have to climatise to their schools context based on what they know (Ogunniyi & Mushayikwa, 2015). Having a functional mentorship programme to foreground their transition would be a positive contribution to their teaching career (Barnard et al., 2016). Having suitable mentors and supportive school leadership and management available to assist novice teachers - who both suit the novice teachers personality and are also interested in the same areas of development. This would provide the novice teachers with confidence, a healthy state of mental health and security that their school is making an effort to welcome and keep them happy in their communities of practice (Reitman & Karge, 2019).

2.13 Professional Development in the Context of Teacher Education

Jaworski (1993) explored a network related to professional development of teachers which relates to the nature of this thesis. The eleven concepts reported on by Jaworski (1993) can be explored in isolation, however they bring a great deal of value to the content explored in relation to the concepts that need to be addressed in relation to mentorship for novice teachers in the foundation phase. The below concepts were “refined as an analytical tool in monitoring professional change and in identifying commonalities and differences in change among the teachers in her study” (Jaworski, 1993, p. 37).

Figure 2

The Network of Eleven Aspects of Teachers' Professional Lives (Jaworski, 1993, p. 37)



The above network by Jaworski (1993), referred to as Figure 2, is an illustration of the eleven interrelated concepts associated with teachers' professional lives was developed and refined as an analytical tool in monitoring professional change. The relevance of this network in relation to this research study is that it brings awareness to the multi-dimensional aspects that influence and challenge novice teachers as they negotiate their professional identities in their communities of practice (Jaworski, 1993). Although the eleven aspects of teachers' professional lives illustrated in the network by Jaworski (1993) are all interlinked, it is also important to study and discuss them individually In addition, for the purposes of this study, two of the eleven aspects will be focused on, namely, professional development and confidence because they relate directly to the challenges, successes, and impact of mentorship for novice teachers in the foundation phase (Jaworski, 1993). Teacher development ought to

be a place of reflexivity and introspection. Eraut (1977, pp. 10-11) defines teacher development as "that natural process of professional growth in which a teacher gradually acquires confidence, gains new perspectives, increases in knowledge, discovers new methods, and takes on new roles". Similarly, Kyle (2017) states that it is of utmost importance that novice teachers have a sense of ownership and autonomy over their professional development, emerging research shows that they should have an intrinsic desire to become independent in their pursuit for professional success. The notion of professional development being improvement by someone else hinders the 'natural process' that leads to true growth and introspection. In addition, Easen (1985) articulates that "you cannot really change other people, nor can they change you; people can only change themselves. The best that anyone can do is to provide a structure which helps others to change, if that is what they want to do" (1985, p. 71). Furthermore, agency and autonomy play a vital role in novices understanding that taking ownership of their classrooms is a true demonstration of them taking ownership of and enhancing their professional identity and their capabilities (Kyle, 2017).

2.13.1 Induction for Novice Teachers

The idea of induction involves the novice teacher being mentored by a veteran teacher to explore the application of the theory studied in their initial teacher education while attaining their degrees and integrating that into the classroom of a specific context (Fiorilli et al., 2020; Ingersoll & Strong, 2011). This is not limited to the manner in which they teach and impart knowledge, but also how they carry themselves in the school environment and what they display through their classroom layout and design (Fiorilli et al., 2020; Kelchtermans & Ballet, 2002). Kelchtermans and Ballet (2002) emphasise the process of becoming a 'proper teacher'. This resonates with this research study in a very significant way as it speaks to the negotiations of the novice teachers' professional identity being investigated. Additionally, induction programmes can be either formal or non-formal. Formal support refers to situations in which successful completion of the induction programme is one of the requirements for achieving a full teaching license where there is a sense of accountability to the mentor as well as the school leadership with regard to progress and evaluation (Geeraerts et al., 2015, pp. 7-8). Non-formal support refers to induction programmes characterised by voluntary participation between the mentor and the mentee based on their professional and/or personal relationship within their community of practice (Wenger, 2011; Nasser-Abu Alhija & Fresko, 2010).

Another classification of induction programmes is based on the idea that professional development is not only multidimensional but that no two experiences are alike in the context of induction, mentorship and coaching (Bressman, Winter & Efron, 2018; Villegas-Reimers, 2003). Bell and Gilbert (2005) describe three dimensions of teacher development: professional, personal and social. In addition, research by Bressman et al,. (2018, p. 166) "revealed that the application of induction year mentoring was inconsistent and the overall quality lacked coherence. In some cases, the mentoring was applied toward more of the technical aspects of teaching, focusing on process and procedures, versus being grounded in the building of sustained professional relationships to inspire growth". Eisenschmidt (2006) further states that processes supporting teacher development take place simultaneously within these three dimensions. It has therefore been proposed that beginning teachers need three kinds of support and that coherent induction programmes should therefore contain a professional, a personal and a social dimension (Bressman et al,. 2018; Klieme & Vieluf, 2009).

The professional dimension emphasises helping new teachers to gain more confidence in applying their essential teaching competences, including pedagogical knowledge and skills (Eisenschmidt, 2006; Fiorilli et al., 2020; Postareff & Lindblom-Ylänne, 2011). The personal dimension concerns the development of a professional identity as a teacher. This dimension plays an essential role in enhancing the self-confidence and motivation of new teachers and reinforcing their competences (Danuser, 2020). The emotions, self-efficacy and self-esteem of teachers are thus important variables in this dimension - which are also related to and have an effect on novice teachers' mental health; mental health implications are often not taken into consideration (Danuser, 2020; Gill et al., 2018). The social dimension is related to a process of socialisation into the school and the teaching profession which speaks to epistemological access being granted to the novice teacher in order to assimilate successfully into their new community of practice. It involves helping teachers to become members of the learning school community. Major activities in this regard focus on assisting novice teachers towards understanding and accepting the qualities, norms, manners and organisational structures existing within their respective schools. Furthermore, Ping, Schellings and Beijaard (2018) note that PD support in this social dimension within the schooling context is aimed at promoting cooperation and a collaborative learning environment for both the mentor and the mentee.

2.13.2 Mentorship for Novice Teachers

Although there are many definitions of and for mentorship, there are aspects of it that are not clearly specified in teacher education, both for pre-service teachers and in-service teachers. There is a lack of awareness with regard to structure, policy and practice that is related to teacher support within the South African teaching context (Ambrosetti & Dekkers, 2010). This research agrees with the notion that mentorship can be illustrated as twofold. Firstly, it occurs during pre-service teacher education in the form of having a supervising teacher during teacher practical's/experience.

Secondly, it takes place during in-service teacher education where novice teachers are assigned a mentor. Research conducted by Smith and Ingersoll (2004, pp. 3-4) shows

> that duration and intensity are important sources of variation: induction programs can vary from a single orientation meeting at the beginning of a school year to a highly structured program involving multiple activities and frequent meetings over a couple of years. Programs vary according to the numbers of new teachers they serve; some include anyone new to a particular school, even those with previous teaching experience; while others focus solely upon inexperienced candidates new to teaching. Programs vary according to their purpose. (Smith & Ingersoll, 2004, pp. 3-4)

Mentoring as described in the literature generally involves supporting and providing guidance, assistance and formative feedback to the mentee without judgement or criteria (Aman, 2019). Ambrosetti and Dekkers (2010) highlight an important difference between supervising and mentoring in their study of the mentoring of pre-service teachers; they share that it is the issue of assessment. Additionally, Ambrosetti and Dekkers (2010) assert that assessment is associated with supervising, not mentoring: that is, supervisors make a judgement on the novice's performance, whereas mentors do not. Novices need support and guidance more than they do judgement and critique. It is important to define the operational term for mentorship in this thesis. There are many definitions of the term 'mentorship'; however, relating this term to the education context is an important task that this thesis sought to explore.

> Even in the pre-service teacher education context, the definitions vary greatly giving the reader differing impressions as to what mentoring is. Most definitions suggest a hierarchical relationship in which the mentor is more experienced than the mentee, or that the mentor has or can provide knowledge and skills that the mentee wants or needs. (Ambrosetti & Dekkers, 2010, p. 43)

Arguably, this research does not agree with the notion of mentors being the only or sole imparters of knowledge and skills, and the mentee being the recipient is not a premise that this research supports. Mentors should be open to learning from their mentees, regardless of their positions on the above-mentioned hierarchy. Moreover, Smith (2007, p. 277) defines mentoring as "a particular mode of learning wherein the mentor not only supports the mentee, but also challenges them productively so that progress is made". Smith's (2007) definition of mentorship is in alignment with the aims, objectives and motivation of this study and this is my operational definition. There are features of teaching that are often taken for granted by more experienced teachers and other stakeholders in the educational communities of practice – "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2011, p. 1). Novice teachers may struggle with these features in the initial stages of their professional employment. The features include attributes that form part of the everyday school culture, and the classroom practices, such as filling in registers, writing report comments, establishing and maintaining moral and ethical codes, and/or replying formally to parent enquiries (Callahan, 2016). These attributes form part of the classroom administration that is left out of the formal curriculum because each context is different. Thus, it is a challenge for curriculum developers to cater to each hypothetical context, which novice teachers are only exposed to when they are submerged in that classroom context. Callahan (2016) concedes that there are real and ideal competences that novice teachers may or may not possess. There is no formal policy in place that governs the specifications of the everyday skills that teachers should have upon commencing their professional teacher education due to the fact that this is something that no education can prescribe or teach (Callahan, 2016). The lack of provision of efficient and effective structures of mentorship for novice teachers in their first three years of in-service teacher education as professionals is equivalent to denying novice teachers the epistemological access needed in order to allow them to fully immerse themselves in the school culture and comply with the ethos of the school within their communities of practice (Wenger, 2011).

2.14 The Role of Principals as Leaders in Mentorship for Novice Teachers

School leadership is a layered structure that stems from a hierarchical structure, with the principal being at the top of the leadership ladder and the teacher being at the bottom. Most, if not all, decisions made are filtered down to the teacher once the school leadership and management team have already decided what their intentions are for the matter at hand. It is of

utmost importance to research the impact school leadership has on the novice teacher and their professional development in relation to mentorship in the context of education.

Callahan (2016, p. 8) states that:

> training effective mentors and fostering a school culture of inclusion are largely influenced by the school's principal. Ultimately, it is the principal who provides the environment to support the development of the productive relationships between mentor and mentee by creating a culture that supports the teacher-mentoring process.

In addition to the above quote, Callahan (2016, p. 8) further affirmed that "principals have the opportunity to impact the mentoring program by allowing the mentor and beginning teacher to choose each other based on shared content areas, learning styles, age, gender, culture, and personality variables" (p. 8). Similarly, Hilton, Bliss, Robinson and Wiley (2013) state that primary school principals ought to openly articulate their general and specific work-related expectations for novice teachers in the FP and make professional support available for managing and completing internal and external administrative paperwork. Moreover, Hilton et al. (2013) exclaims that novice teachers can be easily overwhelmed and stressed by the demands of the new role as a professional teacher and all the responsibility that comes with it; thus, it is imperative for principals and staff to support them as they negotiate their professional identities. In addition, Wong and Chuan (2002) suggests that school leadership should offer novice teachers "systematic training over two or three years" (p. 52). This would result in administrative support, there would be integration into a mentoring component that is linked to a structure for demonstrating effective and efficient teaching during in-service teaching and both formal and informal mentorship experiences (Wong & Chuan, 2002).

It is also imperative that principals provide "streamlined" procedures and comprehensive policies in collaboration with open communication because they create a supportive and "disciplined" school environment that is vital to the success of their novice teachers and their retention (Wong & Chuan, 2002, p. 52). In addition, Hilton et al. (2013) suggests that principals focus on cultivating resilient, healthy and beneficial relationships between novice and veteran teachers. The key component in ensuring the success of the relationships between teachers is communication. It is further suggested that a principal should have an "open-door policy" (Hilton et al., 2013, p. 34). However, communication does not always have to be formal in nature, it may be done in a general and more personal manner, where the novice feels a sense of dignity as this builds an organic connection of trust between the teachers and principals

(Hilton et al., 2013; Wong & Chuan, 2002). Bush and Glover (2016) describe the role of a principal as one that holds the most responsibility in the context of a primary school as their role is altered according to what is needed by the various contexts that they find themselves in, as they serve their staff on different levels.

> The changing context for leadership has been accompanied by changes in the roles of school principals. This is manifested partly through professionalising the principalship (Van der Westhuizen & van Vuren 2007) and partly by an emphasis on developing a shared vision (Ngcobo & Tikly 2010). The principal's role also includes ensuring the best possible resource achievement, allocation and evaluation, and the security of the site and property. (Bush & Glover, 2016, p. 4)

According to Wyllie (2020), school leadership is imperative for the paradigm shift that education needs in supporting its novice teachers in the 21st century. The 21st century teacher is dynamic, transformative, culturally appropriate and in need of leadership that speaks to the multiple identities they bring into the education sector from their initial teacher education. In addition, Wyllie (2020) states that;

> the Education sector has equally found the need to explore these concepts and the impact they have on the educational advancement. The 21st century brought with it diverse challenges due to socio-economic, political and technological advancement and complexities which challenged governments globally to revisit their Educational leadership, management and administration approaches. (Wyllie, 2020, p. 1)

Furthermore, principals are the school leaders on whom the responsibility of running the day to day events is conferred. In line with their leadership, taking care of their staff is one of their many, if not one of their most important responsibilities. The reason for this is that the efficiency, happiness and effectiveness of a school's human capital is its strength or weakness. Wong (2004) argues that

> journal articles typically do not mention the role of the principal, which is one key to why mentoring programs rarely succeed. The role of the principal is reduced to that of someone who assigns veteran teachers to new teachers, and then never oversees the process to see if the new teacher is successful and the resultant students are achieving. Saphier, Freedman, and Aschheim (2001) wrote, "for too many teachers, the mentoring pairing process results in a 'blind date.' The teachers do not know each other and neither partner has input into the pairing. (Wong, 2004, p. 36)

Despite research and literature indicating that the mentorship of novice teachers in the foundation phase alone has not been validated, principals need to take into consideration the fact that integrating, welcoming and inducting novice teachers into their schools is a team effort

(Protheroe, 2006). When hiring new teachers, principals need to be aware of the many ways in which the novice teacher is affected by this new change and healthy growth. Research by Protheroe (2006, p. 37) also provides suggestions given by a first-year teacher offering advice to principals. The advice is as follows: Firstly, the novice teacher advises to "Remember that this is not only a professional transition for the new teacher, but also a transition into a new culture and social setting. Encourage, reinforce, and praise the beginning teacher often" (Protheroe, 2006, p. 37). Novice teachers need validation and reassurance that they are doing the right thing, in the right way according to the right time frame. It is the responsibility and duty of the mentor and leadership to reaffirm the novice as they grow and negotiate their professional identity within their new community of practice. Secondly, principals need to "remember how vulnerable new teachers can feel and how hard it can be for them to ask questions. Do everything you can to assure them that questions are not a sign of incompetence or weakness" (Protheroe, 2006, p. 37). Having an open door policy may be a solution to invite the novice teacher to be more forthcoming with questions and queries about what is expected of them. Thirdly, as a principal, it is important to;

> stress practicality in the information you supply to beginning teachers. New teachers need "how to" information for their school and district. Although these questions may be addressed in procedural guides, the beginning teacher may not have the time to read them all. These concerns need to be addressed verbally and in concise written form for easy reference. (Protheroe, 2006, p. 37)

Practicality in modelling what is expected of the novice teacher may be the most useful and effective strategy so that the school culture and ethos are maintained throughout the process of teaching and learning.

The fourth word of advice that was given is to;

> recognize the extra work that new teachers must do and the extra stress that they experience. Often, new teachers are overloaded with the most difficult classes or special extra-curricular duties. This is exactly the wrong approach! By giving new teachers every break possible with their workload, you will help pre-service this best when it is relevant to day-to-day practices. (Protheroe, 2006, p. 37)

It is important not to take for granted that the novice teacher may not know as much practical knowledge as expected, and that it will be learned as they gain classroom experience working with the learners, their colleagues as well as parents. Lastly, the novice teacher suggested that principals should "be clear about expectations and perceptions. New teachers need to know what is expected of them and what kinds of support they can expect from you" (Protheroe,

2006, p. 37). Verbal and written communication of expectations would be most useful, especially because the novice teacher can read over them again and refamiliarize themselves with the expectations as they need them.

2.15 Summary of Chapter 2

In conclusion, this chapter discussed the vast literature in relation to the research topic of mentorship as a component of PD for novice teachers in the FP. It recognised the historical background of FP teaching in the context of education, the various components of PD such as induction and mentorship, as well as the impact of professional identities and the challenges that novices face. Aspects of teacher retention, attrition, moral confidence and communication were also addressed in relation to the PD and support of novice teachers for successful and effective teaching and learning experiences.

CHAPTER THREE
Conceptual and Theoretical Frameworks

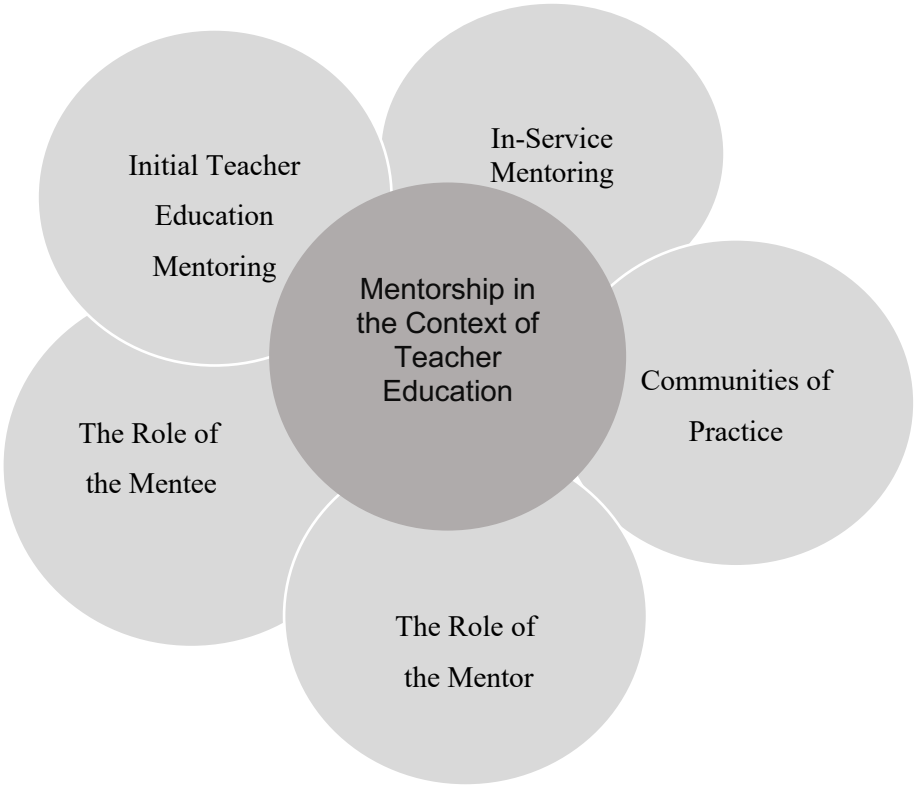
3.1 Conceptual Framework

3.1.1 Introduction

The conceptual framework for this study was based on Chinnasamy's (2013) concept of mentoring as andragogy in action. Facilitation of learning is key to adults' transformative learning process and the development and improvement of individuals (Chinnasamy, 2013). Chinnasamy (2013) describes mentoring as a supportive structure that engenders development and building personal capacity as well as organisational capacity. Chinnasamy (2013) concludes that the goal of mentoring is to improve work performance and sharpen workforce skills. Facilitation of learning, in this instance, included studying the educators' perceptions of a mentoring programme designed to facilitate adult teachers' learning about teaching (Pennyfeather, 2020, p. 31). The literature that was reviewed in the previous chapter formed the basis for the conceptual framework. The framework established a focus for the research and analysis and provided guiding principles by which categories of data could be organised, processed and examined. Concepts, themes and sub-themes were established which will be analysed, clarified and articulated by means of a qualitative description following the recommendation by Cohen, Manion and Morrison (2000, p. 150). The themes were established from the literature on mentoring in education as well as the literature on quality and meaningful teacher education. Six main concepts have emerged as important in this study pertaining to mentoring in the context of education, namely, initial teacher education, in-service teaching, communities of practice, the role of the mentor and the role of the mentee/novice teacher. The five chosen concepts are multi-faceted and inter-connected, in view of this I developed Figure 3 below to illustrate the interconnectedness of the five concepts mentioned above.

Figure 3

Conceptual Framework: Mentorship for in-service teachers in the Context of Education



3.1.2 Mentorship in the Context of Teacher Education

This has already been elaborated on in 1.2.2 of this chapter. Thus, this section seeks to briefly discuss each of the five concepts illustrated in Figure 2. Mentorship can be illustrated as twofold. Firstly, it occurs during pre-service teacher education in the form of having a supervising teacher during the teaching practice experience. Secondly, during in-service teacher education where novice teachers are assigned to a mentor. Research conducted by Smith and Ingersoll (2004, pp.3-4) shows

> that duration and intensity are important sources of variation: induction programs can vary from a single orientation meeting at the beginning of a school year to a highly structured program involving multiple activities and frequent meetings over a couple of years. Programs vary according to the numbers of new teachers they serve; some include anyone new to a particular school, even those with previous teaching experience, while others focus solely upon inexperienced candidates new to teaching. Programs vary according to their purpose. (Smith & Ingersoll, 2004, pp. 3-4)

Ambrosetti and Dekkers (2010, pp. 43-44) state: “Bray and Nettleton (2006) discuss the differences between mentoring and supervision. They indicate that supervising involves ‘the roles of teacher, boss, assessor, counsellor and expert’, whereas mentoring involves ‘assisting, befriending, guiding, advising and counselling’” (Bray & Nettleton, 2006, p. 849). Mentoring, as described in the literature, generally involves supporting and providing feedback to the mentee without judgement or criteria. As already discussed, Ambrosetti and Dekkers (2010) highlight an important difference between supervising and mentoring in their study of the mentoring of pre- service teachers, that being the issue of assessment. According to Ambrosetti and Dekkers (2010), assessment is associated with supervising and not with mentoring: that is, supervisors make a judgement on the novice’s performance, whereas mentors do not. Novices need support and guidance more than they do judgement and critique. Subsequently, in this research I argue that assessment and mentorship should be transferred into the in-service teaching environment as the novice teachers transition into becoming professional teachers. This would be the foundation for them to stay connected to their initial teacher education mentors and supervisors as they enter the teaching industry, creating a bridge between the two communities of practice. The possibilities of this happening in the digital era are positive, due to some pre-service teachers not living or working within close proximity to the university (La Velle, Newman, Montgomery & Hyatt, 2020). There are teachers who qualify for their first teaching qualification and decide to specialise, and undertake postgraduate studies. However, once the novice teachers are immersed in their in-service teaching it would be useful to track their progress online where possible (La Velle, Newman, Montgomery & Hyatt, 2020). Covid-19 has provided digital solutions to teaching and opportunities to digitise continuous professional development and for it to happen online (La Velle, Newman, Montgomery & Hyatt, 2020).

3.1.3 Initial Teacher Education and Mentorship

Ambrosetti and Dekkers (2010) emphasize the idea that teaching experience has always been a prominent aspect of initial teacher education, giving student teachers the opportunity to apply the theory and skills learned during their initial teacher education practically in the classroom. Most teaching experience courses take place for 3-12 weeks during the year. Students from all levels of education from first to fourth year are assigned tutors from the university/college to assess their teaching at the schools in which they have been placed (Ambrosetti & Dekkers, 2010). Moreover, student teachers are assigned a supervising teacher at that specific school who should serve the role of a mentor. This form of professional placement serves the purpose

of allowing the student teachers the opportunity to learn more about school culture, staff dynamics, and learner interactions and to develop the necessary skills they need to teach effectively and efficiently, as well as the opportunity to practice teaching and fostering a conducive learning environment (Ambrosetti & Dekkers, 2010).

ITE is the key element in producing qualified and quality teachers to feed into teacher supply and demand. Green et al. (2011) conducted a study that focused on the provision of novice teachers from public higher education institutions. They,

> investigated foundation phase teacher provision by the public universities in South Africa, with a view to carefully and accurately determine the extent to which foundation phase teacher provision matched national as well as provincial needs. The study confirmed perceptions that the number of new foundation phase teachers being produced by the public higher education institutions (HEIs) falls short of national and provincial needs. (Green et al., 2011, p. 109)

The supply of new teachers is falling short of the demand for new teachers as the rate of school-going children is increasing faster than teachers are enrolling in and graduating from teacher education institutions in South Africa (Green et al., 2011). Arguably, recent research in Ghana has reported that there is still a teacher retention issue especially for rural schools (Opoku, Asare-Nuamah, Nketsia, Asibey & Arinaitwe, 2020). Thus, there is emerging research that provides information about the shortage of teachers in respective contexts such as township and rural areas, as novice teachers are reluctant to work under challenging circumstances (Opoku et al., 2020). Due to the diversity of the schooling landscape in South Africa, the scarcity of novice teachers is often also in both rural and township schools as their teaching environments are not always the first choice for novice teachers (Reitman & Karge, 2019). ITE is interconnected to professional development as Marope (2010) articulates that a country ought to invest in human capital, as opposed to being coerced by the existing international and regional initiatives. The investment in human capital is essential for the longevity and sustainability of novice teachers in the school system.

3.1.4 In-Service Teacher Mentoring

There are many positive attributes that come with being an in-service teacher. Moreover, having mentorship in place to assist in guiding and supporting the professional development as a novice teacher is more of an incentive to both stay at the school where they teach as well as in the teaching industry as a whole (Haddington et al., 2013). Similarly, Callahan (2016) speaks

of the perceptions that pre-service teachers have of becoming a teacher and how the reality quickly alters that perception as soon as they become in-service teachers.

> The dream of making a difference in the life of a child is alluring. For all the right reasons, preservice teachers begin a voyage to change lives and contribute to the advancement of society by educating its youth. With optimism and a fresh perspective, new teachers accept their first jobs and immerse themselves, ready to fix the broken system of education described by the media. Unfortunately, within the first few years, the enthusiasm begins to dwindle. The stressors of teaching become intolerable, and many new teachers abandon the field, feeling misguided and defeated. Research suggests it takes 3 to 7 years for a beginning teacher to become experienced enough to be considered highly qualified (Long, 2010). Sadly, more than one-third of teachers leave the profession within the first 5 years. (Callahan, 2016, p. 6)

The role of the mentor is assumed to be that of someone who guides, advises, supports facilitates the novice teacher's transition and assimilation to the school ethos, culture and professional expectations in the hope of reforming teaching and teacher education (Haddington et al., 2013). Haddington et al. (2013, p. 7) speaks of a linear process of mentorship which she explains by saying that "by 'linear', I am referring to the understanding that the process of knowledge creation and development always takes place in a sequential fashion, and never loops back on itself when obstacles or digressions occur". Holistically, this thesis reflects the complexity of diverse educational contexts while also promoting a deep appreciation for the particular challenges that the FP faces in the continued effort to prepare, attract, and retain highly qualified teachers (Gallo & Beckman, 2016). Each teacher is unique and has their own set of cultural capital that they bring into both the classroom and the school environment at large. Taking into account that they too are diverse - their home languages, upbringing, values, morals, beliefs, race, gender, religion are all aspects that influence their ability to adapt and grow into the profession.

Figure 4

Triangulation of Wenger's (2011) Communities of Practice and its interconnectedness to Initial Teacher Education and Professional Identity of Novice Teachers in the Foundation Phase.

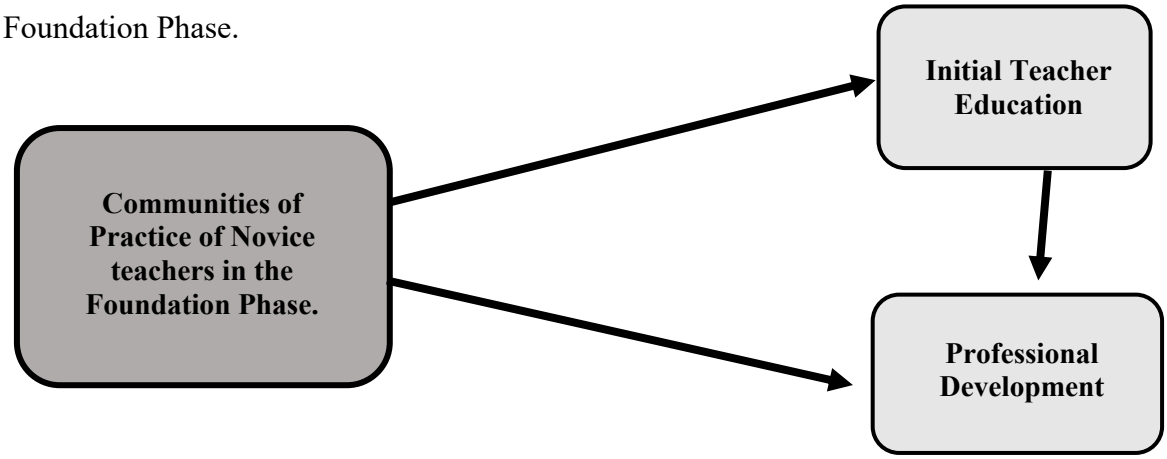


Figure 4 depicts the ongoing relationship between Communities of Practice, Initial Teacher Education and Professional Identity. The interconnectedness of these concepts linked directly to the aims and objectives of this study through their use in this conceptual framework. This triangulation visually depicts the idea of how the problem will be solved, through the ongoing juncture of the three mentioned aspects that influence the professional development of the novice teacher.

3.1.5 Communities of Practice

The exploration of the novice teacher mentorship within the foundation phase is exclusive to their communities of practice because they attain their ITE from different institutions and further come from different parts of the country or even the world (Wenger, 2011). Teacher education institutions and in-service teacher education are examples of two different communities of practice. Novice teachers will find themselves in both of these communities of practice at some point in their teaching career. Communities of practice, according to Wenger (2011, p. 1), "are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly". The intention of practising and negotiating one's identity in a community where there is a shared interest and a desired outcome is what makes this conceptual framework crucial for this thesis. Wenger (2011, p. 1) explains that "learning can be the reason the community comes together or an incidental outcome of individuals interactions, not everything called a community is a community of practice".

There is a hierarchy within the school system that is a replica of our society (Wenger, 2011). This hierarchy represents the school leadership with the principal situated in the top tier, and the teachers in the bottom tier. No matter where the respective educational stakeholders are situated on the hierarchy, everyone should be working together towards the same goals and objectives. These goals and objectives include imparting knowledge and skills that will aid learners to become contributing members of society through effective teaching and learning (Wenger, 2011). Wenger (1998) defined community as "the social configuration in which our enterprises are defined as worth pursuing and our participation is recognisable as competence" (p. 5). Each community of practice has its own routines, rituals, artefacts and symbols, stories and histories. Eckert and McConnell-Ginet (1992, p. 464), describe it as "ways of doing, ways of talking, beliefs, values, power relations – in short practices – [that] emerge from ... mutual endeavour". Wenger (1998) argues that the process of identity formation occurs through belonging to communities of practice (Sim, 2006, p. 3).

3.1.6 Professional Development

Just like there are many ITE institutions, there are many variations of professional development that are being provided for novice teachers during their pre-service and in-service education. For example, pre-service teachers are provided with opportunities to attend professional development courses such as the Thrass phonics and first aid courses in preparation for their in-service teacher training. By the same token, in-service teachers are provided with opportunities to partake in courses geared to enhance the teaching and learning of literacy, numeracy and life skills in the FP. Also, there are courses assess reading and writing in the classroom as well as courses on how to give constructive feedback in a learner school report, to mention a few examples (Young, 2007).

However, there is no evidence of consistent and clearly structured support through mentorship for novice teachers in the FP, to enhance or help them negotiate their professional identities in their communities of practice. It is important to provide professional support to "novices in a variety of professions, such as medicine, culinary arts, skilled trades, and business. These professions often provided this assistance through formal internships or apprenticeships. Other researchers concurred with these statements" (Young, 2007, p. 13). Unfortunately, schools do not operate like the above mentioned professions, "where experienced personnel routinely watch novices work, spot their mistakes; give advice, and model new techniques. First-year teachers learned mostly through trial and error. Knowing that, many schools sought to help

first-year teachers learn on the job through induction programs" (Young, 2007, p. 13). Arguably, in the South African context induction and mentorship programmes would be an invaluable resources in assisting novice teachers learn more about the different departments and subjects available to them in the school environment (Gallo & Beckman, 2016)

Young (2007) believes that it is unfortunate that schools do not operate like other professions. Other professions have structures and policies in place to support, guide and retain their novices. There are support structures such as graduate programmes, for example, where novices are given an opportunity to job shadow mentors and work within all the different departments that the companies have to offer. The said graduate programmes allow the novices to get a feel for what their strengths and weaknesses are, in order to place them where they will be best suited and most productive. Literature shows that there is an ongoing need to provide support for novice teachers, as stated by Young (2007, p. 13):

> In order to attract and retain quality teachers, researchers, school district and state administrators realized the importance of support systems, including induction programs. Induction programs were developed in school districts across the nation to assist first-year teachers in progressing smoothly into their new careers.

3.2 Theoretical Framework

3.2.1 Introduction

This study was theoretically conceptualised using the Positioning Theory, originally founded and theorised by Harré & Van Langenhove (1999). The positioning theory reports how social beings make meaning through different types of positioning. The two types of positioning relevant for this study are, firstly, self-positioning which is explained as taking responsibility of your own actions (Harré & Van Langenhove, 1999). Secondly, interactive positioning which is defined by stating: what is said by one person, positions the other person (Harré & Van Langenhove, 1999). Their main premise for the positioning theory was understanding how complex yet orderly sketches of social life are and that social episodes can be controlled and interpreted by different people from different perspectives (Harré & Van Langenhove, 1999). Additionally, Harré & van Langenhove (1999, p.1) define the positioning theory as "the study of local moral orders as ever shifting patterns of mutual and contestable rights and obligations of speaking and acting". This allows researchers to make sense of ever changing social dynamics and interactions as they happen. Positioning is also related to how we

position ourselves and how others position us in terms of the work environment dynamics we experience (Harré & van Langenhove, 1999). This theory is particularly relatable for the context of this study as this study has three categories of research participants who hold different hierarchical positions – novice teachers, heads of departments and principals. It is important to understand that positions are not linear and that roles in those positions are interchangeable.

In addition, Hartley (1994, as cited in Meyer, 2001, p. 331) argues that "without a theoretical framework, the researcher is in severe danger of providing description without meaning"; thus for the purposes of this study the positioning theory was adopted as the educational perspective of interpretation. The positioning theory to some extent originated from the long-standing dissatisfaction with the essentially stagnant conception of the psychological bases of social interactions as well as the conception of the psychological bases of social interactions began in the 1950s and 1960s (Harré & Slocum, 2003). The positioning theory allows for a social approach to communication through sharing story lines and living out social episodes (Harré & Slocum, 2003). This gives individuals the opportunity to make sense of their contexts and the content around them in ways that make sense to them based on their beliefs and values through these various social episodes while having different interactions with others (Harré & Slocum, 2003).

According to Harré & Slocum (2003), the main inspiration for the establishment of the positioning theory is that of social interaction with insights into the beliefs about rights and duties that are either implicitly or explicitly articulated. Similarly, Harré and Moghaddam (2003, cited in Bozatzis & Dragonas, 2014, p. 129) state that the "positioning theory presents a normative rather than causal account of human thinking and doing. The causal account integral to traditional psychology attempts to discover connections between assumed causes (independent variables) and assumed effects (dependent variables)". Agency and accountability emerge from the positioning theory in hat they are both occurrences of social interaction (Bozatzis & Dragonas, 2014). This assists in the novice teachers being guided by their use of agency in relation to their expectations and perceptions of their duties and those of other educational stakeholders in partnership with mentorship in the foundation phase.

The theoretical aspects underpinned by the positioning theory (Harré & Van Langenhove, 1999) form the basis of the exploration of mentorship for novice teachers in the foundation

phase. The positioning theory discusses the use of intentional positioning. The perceptions of the novice teacher participants that took part in this research study displayed their individual uses of intention positioning in their communities of practice. The manner in which novice teachers in the foundation phase negotiate their professional identities is dependent on their ITE and their working contexts; this connects to the notion of agency and accountability being utilised by the novice teacher (Bozatzis & Dragonas, 2014).

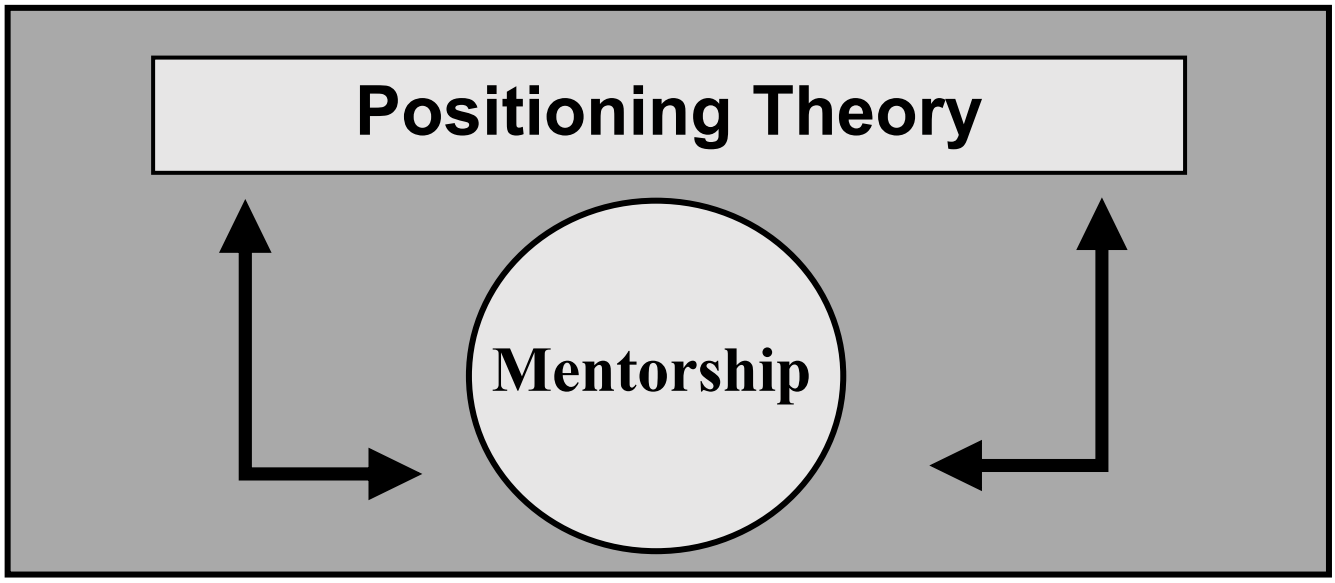
This is directly aligned with Wenger's (2011) communities of practice theory, with regard to the aspect of a community of practice being defined as a group of likeminded individuals working towards a common goal and objective. There has been a substantial amount of research done on mentorship within other careers and professions. However, there is a lack of research being done on novice teachers in the foundation phase having access to mentorship from their school leadership and veteran teachers, as well as the development of mentorship programmes for novice teachers in the foundation phase within South Africa. This is an emerging topic of research interest within the South African context. It is expected of novice teachers by various educational stakeholders to know and understand how to teach, socialise with the school leadership, colleagues, parents and their learners, just having graduated with their degrees (Arends & Phurutse, 2009). However, Arends and Phurutse (2009) argue that the transition from being a pre-service teacher to working as a professional in-service teacher is often neglected and downplayed by educational stakeholders and this is also evident in the lack of literature available in this respective area within the South African context.

3.2.2 The Positioning Theory

The diagram below depicts the relationship between the positioning theory which is the foregrounding theory as it underpins the basis that serves as the foundation for which mentorship was explored and theorised.

Figure 5

Harré and Langenhove (1999) and James (2014) Positioning Theory Foregrounding the Exploration of Mentorship



The positioning theory is not a popular reference for mentorship yet for the purposes of this study it has been adapted from Harré and Langenhove (1999) for the context of continuous professional development for novice teachers; it is usually used in public relations and marketing research. However, there is a sense of relevance for it to be linked to educational mentorship for novice teachers. It can be employed to create awareness of the concerns and needs of novice teachers. The specific selection and use of this theory in this study is relevant because it relates to the diverse and multicultural nature of the South African schooling system. For the purposes of this study the positioning theory served as the theoretical framework to intentionally explore novice teachers' use of agency and accountability in exploring their professional development (Harré & Moghaddam, 2003, cited in Bozatzis & Dragonas, 2014). Many definitions relate to:

> A position being a cluster of rights and duties that limits the repertoire of possible social acts available to a person or person-like entity (such as a corporation)… A position defines what is socially possible without incurring reprobation or punishment... positioning is a way to subjectify the process of locating and being located within discourse sites or spaces... involves the struggle to create what may be known and how it may be known... Positioning may be either a strategic manoeuvre or ploy by an individual, or the result of the discourses one is situated within as a

> subject of particular institutional relations, power relations, and social relations". (James et al., 2014, pp. 19-20).

The above-mentioned definitions are examples of the positioning theory being useful in an educational context and giving rise to a new perspective that could be beneficial for the educational sphere of research. Myers and Sadaghiani (2010, p. 264) state that "generally stance-taking is seen as a 'public act' of taking a point of view...[and] does not just involve having an opinion on a topic; it involves using that opinion to align or dis-align with someone else" (p. 264). The stances mentioned by Myers and Sadaghiani (2010) "range from being accommodative, a willingness to make concessions, advocacy, to exhibiting a willingness to persuade others to your position" (James et al., 2014, p. 20). The positioning theory is intended to contribute understanding on how to intentionally position oneself, this is how it can be beneficial in novice teacher mentorship.

3.2.3 Mentorship

There is a relationship between this section of the study and the section in Chapter Two titled '2.1.1 What is Mentorship?'. This present section seeks to briefly discuss the importance of mentorship for novice teachers in the foundation phase, whereas the section titled '2.1.1 What is Mentorship?' seeks to give a general definition of mentorship leading to specific definitions which guided this study.

The ongoing support and guidance of a mentor is of the utmost value and importance in the sphere of teacher education. Additionally, there is a deficit of literature and research being conducted in the South African context for novice teachers in relation to novice teachers transitioning from pre-service to professional in-service teachers (Smith & Ingersoll, 2004). Smith and Ingersoll note that "far fewer novice teachers reported receiving additional assistance to help ease their transition, such as a reduced teaching schedule; a reduced number of preparations; or extra classroom assistance (e.g., teacher aides) than reported having a mentor or participating in other induction activities" (2004, p. 16). Arends and Phurutse (2009) contend that novice teachers are assumed to know how to teach and what to teach once qualified and employed; they argue that this is one of the main issues that leads to the challenge of there being a lack of support structures. This research argues that it should be taken into consideration that novice teachers may need additional induction and on-going mentorship, as this is often negated in the process of novice teacher placement. The positioning theory was used as an analysis tool as well as a means to explain the findings from the different positions held by the

participants. The three categories of participants who participated in this study shared their beliefs, expertise and interactions in relation to mentorship for novice teachers in the FP. The weakness of this theory was that it only related to the positionalities of the participants without taking into consideration their contexts. The strength of the positioning theory was that it gave the participants room to exercise their epistemology and share their perspectives openly from their realities as professional in-service teachers in their dynamic yet changing positions. It is imperative that this study reinforces the notion that positions are interchangeable. What is said about the novice teacher by the HOD or principal is what positions them in a place of power and confidence or a position of inferiority.

3.3 Summary of Chapter 3

In conclusion, this chapter discussed the theoretical and conceptual frameworks that were used for the purposes of this research. The conceptual framework was centred around communities of practice by Wenger (2011). This was specifically chosen to take into consideration the diversity of the South African schooling landscape and how that is an influential factor of the PD that novice teachers have access to in the FP. The positioning theory by Harré and Van Langenhove (1999) and James et al. (2014) explores the hierarchies that affect novice teachers induction and mentorship as components of continuous professional development in the FP.

CHAPTER FOUR
Research Methodology

4.1 Introduction

The current chapter highlights the dearth of educational research conducted about continuous professional development done from the perspectives of FP novice teachers, FP heads of departments as well as principals. This research seeks to address this gap in research and provide awareness of the importance of research being done on novice FP teachers in collaboration with school leadership and management. This chapter discusses the processes and methods that were used to generate, organise and analyse the qualitative data for the study. This was done using semi-structured individual interviews as the research design. In addition, this chapter also describes the research paradigm and research approach.

4.2 Paradigms in Research

Brouwer, Brekelmans, Nieuwenhuis, and Simons (2012) points out that different paradigms represent what we think about the world, yet these thoughts cannot be proven, they merely serve as a lens through which a particular perspective is given to interpret reality. There are four research paradigms, namely, positivism/post-positivism; interpretivism/social constructivism; emancipatory/critical and pragmatism/postmodernism (Creswell & Tashakkori, 2007; Denzin, Lincoln & Giardina, 2006; Brouwer et al., 2012). The research paradigm can be defined as having a worldview about phenomenon being researched, where the researcher has their own perspective on the said phenomenon (Brouwer et al., 2012). Researchers are expected to explain their research paradigm which is related to how they both study and understand the reality of the world around them through assumptions about epistemology, ontology, axiology and methodology (Poni, 2014). Epistemology views knowledge and meaning making as real and capable of being transmitted and shared in tangible forms (Poni, 2014). This is demonstrated in the novice teacher's objectivity in describing and understanding what is observable in their communities of practice. This study believes in the ontology of becoming by emphasizing the mutability of reality and that novice teachers' realities can be modified with the assistance of continuous professional development (Poni, 2014). Interpretivism allows for the axiology to probe the researcher to stay close to the object which for the purposes of this study are the ten research participants (Poni, 2014). It also encourages the researcher to convey personal values through research – which was illustrated

in the semi-structured format of the interviews where the researcher remained objective. The use of qualitative methodology was suitable for this study as it allowed for an in-depth use of words to frame and report on the data and literature relative for the purposes of exploring and understanding induction and mentorship as components of professional development for novice teachers in the FP from the perspectives of three different positions – novice teachers, HOD's and principals (Poni, 2014). Embarking on this research journey taught me that there are always multiple perspectives at play about what constitutes reality, knowledge and meaning making. It is my belief that people should not be studied like objects, but that they should immerse themselves in the nature of their research and have better comprehension of the phenomena that is in their communities of practice.

For this study, the interpretivist paradigm was chosen and used as the lens through which the different perspectives were viewed. Interpretivist researchers become conscious of the fact that they will both influence and be influenced by the research process they are involved in, leading to a mutual relationship of understanding. This means that I was conscious of the influence that would emerge from the research process; that is what this research study sought to do (Weber, 2004).

4.3 Research Approach and Design

4.3.1 Research Approach

A qualitative research methodology enables the researcher to use several methods of data collection. This approach was applied because it was deemed appropriate for this research. According to Silverman (2013, p. 53), qualitative research allows for an understanding of the participants' "perceptions, attitudes and their experiences of the social world". This research used a qualitative research approach through the use of semi-structured interviews. This data collection approach was advantageous as it yielded rich data about the small sample of participants that were chosen. However, the disadvantage of qualitative research is that it only represents a small sample, and not a general population or larger scale sample. In comparison, quantitative research is related to numbers and not words in the nature that qualitative research methodology is conducted (Poni, 2014; Silverman, 2013).

The data for this research was generated by using a qualitative research methodology because it was conducted using human subjects who have been seen as active participants with their own perspectives. Semi-structured interviews were used. This method was employed to gain

more information on the various aspects that influence mentorship and induction for novice teachers in the foundation phase through the exploration of their initial teacher education, communities of practice, and their professional identities through professional development (Earl-Babbie, 2013). The data was collected through the administration of one round of semi-structured interviews with the ten participants: six novice teachers, two foundation phase heads of department (HODs) and two primary school principals participants.

The process of deduction was implemented as the primary mode of inquiry which enabled a structured sequence of events during the social research process. The process entailed the application of theory which was categorised as generalised information which worked towards gaining more specific information related to this research study. This is demonstrated through the use of the literature review providing the theory necessary for the deduction process to begin. The process of deduction that was used for the purposes of this research was adapted from Babbie (2007, p. 9):

1. Theory
2. Deduce
3. Collect data
4. Analyse data
5. Evaluate the main research question

The above five-part process of deductive was complementary to this particular research because the main research question needed to be addressed by using a qualitative research methodology in the social sciences (Earl-Babbie 2013; Babbie, 2007). This methodology engaged with the ability to comprehend the data displayed in social contexts. This was accomplished by collecting the appropriate data pertaining to the specifics asked in the main and sub-research questions. This related to the case study design of multiple case studies being employed as it was assumed that each of the participating ten participants would yield different results. An analysis of the data was done which drew on the key concepts that correlated to the theory being presented in the literature review. Furthermore, an evaluation of the questions which supported or rejected the claims made by the initial literature was conducted.

At face value, the criteria referred to by Babbie (2007) does not seem suitable for an educational research study. However, the qualitative research methodology was used to investigate human beings through social interaction, which fitted Babbie's (2007) criteria (Silverman, 2013). Silverman (2013) further states that the reactions and feedback from the human participants cannot be predicted or anticipated. Even though the participants in the different categories (novice teachers, principals and HODs) were asked the exact same questions, their answers,

feelings and reactions differed due to their different experiences, communities of practice, initial teacher education and cultural capital, amongst other factors (Silverman, 2013).

This research used the processes of deduction by Babbie (2007) in the following manner: the literature review undertaken in chapter two was used to theorize the relevant topics related to the main research about induction and mentorship as components of continuous professional development for novice teachers in the FP. Furthermore, providing the positioning theory (Harré & Van Langenhove, 1999) as the theoretical framework in collaboration with Wenger (2011) communities of practice as the conceptual framework necessary for the deduction process to which occurred. The process of data collection was done through the use of semi-structured interviews with the ten research participants who were divided into three categories – novice teachers, heads of department and principals. In addition, thematic content analysis was used to separate the data collected into different themes, which led to the interpretation and evaluation of the findings at the end of the study.

4.3.2 Research Design and Rationale

The study explored novice FP teachers' experiences, perceptions and expectations of their mentoring support during their early years in the classroom. The study contributes to the understanding of the phenomenon of novice teacher attrition through the perceived professional support provided to them during their in-service teaching.

It has been determined that qualitative research studies provide researchers with an appropriate opportunity for presenting research data based predominantly on the participants' perspective (Canos, 2018). Research by "Merriam (2009) asserted that in qualitative research, the researcher is interested in how people interpret, understand, and construct their worlds from their experience" (Canos, 2018, p. 70). For the purposes of this research study, a phenomenological approach was preferred to explore the lived experiences of six novice teachers, two heads of department in the foundation phase as well as two primary school principals. Phenomenological research has shown that social groups may share similarities in their lived experiences within their different communities of practice as this captures the 'essence' of the human experience (Hatch, 2010). However, Canos (2018) articulates that similarly, multiple perspectives exist as a result of each participant having their own individual personal lived experiences both in the classroom and in their school context.

Researchers have noted that the philosophy of phenomenology also underlies qualitative research; it has been assumed that all qualitative research is phenomenological, which it is in some manner (Canos, 2018; Hatch, 2010). A phenomenological approach was appropriate for this research study as the design focused on the lived experiences and expectations of the mentoring experiences of novice teachers, heads of department and principals during their early years in the teaching profession as qualified teachers (Canos, 2018). It was imperative that each of the research participants' experiences were understood, analysed and explored as individuals as well as the process in understanding their various responses (Canos, 2018). Moreover, it is crucial to certify that the data collected from each participant is considered with a 'tailor-made' approach that gives rise to original and individually rich data to be obtained from the different participants' cases at their various levels of professionalism (Canos, 2018; Merriam & Grenier, 2019; Worthington, 2013). For the purposes of this research study, a semi-structured interview method was employed, and it was in alignment with the manner in which the interview questions were asked, which was a one-on-one conversational interview style between the researcher and individual participants. The conversational semi-structured interview style "allows the interviewer the opportunity to develop rapport with the participants so that the interviewer would be able to ask follow-up or probing questions based on their responses to pre-constructed questions" (Turner, 2010, p. 755).

For the purposes of this research study it was preferable to use the semi-structured interview approach as it produced open-ended results in the form of all-encompassing responses during the interviews. This also allowed the participants to exercise emotional engagement, and the liberty to express their true personal and professional experiences without any fear, judgement or reluctance. Furthermore, they were given the opportunity to elaborate in-depth during the interviews in their responses to the questions; this allowed me the opportunity to ask the participants to explain and elaborate further when clarity was needed at any time during the interview process.

4.3.3 Role of the Researcher

At the time of this research study, I was working as a lecturer and postgraduate student supervisor at an institution of higher education and learning, and had been for two years. I had also worked as a novice teacher for six months as an intern at a private primary school in Johannesburg. My interest for this research study was initiated from my experience as an intern as well as my work lecturing final year pre-service teachers. The professional inquiry for the

area of mentorship began from my observations, perceptions and expectations as both the novice teacher in an internship as well as a teacher educator. I sought to understand the disjuncture between pre-service and in-service teaching by exploring professional development and retention as the main factors of interest. This kept leading to mentorship as a gap, possible solution and area of development for novice teachers in the foundation phase. In addition, I wanted to understand any other professional support that novice teachers may desire as a result of their early experiences within their communities of practice as professionals as well as gaining insights into their perceptions and negotiations of being teachers.

According to Creswell and Tashakkori (2007), it is important and advised to pursue research that mirrors and influences our own communities to communicate numerous perspectives with others who find this topic an area of interest. As an employee of an institution of higher education and learning, I did not work as a direct postgraduate supervisor to any of the participants in this research study. Furthermore, I did not lecture any of the novice teacher participants who had graduated from my place of employment. Additionally, there were no perceived issues or challenges of retribution, pressure, coercion, or conflicts of interest with the participants or the research process.

4.3.4 Selection of Participants

The ten participants who were included in this research were purposefully selected for this particular type of research study according to the number of years they had been in-service teaching, their titles/positions held at school (novice teacher, head of department or principal), as well as their qualifications having been attained at any institution of higher education that provided an initial teacher education qualification in the foundation phase. The ten participants in this research study consisted of six novice teachers, two primary school principals and two foundation phase heads of department. The participants were all interviewed through the use of semi-structured interviews as a part of the data generation process. All the interviews were conducted individually as they were all separate entities which needed to be explored and maintained anonymously as individuals.

4.3.5 Population and Sampling

A purposeful sample of three categories of participants was used for this research. The first category entailed six novice teachers who have taught between one to three years in-service participated in the study. Secondly, two heads of departments. Lastly, two principals of whom

both work in Johannesburg inner-city schools. According to Creswell (2014) purposeful sampling is a non-probabilistic sampling method, which relates to the research participants having been selected according to two reasons namely; the participants location and their ability to provide relevant, appropriate and necessary information which answer the research questions of the study.

Literature by Babbie (2007) speaks about purposive sampling, which he explains as using the most representative and useful participants to relate to a particular study, and so the ten participants that were chosen for this study matched this particular definition. The ten participants were teachers holding B.Ed. degrees, having specialised in FP teaching, from various ITE institutions, and were currently employed in full-time teaching positions in the FP at primary schools in Johannesburg, South Africa. These novice teachers were assumed to have first-hand experience with foundation phase teaching (Grade R to 3) and have the same or similar credentials. It was accepted that they had different teaching experiences, which was the essential aspect needed for this research study. The chosen participants were from government/public inner-city schools. This gave the research a fair basis of analysis due to the fact that all the participants were all working in different communities of practice. The novice teacher participants had been employed between one and three years in-service, which is also discussed more explicitly in the participants' demographics. In alignment with the principles of the qualitative approach, intentional and purposive sampling was employed with regard to the choice of participants used for this research study, specifically seeking foundation phase novice teachers, primary school heads of department as well as primary school principals who are all currently employed in the mentioned positions (Punch, 2005).

The main function of purposive sampling was to gain access to 'knowledgeable people' with in-depth knowledge about particular issues and contextualised perspectives that would be advantageous for the purposes of this research study, of their professional role, expertise and/or experience as relevant examples (Creswell, 2014). Furthermore, the key concern in purposive sampling was "to acquire in-depth information from those who are in a position to give it" as opposed to merely generalising or making assumptions that are not founded on research data (Cohen, Manion & Morrison, 2007, p. 115). Although this research was intentional about using purposive sampling, one of the main limitations was finding voluntary participants who were willing to make the time to participate in the research process. It was challenging to find heads of departments and principals who wanted to share their perspectives on the researchers given

topic of interest The novice teacher participants who had agreed to participate initially all dropped out and the researcher had to find new participants which brough the novice teacher participants down to six participants. The participants represent the following schools: Principal B, Novice Teacher A, Novice Teacher E and Novice Teacher F are from the same school labelled School 3. HOD B, Novice Teacher B and Novice Teacher C are from the same school labelled School 2. Novice Teacher D is the only participant from School 4, Lastly, HOD A is the only participant from School 1 and Principal A is the only participant from School 5

4.3.6 Data Generation Methods

This research study applied a qualitative methodology in order to focus on the exploration of mentorship and induction for novice teachers in the foundation phase. In order to find an appropriate research methodology, Smith (1995) recommended that a serious concern for persons rather than variables and statistics should be taken into consideration. In addition, Hadington (2011, p. 105) points out that "qualitative research is concerned with *process rather than product/outcomes*. In other words, it focuses on the unfolding of events and experiences, rather than on their ultimate outcomes". This research study focused on ten participants who engaged in the interview process through answering semi-structured interview questions. This allowed for deep and detailed responses that led to meaningful data being collected in alignment with the aim, purpose and objectives of this research study. Thus, the main data generation method used for this study was semi-structured interviews.

4.3.7 Participant Demographics

Participant demographics were used to explain the context of the research study through the provision of information such as participants pseudonyms as given by the researcher, the grades they taught, their ages, the positions they held in their schools in relation to ranking, their genders, as well as the number of years they had been teaching or had been in the teaching profession. Foregrounding the participants demographics helps give the research context in relation to the research topic and the previous chapters.

Table 2 below displays the demographics of the six novice teachers, two heads of department and two school principals who were participants for this research study. The different aspects tabled were profiled because they had the most relevance in relation to the main and sub-questions asked for the purposes of this research study, as well as being in correlation with the literature that was reviewed in Chapter Two. This participant demographics table displays the

background information that was required to describe and give professional context of the participants for the purposes of data analysis.

Table 2

Research Participants' Demographics

Participant Pseudonyms	Grades Being Taught	Age	Position	Gender	Years Teaching	School
Novice Teacher Participants						
Novice Teacher A	1	24	Grade Head & Novice	Female	2 Years	School 3
Novice Teacher B	2	24	Novice	Female	1 Year	School 2
Novice Teacher C	3	24	Novice	Female	2 Years	School 2
Novice Teacher D	2	23	Novice	Female	2 Years	School 4
Novice Teacher E	2	24	Novice	Female	1 Year	School 3
Novice Teacher F	2	26	Novice	Female	4 Months	School 3
Heads of Department Participants						
HOD A	1 & 4	52	FP HOD	Female	19 Years	School 1
HOD B	2	49	FP HOD	Female	22 Years	School 2
Principal Participants						
Principal A	N/A	63	Principal	Female	40 Years	School 5
Principal B	N/A	50	Principal	Male	27 Years	School 3

4.3.8 Data Analysis

The unfolding of the interviews was an important process that yielded rich data analysis. This was demonstrated in the meaning and interpretations of what the participants said in relation to the data received during the interview process. The interviews were audiotaped for the purposes of transcription and to assist in the replaying of the audiotapes to listen or tone, emotion, repetition and emphasis on different aspects that may be deemed as being important for the objectives of answering the main research question. The audiotapes were subsequently

transcribed and analysed according to Giorgi's phenomenological steps (Giorgi & Giorgi, 2003, p. 182):

i. Read each transcript to get an overall sense of the whole.
ii. Re-read the transcripts and identify transactions in the experience (each transition signifying separate unit of meaning).
iii. Eliminate redundancies in the units of meaning and begin to relate the remaining units to one another.
iv. Transform the participants' language into the language of science.
v. Synthesise the insights into a description of the entire experience of leadership practices. (Giorgi & Giorgi, 2003, p. 182)

As guided by Giorgi's phenomenological steps, each interview question was transcribed individually, then they were analysed for themes related to the main research question across all three participant categories - novice teachers, heads of department and principals (De Castro, 2003; Giorgi & Giorgi, 2003). This was followed by a reduction and elimination of excess information for the purposes of the data analysis chapter, where relevant data were taken into consideration (De Castro, 2003; Giorgi & Giorgi, 2003). Then the appropriate and relevant knowledge was used to link the data to the literature, where the use of language was used to improve the analysis (Giorgi & Giorgi, 2003; De Castro, 2003). Finally, the insights were combined to make sense of all the themes and the data transcribed from the participants' responses in order to give an overall interpretation of the data attained (De Castro, 2003; Giorgi & Giorgi, 2003).

Qualitative data analysis sought to describe general statements about relationships and themes that was unveiled in the data collected after the transcription process of the individual semi-structured interviews. This research study in particular sought to describe the relationship between novice foundation phase teachers, their communities of practice, their ITE, as well as their perceptions and experiences of mentorship all in relation to how they negotiate their professional teacher identities. Wolcott (1994) explains that analysis is a broad term that encompasses the following three categories when analysing data: description, analysis and interpretation. To analyse the data collected during this research study, thematic content analysis was used as the data analysis method (Braun & Clarke, 2006). Themes were discovered within the data which assisted in the interpretation of the data collected from the individual interviews (Braun & Clarke, 2006). These themes were then measured against the literature review in relation to the research questions that guided this research study. This will be elaborated on in Chapter Five titled: Data Findings and Analysis.

4.4 Issues of Trustworthiness

Delport and Roestenburg (2011) state that trustworthiness in qualitative research refers to the way in which qualitative data is reliable, consistent, unchanging, predictable and dependable so that whenever put to test, it generates the same data. It is imperative that the researcher - who is also the observer – does not bias the information obtained through the data generation process, as this is one of the major threats to trustworthiness in qualitative research. Trustworthiness in relation to dependability, credibility, transferability and confirmability was employed for the purposes of this study. Detailed descriptions of the procedures used throughout the process of data collection and analysis were provided (Delport & Roestenburg, 2011). I meticulously followed standard qualitative data collection and analysis procedures.

It is important that the foundations of validity and reliability of the data are scrutinised in all research. According to Loh (2013), credibility in qualitative research is accomplished through the use of numerous strategies such as triangulation, member checks, and peer review. Loh (2013) further draws on the Lincoln and Guba (1985) criteria, which consists of prolonged engagement, persistent observation, member checks, peer debriefing and negative case analysis. “Conventionally ‘validity’ is used in quantitative research to describe ‘the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration’” (Babbie 2005, as cited in Haddington et al., 2013, p. 127).

Kvale and Brinkman (2009)

> have contextualized the term with regards to the reliability of interview data: Reliability pertains to the consistency and trustworthiness of research findings; it is often treated in relation to the issue of whether a finding is reproducible at other times and by other researchers. This concerns whether the interview subjects will change their answers during an interview and whether they will give different replies to different interviewers. (2009, p. 245 cited in Haddington et al., 2013, p. 129).

Since qualitative research is more inclined to subjective interpretation of social interactions as opposed to being concerned with numbers and statistics, this makes it essential to maintain the objectivity of research, making the trustworthiness and fairness of the research one of the main features of importance (Haddington et al., 2013). During the process of attaining the research data, there were no biases between the participants and me. All parties were professional in adhering to the rules and nuances of the interview process.

4.4.1 Transferability

According to research by Bertram and Christiansen (2014), the concept of transferability is explained in relation to the way in which the research can be further used in another milieu, setting or location, showing its versatile and relevant nature to transcend the present research. In relation to transferability, it is envisioned that my findings will be helpful and be able to be extended to novice teachers, heads of departments and principals in the FP as well as to other stakeholders interested in the main research question raised.

4.4.2 Dependability

The concept of dependability is explained by Bertram and Christiansen (2014) as the different lengths to which the researcher can rationalise the reasons for dissimilarities in the research study, and/or for how and why the findings of the research vary from previous studies from other contexts, countries and/or continents. It is of relevance for the researcher to ask questions pertaining to the soundness and dependability of the research process (Bertram & Christiansen, 2014). I used an audio-recorder device for the individual semi-structured interviews, and transcribed the interviews to ensure dependability. This was done in order to account for why there may be differences in the study about how the novice teachers, HODs and principal participants perceived and explained their various professional development experiences and understanding thereof.

4.4.3 Conformability and Tactical Authenticity

Bertram and Christiansen (2014) describe conformability as the extent which the research should be verified by other experts, readers or researchers in the field who can be objective through the process of aligning evidence pertaining to the data interpretations and analysis. According to Adams and Siry (2020), authenticity refers to the researcher's ability to present feedback on a dilemma through the lens and perspective of the chosen participants. Tactical authenticity refers to the extent to which various stakeholders and partners are empowered and exercise their agency to implement what resonates with their professional development in relation to the research (Adams & Siry, 2020). For the purposes of this research to maintain authenticity, I cross-checked the themes that emerged during the transcription process across all the responses from all the research participants for consistency.

4.5 Ethical Considerations

Ethical considerations for the research were addressed by applying for ethical permission through the University of the Witwatersrand ethics application system. The participants' identities were kept confidential throughout the duration of the research study and their names were replaced by the use of pseudonyms. While the semi-structured interviews were audio-taped and contained the participants' voices, they were not shared with anyone apart from the my supervisor, thus their identities remain confidential. I was the only person who had access to the raw data in order to maintain meticulous confidentiality. I will only publish and share the details of the interviews with my supervisor assisting with the completion of this research study, as per the ethical compliance (Eyisi, 2016; Silverman, 2016;). Furthermore, Haddington, 2013, p. 131) articulates that "informed consent involves informing the research participants about the overall purpose of the investigation and the main features of the design, as well as any possible risks and benefits from participation in the research project". It further involves obtaining the voluntary participation of the chosen research participants involved and informing them of their right to withdraw from the research at any time, even during the verbal, individual semi-structured interviews (Eyisi, 2016). This is evident as it played out during the process of setting up the interviews with various participants who had agreed to participate but changed their minds. This is further explained in the next section: assumptions, limitations and delimitations of the study.

4.6 Assumptions of the study

4.6.1 Assumptions

Simon (2011, p. 1) defines assumptions as the aspects in your research study "that are somewhat out of your control, but if they disappear your study would become irrelevant". The assumptions in this research study were (a) mentorship is important to the novice teachers, the heads of department as well as the principals who participated in the semi-structured interviews, (b) the novice teachers', heads of department' and principals' responses to the individual semi-structured interviews will be accurate and honest and (c) the participants may misunderstand some information and questions asked during the interview process that may create bias, oversight or error.

4.7 Summary of Chapter 4

This chapter described and discussed the research methodology used in this study. A qualitative research approach and the phenomenological research design within the interpretive paradigm were discussed. Purposive sampling was used to select novice teachers, heads of department and primary school principals from inner-city schools in Johannesburg. This chapter also explained the data collection method used, which were semi-structured interviews. Subsequently, the data analysis procedure explaining thematic content analysis was briefly described. Furthermore, the chapter clarified how the issue of trustworthiness would be addressed in this study in order to ensure that ethical considerations pertaining to confidentiality, anonymity, privacy, tactical authenticity, conformability were achieved. This chapter concluded with the assumptions of the study.

In the following chapter, I analyse the data and present the findings of the research participants' responses to be shared in Chapters Five and Six.

CHAPTER FIVE
Findings, Interpretations and Data Analysis
Novice Teachers

5.1 Introduction

The responses from the novice teacher participants were in-depth and allowed me to categorise all the data obtained into themes that suited the title of the research which sought to explore and understand mentorship and induction for novice foundation phase teachers from six South African primary schools in Johannesburg from the perspective of six novice teachers. The following themes emerged during my thematic content analysis:

Theme 1: The Concept of Mentorship in Teacher Education;

Theme 2: What is Expected of the Novice Teacher?;

Theme 3: Novice Teachers' Mentoring Needs for Professional Support;

Theme 4: Challenges Faced by Novice Teachers in the Foundation Phase;

Theme 5: Mentor Quality;

Theme 6: Mentorship Support for Novice Teachers in the Foundation Phase; and

Theme 7: Mental Health in the Context of Teacher Education.

The discussion below details the research questions and responses from the novice teacher participants in relation to the categorised themes according to both Bruner's theory of social constructivism as well as thematic content analysis (Bruner, 2018; Terry et al., 2017; Thomas & Harden, 2008). The identified themes emerged from the content and context of the novice teachers' responses, they shared insights related to their personal experiences and expectations as newly qualified professional in-service teachers.

5.1.1 Novice Teacher Research Participants' Demographics

Table 3

Novice Teacher Research Participants' Demographics

Participant Pseudonyms	Grade	Age	Position	Gender	Years Teaching	School
Novice Teacher A	1	24	Grade Head & Novice	Female	2 Years	School 3
Novice Teacher B	2	24	Novice	Female	1 Year	School 2
Novice Teacher C	3	24	Novice	Female	2 Years	School 2
Novice Teacher D	2	23	Novice	Female	2 Years	School 4
Novice Teacher E	2	24	Novice	Female	1 Year	School 3
Novice Teacher F	2	26	Novice	Female	4 Months	School 3

As mentioned in Chapter Four, pseudonyms were used throughout this chapter for the purposes of reinforcing the confidentiality of all the voluntary research participants. Of the ten participants in this research study, six were female novice teachers (with one to three- years of in-service teaching experience) who were teaching at inner-city schools, two were heads of department at primary schools, and two were primary school principals (see Table 3 above).

5.1.2 Novice Teacher Participant Characteristics

Teacher A: a 24-year-old early career teacher with two years of in-service teaching experience, she teaches grade one at an inner-city primary school.

Teacher B: a 24-year-old early career teacher with one year of in-service teaching experience, she teaches grade two at an inner-city primary school.

Teacher C: a 24-year-old early career teacher with two years of in-service teaching experience, she teaches grade three at an inner-city primary school.

Teacher D: a 23-year-old early career teacher with two years of in-service teaching experience, she teaches grade two at an inner-city primary school.

Teacher E: a 24-year-old early career teacher with one year of in-service teaching experience, she teaches grade two at an inner-city primary school.

Teacher F: a 26-year-old early career teacher with four months of in-service teaching experience, she teaches grade two at an inner-city primary school.

5.2 Questions 1, 2 and 3

There are many advantages for novice teachers in the context of education related to receiving effective mentorship, such as confidence in themselves and in their work, clarity on expectations, as well as the ability to receive guidance and leadership in their professional identity negotiations (Fiorilli et al., 2020). According to Lucey and White (2017), mentorship provides benefits to both the mentor and mentee which encourage opportunities for reflection of their work as well as of themselves, sharing of ideas, professional progression, and personal validation and gratification. Lucey and White (2017) define mentorship as a dynamic, reciprocal relationship between a mentor and a mentee in their working environment, where the mentor is a more experienced career professional and the mentee is a novice in the profession, with the intention of promoting their mutual career development. Furthermore, mentorship provides benefits to both mentor and mentee, including opportunities for reflection, sharing of ideas, professional growth, and personal satisfaction (Squires, 2019).

The purpose of these semi-structured interviews was to elicit the views and experiences of the novice teachers who would be the mentees identified for the purposes of this research study, the heads of department (FP) who would be identified as the mentors as they are also veteran teachers, as well as the views of the primary school principals. These three sets of participants were key players in unpacking the perceptions, expectations, and experiences of the mentoring process. The participants' responses follow the questions of what the novice teachers experience, whether they have been mentored or not, the potential benefits of the mentorship processes and what can be done to either develop mentorship for novice teachers in the FP or improve the mentorship process in light of views shared by all three perspectives mentioned in the chapter outline.

5.2.1 Research Question 1

Research Question 1 asked: *What is your definition and perception of the term 'mentorship' in the context of education?* The novice teachers shared their definitions and perceptions of the term 'mentorship', and their responses were as follows. Novice teacher A's definition of mentorship stated that:

> *I feel like mentorship is having support more than anything; it is support from your supervisors, or support from senior teachers, teachers who have done this for a while*

> *and, you know, just guide you. Because honestly at university they teach you all the methodology but they don't really teach you how to teach reading and everything. It's different when you go to different schools and everything, so it's just support. Support from my supervisors and senior teachers and everything.* (Excerpt 1, Novice Teacher A, interview)

Novice teacher A highlighted the fact that she understands mentorship as being in the form of receiving support from a senior teacher, where they provide guidance, and teach the novice methodology that can be used in the classroom. She also understands that each community of practice would have their own way of mentoring according to the needs of their novice teachers. Similarly, Novice teacher B defined mentorship as someone 'taking you in'. She elaborated by saying that:

> *Mentorship, I take it as somebody saying, "Okay, let me take you in. I know you don't know anything, let me just try and take you through this whole career or journey, you know, of education or teaching, step by step". I think mentorship is something that a lot of schools don't take into account, and that hey I am a new teacher I am from university. They taught me all these subjects and course work about education, but I don't know the practicality or the practical side of education. So, I come in here with all the theory that I have, I mean I know all these theories, but taking that and putting into practice is something different and it requires a lot of mentorship. It requires someone saying, "You know what, I know that you've got a degree, you need to engage fully into this profession by doing this and that". Something that you were never taught at university. So mentorship for me, I feel like it is somebody saying, "Here you are, you are a new teacher. I understand, let me take you through this". So, for example, "When you arrive, this is how you should conduct yourself". Because at university we conduct ourselves differently.* (Excerpt 2, Novice Teacher B, interview)

There are three themes that emerge from Novice teacher B's responses. Firstly, similar to novice teacher A, she mentioned that it is important for someone to "take you in". This is a metaphor for someone welcoming you to the profession and inducting you into the school culture. Secondly, initial teacher education is a different environment to that of the school environment and *"we conduct ourselves differently"* as student teachers at university in comparison to how professional teachers should conduct themselves in their various communities of practice. The third theme is the lack of mentorship for novice teachers in the FP, Novice teacher B stated that: "*mentorship is something that a lot of schools don't take into account, and that hey I am a new teacher I am from university".* Schools may not anticipate the specific support that novices need as they enter the profession; that gap between ITE and in-service teaching requires some form of professional support for the transition. Novice teacher B has a clear understanding of the disjuncture between ITE and in-service teaching as she refers to the transition and how they conduct themselves as a professional teacher in

comparison to how they would conduct themselves as a teacher in training. The roles, responsibilities and expectations are not the same, thus one has to negotiate their professional identity in each community of practice.

Novice teacher C's definition of mentorship was:

> *Having someone in the field or outside of the field that is actually there to guide you to reach your goals. For example, with teaching maybe I don't have a mentor that is in teaching, but then maybe they are helping me with ideas if it's for resources or maybe even if they do have some knowledge on writing skills they can even show me, or give me websites where I can get worksheets for children or, you know, different ideas. It doesn't have to be someone that is in the field, it can be outside also, it is not a problem.* (Excerpt 3, Novice Teacher C, interview)

Guidance is a recurring theme with the novice teacher responses. Novice teacher C mentioned having someone who is "*actually there to guide you to reach your goals".* Having a present mentor who is well capacitated to guide the mentee is very important as this impacts the fulfilment of the novice teacher's goals and professional aspirations. Furthermore, Novice teacher D affirmed this by sharing her definition which stated that:

> *Mentorship is about taking someone who is a novice who doesn't know enough. Someone who needs help. Equipping them with information that they will need to be the best that they can be. For example, when I started teaching there are so many things that I didn't know from university and mentorship in that space was me saying I have taught, I know that as a teacher this is what you learn at school. But, taking all that and consolidating it to what that person needs to know for their everyday classroom needs. So, it is helping that person understand rules of the school, understand how things are supposed to be done. Understand how things are supposed to be taught. Helping them get to where they need to be, knowing from where they started, that is what mentorship means for me.* (Excerpt 4, Novice Teacher D, interview)

Novice teacher D defined mentorship as being *"about taking someone who is a novice who doesn't know enough. Someone who needs help. Equipping them with information that they will need to be the best that they can be".* A mentor should be able to identify what the novice teacher needs based on open communication and transparency in the discussions about what the novice teacher's strengths and weaknesses are. The theme of induction is brought forward here where Novice teacher D expected someone to share with the novice teacher how things were done at that particular school, their teaching style and their overall school ethos and culture. This will differ from school to school, thus making it important for someone to induct the novices. In addition, Novice teacher E's definition of mentorship stated that:

> *Mentorship is taking someone under your wing and showing them the ins and outs. I take it as no question is a stupid question, like being able to ask your mentor anything. I would say in mentorship I would prefer having an open relationship with my mentor where I can go to them with any problem, any stupid question, like I said, and they must be able and willing to have that time to help me; or if they don't have that time or those answers, be able to refer me to someone or schedule someone else that can help me. Or if they don't have the time they should make time, any other time, but just let me know. Have that open relationship with me.* (Excerpt 5, Novice Teacher E, interview)

Having an open relationship is the key to a successful mentor and mentee professional partnership. Novice teacher E mentioned that *"in mentorship I would prefer having an open relationship with my mentor where I can go to them with any problem, any stupid question, like I said, and they must be able and willing to have that time to help me;"*. She asserted that she wanted to be able to be vocal with her mentor and not come across as asking 'stupid' questions. This alludes to the fact that she does not want the reality of her being a novice and having gaps in her knowledge and expertise as a teacher to be taken for granted. Furthermore, she placed great emphasis on 'time' being an important aspect. The mentor should always have time to attend to the mentee's needs, concerns and questions. Capacity and time management are key factors in making any mentee and mentor relationship successful and sustainable.

Novice teacher F's definition of mentorship was as follows:

> *I feel like it has to do with guiding someone in the teaching profession. So, if I'm your mentor it's more like I provide different mixed strategies to teach. I'm coming into the classroom and I think to myself, okay the kids don't know maybe, for example, the breaking down method in maths, I don't know how to teach breaking down. Maybe I haven't been exposed to that, to understand that, and for you to teach it you need the strategies. If this strategy doesn't work, then there's this other strategy. So, I feel like you need to give that person a guide of teaching the different things, the different ways of teaching it, not just the paperwork basically, and how to deliver the lesson; just to go deeper into the strategies. Mostly for me it's just strategies; we need to concentrate on the strategies, honestly.* (Excerpt 6, Novice Teacher F, interview)

Novice teacher F raised the issue of not being able to diversify teaching strategies in the classroom. Each novice teacher participant had a different definition of mentorship and challenges they felt needed to be addressed, with examples that were specific to their needs. This is evidence that a one size fits all approach will never work. Individuals have different needs that need support. The focus is on teaching strategies for Novice teacher F; she understands mentorship to be a practical form of support to enhance the classroom teaching and learning experience. She stated that she feels that "*it has to do with guiding someone in the teaching profession. So, if I'm your mentor it's more like I provide different mixed strategies*

to teach". Being able to use what has been taught in theory during ITE and translate it into practical classroom activities is important; novice teachers often need the guidance of a more experienced teacher who serves as a mentor to assist them in making those connections of theory to the practical. This juncture makes for a smooth transition in different professional areas, not just the classroom, but also with enhancing their confidence to teach with understanding and conviction. The novice teacher participants shared insights from their personal reflections and understanding what they understand mentorship ought to be like in the context of teacher education, more specifically in the FP.

The role of mentorship in ITE is the preparation that should be there to foster holistic guidance, support, knowledge and relationship building, which transitions into in-service teaching (Bukari & Kuyini, 2015; Heikkinen, Wilkinson, Aspfors & Bristol, 2018). Mentorship has been acknowledged as an effective approach to support novices in the teaching profession. There is an overarching expectation for mentorship to be challenging, frequent, unbiased and progress orientated (Bukari & Kuyini, 2015). Bukari and Kuyini (2015) assert that

> to prepare teachers to teach means considering all of the best avenues through which students can develop the cognition, experience and skills of their profession (teaching). Closely linked to this are questions about how people learn to become teachers and what the relationship is between those who provide the training and those who receive it. This leads to consideration of the concept of partnership with special reference to the role of mentoring in teacher preparation. (p. 49)

In order for growth and learning to take place between the mentor and mentee, there needs to be an organised manner in which they set goals and a plan to achieve them that is in line with their respective learning types, where specific resources and methods are used to effect positive and progressive mentorship (Bukari & Kuyini, 2015). The above responses are from the perspective of the novice teacher which are a reflection of their experiences as in-service teachers and how they understand the concept of mentorship in the context of education. Their ideas and perceptions of mentorship are very much in line with those of the HOD and principal participants.

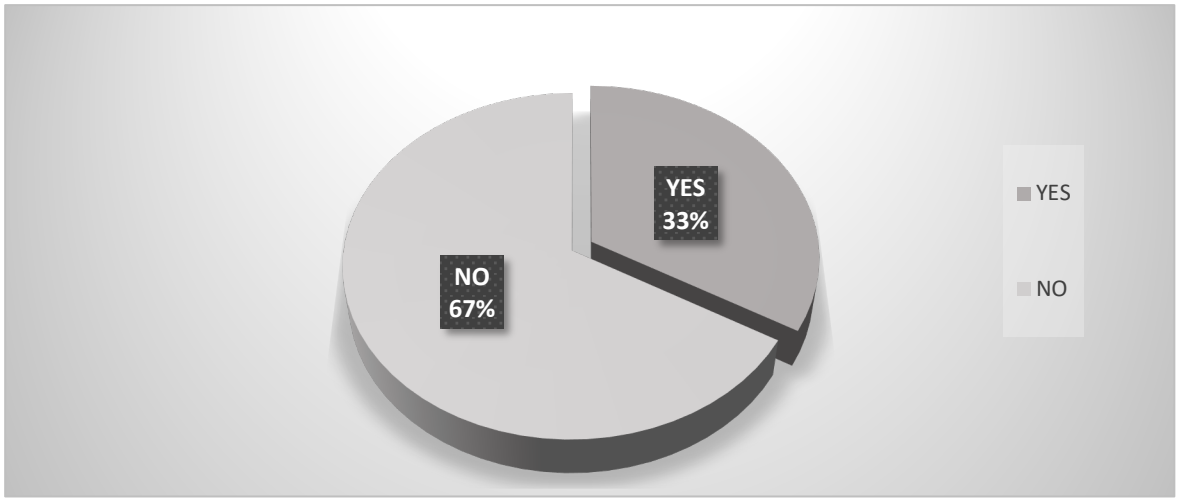
5.2.2 Research Question 2

Once the novice teacher participants had foregrounded their understanding of the term 'mentorship' in the context of education. In progression to the first question, it was important to follow up with a question related to the types of professional development through

mentorship novice teachers are receiving in the FP. The novice teacher participants were asked the following question: *Are you currently receiving any professional support through mentorship as a novice teacher?*. Their responses are illustrated in the 3-dimensional pie chart below, which shows that 67% of the novice teacher participants responded "*No*" they are not currently receiving any professional support through mentorship as novice teachers and 33% said "*Yes*" they are currently receiving professional support through mentorship as novice teachers.

Figure 6

Novice Teacher Participants' Responses to Research Question



The discussion below details the novice teacher participants' responses to research question 2 as illustrated in Figure 6. Novice teacher A responded 'yes' to question 2; she further affirmed that her HOD serves as her mentor. She stated the following about having a mentor in her community of practice:

> *She is amazing, she supports me through everything. And also some of the other teachers are supportive, not all of them, but you know there is that one teacher who goes out of their way to make sure that you are on track and you're getting it and not getting left behind because there is a lot of administration things that you do that you don't learn in university. Then you come here and they tell you this and that. For example, learner profiles and doing them at the beginning of the year. It is just the little things like the administration and the schedules, just everything. You need them to help you and doing the register because at every school they do it a bit differently; so then you need them to help you write it and for them to show you how you calculate it and how you fill in the learner profiles and everything. So, it helps to have an HOD who is supportive.* (Excerpt 7, Novice Teacher A, interview)

Novice teachers come into the teaching profession under the assumption that the workload is manageable and they will have some form of support or supervision like they did during their ITE practical's. For Novice teacher A that was the case; she stated that her HOD is amazing and supportive which creates a safe and healthy working environment where she can go to her HOD for help.

She has a mentor who checks on her and makes sure that she is on track with the administration as well as other tasks that are unique to the classroom experience such as filling in the register, doing calculations, as well as setting up schedules and learner profiles. The teaching profession is easier to navigate when you have professional support that is present and intentional about your progress. She admitted that "*it helps to have an HOD who is supportive".* In comparison, Novice teacher B does not receive any form of professional support at her school in either a formal or informal manner, nor does she have a mentor. Her response claimed that she lacked professional support:

> *Because of the school that I am teaching at, one thing I realise is that you are only offered mentorship after you have made a mistake. So, for me, the first time I came here, no one said, "Listen, I need to take you through this". But I had to make a mistake first so that person could jump in. I think also for them it was a matter of – it is a requirement, it is what she is supposed to do as a grade leader but it is not at first hand, it is not something that is given or outlined first. So you have to somehow fish, should I go ask for this? Should I? Should I not?*
>
> *I knew that there was a grade leader, but I didn't know what is the role of the grade leader. I just thought that it is someone that you have to report to, you know. Like when you look at the protocol system that there is a first person that you need to talk to before you go to the top. But I didn't realise that they had to mentor me as a novice, as new teacher. So, I had to make so many mistakes in order to receive mentorship, proper mentorship.* (Excerpt 8, Novice Teacher B, interview)

Awareness is the key theme that emanates from Novice teacher B's response. She articulated that she was unaware of what she needed coming into the position of being a teacher and understanding her role as a grade leader in parallel to her professional responsibilities. "*I didn't realise that they had to mentor* me as a novice, as *new teacher. So, I had to make so many mistakes in order to receive mentorship, proper mentorship".* The notion of 'sink or swim' (Kyle, 2017) or trial and error is what holds many novice teachers back from operating from a place of conviction, competence and confidence when teaching and exploring their professional identities in the context of the classroom.

Mentorship is used as a solution to mistakes as opposed to being the basis for support for novices. According to Novice teacher B, *"you are only offered mentorship after you have made a mistake".* She added that, *"I had to make a mistake first so that person could jump in".* This illustrates that she had to learn through having made a mistake before someone assisted her in understanding what was expected of her. She did not realise that she would need professional support in her early years until she started teaching in-service. Classroom experience became the catalyst for learning what her challenges were and how they needed to be solved. Likewise, Novice teacher C responded "*No*" to research question 2 which means that she too did not receive any form of professional support as a novice teacher in the FP in the form of mentorship. She confirmed that: *I don't have anyone as a mentor, I am pretty much trying to skate through everything.* (Excerpt 9, Novice Teacher C, interview)

Novice teacher C's response portrays a sense of independence and autonomy pursued through the lens of positivity. However, through the negative lens, she comes across as someone who is unsure of what is expected of her and doing what she can to stay afloat. She does not have a choice but to try and *"skate through everything".* This is a metaphor for taking control of the situation and finding ways to solve her own problems that may arise. Novice teacher D is on the same side of the spectrum as she too does not receive any form of support. However, she has an HOD who is available to assist and guide her when she needs clarity or has concerns related to her professional matters in the classroom. Novice teacher D stated that:

> *If I need to ask a question, I can quickly go and run to my HOD and if I need to ask a question or I need help with something then I can ask a fellow teacher. So what happened with me was that I was assigned a mentor. I had a mentor last year in my first year. Then my mentor left the school in the second term because she got a new job. Then from there onwards I just had to figure things out. That's how I ended up going to my HOD or other teachers if I needed help. What happened was that on the first day of school they gave us a booklet and in that booklet it tells you who the new teachers are and who your mentor is; I'm not quite sure who assigned our mentors.* (Excerpt 10, Novice Teacher D, interview)

Although she was initially assigned a mentor when she arrived in her first year of teaching, that experience was short-lived when her mentor left the school. There was no follow up plan to assign her a new mentor who would carry on with the professional development support. "*I had a mentor last year in my first year. Then my mentor left in the second term because she got a new job. Then from there onwards I just had to figure things out".* Novice teacher D is currently in her second year of teaching, and since her first mentor left, she has been left to

"figure things out" on her own without support or guidance from a formally assigned mentor.

By comparison, Novice teacher E had a different experience. She answered *"Yes"* to having received professional support in the form of mentorship as a novice teacher at her school. She noted:

> *I receive a lot of support from my HODs; I wouldn't say much from the deputy principal. The principal on some levels with regard to paperwork and with my personal studies as well, he is always open to helping me, but most of the time it's the HODs and actually the other teachers here at school as well, some of them are open to helping me and I can turn to them with any questions*. (Excerpt 11, Novice Teacher E, interview)

In the above excerpt, Novice teacher E communicated that she receives support from her HODs and from her colleagues who were willing and available to assist her. Novice teacher E shared her challenges with her personal studies and paperwork with her HODs and the other teachers as they helped her navigate her early years as a professional teacher. However, in the excerpt below, Novice teacher F revealed that "*unfortunately*" she did not receive any form of professional support through mentorship, and she did not have a mentor to guide her. She further shared that she had no one to help her, which gave her no sense of direction or sense of belonging in her community of practice. She responded as follows:

> *No, unfortunately, no. When I got here there was nobody that like sat me down and helped. So you have to learn while doing it basically, it's just like they throw you to the wolves and you like, you have to find your way.* (Excerpt 12, Novice Teacher F, interview)

In relation to all the above responses from the novice teacher participants, only two out of the six novice teacher participants responded 'yes' to currently receiving professional support through mentorship during their in-service teaching. Two novice teachers identified their HODs as being the ones who give them support and guidance as they navigate their professionalism. Novice teacher A shared that her HOD is always helpful and that she has formed relationships with some of the other teachers who are also willing to support her where they can.

Similarly, Novice teacher E stated that her HOD as well as her colleagues are the ones that she turns to for guidance, saying "*most of the time it's the HODs and actually other teachers here at school as well, some of them are open to helping me and I can turn to them with any*

questions". Even though Novice teacher D answered 'no' to the question during the interview, she mentioned that *"if I need to ask a question I can quickly go and run to my HOD and if I need to ask a question or I need help with something then I can ask a fellow teacher".* This demonstrates that the HODs play a vital role in being an informal mentor for novice teachers as, for the most part, they are easily available and open to assisting where they are needed.

Novice teachers F, B and C had different experiences to the above responses. Novice teacher F shared that unfortunately, *when she arrived at her current school she has no induction or mentorship from anyone.* Her analogy of being thrown to the wolves depicts the challenge that it has been having someone there to walk her through the transition to becoming a teacher. Similarly, Novice teacher B stated that at her school you are only offered mentorship or support as a form of remediation once you have made a mistake. Thus, from her experience of making mistakes, she was then seen as needing guidance, support and some form of mentorship after she had learned through trial and error. Novice teacher C expressed that because she does not have a mentor she is "*pretty much trying to skate through everything".* She is exuding a strong sense of accountability and autonomy of working through her experiences in order to learn and grow as a professional teacher. Although the majority of the novice teacher participants were not receiving any professional development with regard to mentorship, it is evident that there is a need and space for mentorship in the context of teacher education for novice teachers. Research shows that formal mentorship programmes might build heightened levels of psychological capital, mental health, wellness and employee participation through numerous interventions for novice teachers in the foundation phase (Gill et al., 2018).

A formal, structured and intentional mentorship programme would encourage novice teachers to ask for help, set goals and become open to the realities of the school environment in a manner that is sequential, documented and well thought out for their holistic needs both personally and professionally. Successful mentorship is often connected to formality, thus having set guidelines and checklists would be in the best interests of the novice teachers, the mentors and the school leadership to keep track of the ongoing progress and challenges. In the exploration of formal mentorship which is defined as usually leading with having structured contracts with set goals and/or a common/attainable vision, time specific deadlines and specified expectations that need to be executed (Singh, Bains & Vinnicombe, 2002). In addition, informal mentorship serves as an organic and natural building of relationship between a mentor and mentee, without

structural prompts or interventions (Singh et al., 2002). Mentorship that is available for novice teachers in the FP. Table 4, below, illustrates the type of mentorship all six of the novice teacher participants received, they all responded with similar responses of having received 'informal' mentorship. This will be further elaborated on in their responses to research question 3, where they explained the nature of the informalities of the mentorship currently being received.

5.2.3 Research Question 3

Table 4

Novice Teacher Participants' Responses to Receiving Formal or Informal Mentorship

Research Participants	Formal / Informal
Novice Teacher A	Informal
Novice Teacher B	Informal
Novice Teacher C	Informal
Novice Teacher D	Informal
Novice Teacher E	Informal
Novice Teacher F	Informal

For the purposes of addressing the main research question for this research study, the types of structures and policies available to guide the mentorship being offered to these novice teacher participants needed to be established, and whether they were receiving formal and informal mentorship while teaching in the FP. The above table is an illustration of whether the novice teachers received formal or informal mentorship in their early years teaching in the FP. The novice teacher participants were asked Research Question 3: *What type of formal or informal professional support through mentorship are you receiving as a novice teacher in the FP?* It would be beneficial to understand the difference between formal and informal mentorship and what each of them entails in order to gauge the complexity of the novice teachers' responses to research question 3. Formal mentorship, according to Cartern and Youssef-Morgan (2019), is planned, structured, guided by policy and premeditated as a novice teacher is paired with a veteran teacher in the process of reaching their goals; whereas informal mentorship is regarded as spontaneous and unplanned. However, Boeh (2016) argues that the formality of mentorship takes away from the authentic and/or organic nature of building a reciprocal relationship between the mentor and mentee. Formality also assumes that there should be a hierarchical or top down manner of mentorship. Similarly, Singh, Bains and Vinnicombe (2002) argue that

although formal mentorship intends to be supportive, it should be noted that formality can stifle the growth of a creative, safe and personal relationship which could have long-term advantages for both the mentor and mentee. In light of these definitions and arguments, the novice teacher participant responses were as follows, starting with Novice teacher A. She shared that the mentorship she received:

> *is very informal, there is no guideline, it just happens. If you are lucky and a teacher takes a liking to you or she feels okay she needs help, then, okay, help you and it could be your grade head or whoever, they help you get better, they mentor you. But there is no formal thing at school, like the deputy principals – nothing, the principal – nothing. So, it is basically up to your phase and the people in your grade or your team that will help you and mentor you. There is always that one person who will just put you under their wing, hopefully. Sometimes it's not the case because sometimes you meet a horrible team. Like me, I had a bit of a supportive team, so I was lucky. Some teams are not as friendly.* (Excerpt 13, Novice Teacher A, interview)

There is a recurring theme of 'guidance' that the participants foreground in their responses across several questions. Novice teacher A stated that the informal mentorship she received was through luck as she stated that there are no set guidelines to assign novices mentors at her school. From the above (excerpt 21) there is a clear sense of taking a liking to a mentee that a mentor needs to have in order to strike up a professional relationship, as well as a stroke of luck in having a supportive team that will help the novice teacher. Additionally, Novice teacher B mentioned that there was no formal structure at her school either. The was no formal allocation of a mentor when she started her in-service teaching, there is no specific person which will guide the mentorship process to initiate professional support. Novice teacher B shared that:

> *There is no formal structure in this school, nobody said, "Here is your mentor, talk to this person". I had to dig for myself and there were a lot of assumptions, like I made a lot of assumptions that grade leader has nothing to do with mentorship. So, formal mentorship is not offered, it's more informal; so it is about who you clash with or who you gel with. I saw that as informal because no one sent her to me and said, "Here is a mentee", but because she really likes me and we are from the same race and she knows how things are done at this school, she felt the need to take me in, getting closer to her. Helping me with whatever I want, she will take me through it if I just tell her. So, it became informal. It is not something formal where there is a workshop with them or whatever, but just mainly through talking, conversation, you learn so much about the industry, about the school, about the career, about the kids. Like over tea, over break, you know. So it's not really structural, especially at this school. It's not.* (Excerpt 14, Novice Teacher B, interview)

Compatibility is the main aspect that stands out in Novice teacher B's response. She mentioned

that ‘gelling’ with someone was the deciding factor of whether or not someone would initiate an informal mentorship relationship (Hall et al., 2017; Hellsten, Prytula & Ebanks, 2009). She exclaimed that it comes down to synergy and the relationship you build with the other teachers, this is what sparks informal mentorship. Mentorship may start off informally, however, if there are structures, guidelines and policy to govern the on-going process, the stage of ‘gelling’ could be the initial start to a professional relationship between a mentor and mentee (Hall et al., 2017; Hellsten et al., 2009). Initiating an informal mentorship could start off as mentioned by Novice teacher B by striking up a conversation and sharing expertise and experiences is a comfortable manner to get to know each other and gauge whether there is common ground to build something more long lasting and beneficial to both the mentor and mentee (Hall et al., 2017; Hellsten et al., 2009). Novice teacher C shared her insights and experiences about informal mentorship, stating that:

> *I don’t have a mentor at the moment, I do have someone I can go to for guidance, whether it can be emotional or just to help me with my resources, how to actually teach certain concepts. But then still it wouldn’t necessarily be a mentorship if you haven’t agreed as both parties that they are going to help you or maybe you know they can. I don’t know how to explain it fully. Informally, I do have someone who will help me with my emotions; if I am feeling frustrated, then they can actually help me. Or someone, for example, with my HOD she is actually there, she specialises in maths and I am also doing maths, so I can go to her and she can give me guidance how to teach a concept, or how I am supposed to structure my lesson plans according to the department, what they expect teachers to set up the lesson plans. And also, with the resources, I have many people that will send me links where I can go; usually not even people that are in education. That can actually help me if I want books, reading books, puppets or just any reading resource.* (Excerpt 15, Novice Teacher C, interview)

Even though Novice teacher C mentioned that she does not have a mentor, she added that she needs emotional support more than anything else in the workplace, thus, she has someone she can seek emotional support from, who is not a formal mentor. The lack of formality with regard to mentorship for novice teachers does not negate the fact that the informal mentorship that is present adds so much value to their in-service teaching experience in their early years. Mentees expect a pairing with a suitable mentor with whom they gel and are compatible, making time to assist and communicate with one another. Novice teacher D gave her account of informal mentorship by saying that she receives,

> *Mainly just advice, there is nothing else. We go to meetings then they tell us this is what we should be doing or please fix this or whatever. But, there is nothing concrete that they sit down with you and say you need help with this or this. If you need to ask a question it is literally just you going to whoever you need to ask the question, you ask*

> *and then that is it, that's literally what the mentorship is, if I can put it that way.* (Excerpt 16, Novice Teacher D, interview)

She also affirmed that she has to go and ask for help from whoever is available to help her. She has someone she can ask questions about what she needs to know pertaining to her work related matters as she negotiates her professional identity.

Novice teacher E stated that she would describe her mentorship as being:

> *More informal, the formal part of it was being given random papers and being told to go through that. But then with the HODs it was more practical and with the other teachers they literally showed me this is how you do this. This is how you calculate this. This is what's expected of you when there's a sports event or something like that. But with higher management it is more just here's the paperwork, read through it.* (Excerpt 17, Novice Teacher E, interview)

A practical hands-on approach is what Novice teacher E's response alludes to where *"with the HODs it was more practical and with the other teachers they literally showed me this is how you do this. This is how you calculate this".* This shows that they are aware of the assistance that the novice teacher needs and that they have to induct her into the manner in which the school works so that she is up to date. However, Novice teacher F was only given verbal communication in the form of telling her what to do. She mentioned that the informal mentorship she receives is:

> *Nothing formal; it is informal as they would just say, "listen, this is our assessment, and you have to make sure the kids write". That's it, it's just an instruction, it's not even support, just instruction that you get. "Kids need to do this, this and that", that's it.* (Excerpt 18, Novice Teacher F, interview)

She described the lack of support as *"it's just an instruction, it's not even support".* This alludes to the thought that there are no formalities in anything she is expected to do, and there is no supervision, guidance or assistance. Her response is in contrast to most of the other novice teacher participants who have some form of support through guidance and have someone they can speak to when they have questions or need assistance.

All six of the novice teacher participants highlighted that they received informal professional support in relation to mentorship in the FP. This means that there has been no formal support offered to them on any level from any of their educational stakeholders

In response to the question asked, Novice teacher A said that the professional support that she received was *very informal, there is no guideline, it just happens. If you are lucky and a teacher takes a liking to you or she feels okay she needs help, then, okay, help you and it could be your grade head or whoever, they help you get better, they mentor you.* Novice teacher A puts the mentee/mentor selection for the mentoring process down to being 'lucky'. This alludes to the fact that there is no formal documentation or pairing structure that governs the induction and mentorship of novices at her school. This is parallel to the feedback given by novice teacher B who stated that from her experience *"there is no formal structure in this school, to be specific there is no formal structure. Like I mentioned, nobody said, 'Here is your mentor, talk to this person'. I had to dig for myself and there were a lot of assumptions".*

It is often assumed by the school leadership that novices know what is expected of them without it being verbally communicated or given as written communication. The assumption is also that they are well prepared during their ITE and that they will be competent in their new professional teaching role without any formal guidance and support from school leadership or their colleagues. However, Novice teacher C had a different experience; she claimed that she does not have a formal mentor, however, she has someone that she goes to for emotion and pedagogical support. Even though she had people she could go to when she needed emotional or administrative support, she mentioned that mentorship should be something that is discussed and agreed upon by both parties - mentor and mentee. It is imperative to be mindful of whether the proposed mentor has the capacity to take on a mentee for the purposes of appropriating time, effort, resources and expertise.

Thus, the question of what formal mentorship ought to be or entail in the context of education for novice teachers in the FP continues. There are three actionable tasks that are required for a mentorship programme to come into effect. Firstly, there needs to be mentorship programme development which consists of induction and mentorship as part of the professional development for novice teachers. Secondly, a plan and process for implementation needs to be created in order for the implementation of the mentorship programme to be successful and monitorable. Thirdly, there needs to be an evaluation of the formal mentorship programme. This will track the continuous development, communication and participation of both the mentor and mentee. This leads to the question of what are the expectations from the school leadership with regard to what novice teachers should know and bring into the school environment, and are the expectations in line with the realities of the school culture?

5.3 Question 4

This research delved into the responses the participates had given, unpacking the expectations of novice teachers in the FP. Having reviewed the different types of mentorship that are available or lacking for the novice teacher participants, it is important to navigate what they expect as professionals. It is essential to understand the expectations of a novice teacher, and what they deem as being important for them to receive in terms of support through mentorship and the profession in its entirety; from the perspective of an HOD who has expectations of a qualified novice teacher, as well as that of a school principal who has hired a teacher with little to no in-service experience.

5.3.1 Research Question 4

In order for this research study to investigate the expectations that the novice teachers had in relation to mentorship, they firstly had to share their definitions of the term mentorship. Secondly, they articulated whether they had received any form of mentorship, which led to them identifying whether the mentorship they received was formal or informal. They then proceeded to the fourth question which sought to find out what their expectations were with regard to professional support through mentorship as novice teachers in the FP. The question was: *What are your professional expectations with regard to professional support through mentorship as a novice teacher in the FP?* The novice teacher participants' responses were insights into how their experiences were not at all similar to what they had expected. There are a variety of reasons their realities did not match up to the expectations, the main one being a lack of professional support related to mentorship. Novice teacher A said

> I *was expecting to have someone to sit down with me or a group or whatever, weekly or not even weekly, termly where we talk about "This is what you do, here are the guidelines, here is the / this is how you do this and that and that", and I don't even get that. I didn't get any proper support in my first year. I only started getting support this year in my second year. My expectations now, I have brought them down. Because now I know that it is unrealistic to think they will coach you through everything, because they just throw you in the classroom and then you are in the deep end and that is it. I have more realistic expectations and I just know if I need help I need to go and ask and be open about the fact that I do not know how to teach this, please help me or how do you teach it, or whatever. It is more about me going out there to the older teachers and asking them, please help me because I struggle in some concepts and stuff.* (Excerpt 19, Novice Teacher A, interview)

Her expectations were that she would have *"someone to sit down"* and guide her into

understanding the school culture, values and ethos on a weekly or termly basis. She noted that she had to bring her expectations down as she did not receive any form of support in her first year of teaching, she only started receiving professional support in her second year. In relation to her expectations, Novice teacher A explained: "*I have brought them down… because now I know that it is unrealistic to think they will coach you through everything".* Her realisation was that it is 'unrealistic' to receive professional development that is holistic and beneficial to her growth as a teacher. She also stated that she has a more realistic idea of what she needs to do when she needs help, having the agency to ask for help is her biggest reflection. Asking for help was one of the aspects that the novice teacher participants all mentioned at some point in their individual semi-structured interviews. The open-ended questions allowed for them to share their assumptions, experiences and expectations in depth. Similarly, Novice teacher B stated that she came into the teaching profession with a lot of assumptions about what it would be like being a teacher. She noted that:

> *Before I got into teaching, I had a lot of assumptions about teaching. I thought it's just a nice profession; I get to come in with my jeans like my teachers growing up, who were very chilled with their jeans. So, I came into teaching with the idea that I will be able to do other things on the side. But then I realised that it's actually a lie, it's actually a trap. This thing is actually a serious trap that I fell into. As much as I love teaching and I really love children, I am passionate about teaching, but then I ended up losing that passion here. I already made up this fantasy story in my head about how teaching is supposed to be like. So when I came here it broke me, because it is not what I anticipated. For example, it is so hard, it is hard to have 28 different personalities in the classroom. No one tells you that, we all look at it like they're just kids, but it is literally 28 people who have different personalities, different family backgrounds, different manners. You are teaching them from scratch, you are refilling this tank, into this empty container, that is literally what you are doing. Teaching is something extremely difficult, I have to deal with kids who have ADD.* (Excerpt 20, Novice Teacher B, interview)

Novice teacher B shared a vivid memory of her time as a student growing up where she remembers how her teachers *"would just sit on the table and say write this and that. They would instruct us to write on the board, they would never stand up most of the time".* Her expectations were that she would wear *"jeans*" because she thought it as *"a nice profession"* and that she *"would have nice school holidays"*. In reality, her experience has been that she "*realised that it's actually a lie",* and that *"this is actually a serious trap that I fell into".* Her impression now of the teaching profession is that *"teaching is something extremely difficult"* and that the cultural capital that children bring into the classroom is very important, and it should be noted that they affect the manner in which teaching and learning occurs.

Furthermore, she stated that teaching has broken her spirit and that she has lost her passion to teach because it is nothing like what she had anticipated. Due to a lack of professional support, she further added that she was faced with the difficult task of having "*to deal with kids who have ADD".* She had never received training and/or prior knowledge about attention disorders for children, which was a new experience for her. This amplifies the gap in professional knowledge and support for novices in learning about and dealing with differentiated challenges that children bring into the classroom. This may be connected to the mental health issues that novice teachers face due to their inability to understand and deal with the complexities and emotional strain of the professional demands of being a teacher. Novice teacher C had similar expectations, she affirmed that:

> *I expect someone who will be there any time when you need them; I expect someone who can give you great knowledge on their experience and share it with you, just to also reassure you that everything is fine, but also, you know, at the end you will know that everything will be okay and work towards your goals and get somewhere, if that makes sense.* (Excerpt 21, Novice Teacher C, interview)

Availability is the first theme that she brings forward as she admitted that she expected *"someone who will be there any time when you need them"*. Another theme that emerges from her response is that of reassurance and having someone tell her that "*everything is fine"* and that *"everything will be okay and work towards your goals and get somewhere".* The emotional and wellness aspect of professional development is often lacking more than other aspects This is affirmation that there is a need for it, novices would benefit from having a mentor that is active, present and in alignment with their goals. Similarly, Novice teacher D shared that "*you need people to be available for you".* Mentors are expected to make time for their mentees and be keen to give them the attention they need, as well as having the capacity to mentor, without being overwhelmed by the additional workload and responsibilities. Her response was as follows:

> *Firstly, you need people to be available for you. Like to say you have a mentor, whatever, but then what I found was that my mentor was not too keen, she was a very nice lady but she was very overwhelmed. She was not too keen on being there every time I needed help, which was constantly, especially in my first year where I needed someone who is there like all the time. But other people are also busy with their own classrooms. So I would say availability, I know if I need help I have this time where I can go speak to my mentor or whatever. Because it was just literally anytime that I am free and anytime that I think she is free. Like there was no time that I was like okay, I'll find this person. Some days you go there and the person is in a bad mood because they are not expecting you to be there. I think also teachers who aren't like out of touch with like being a new teacher. For example, my mentor had been teaching for a while so she*

> *still understood how it feels to be a new teacher. Then you get teachers who have been here for a very long time; like my HOD has been here for so long. I'd go and I'd asked a question and you can hear that the advice is a bit outdated, she's not understanding how much needs to be done or how I'm feeling. Like I can't put that into practice because she is a bit out of touch, like she is a really, really old teacher. So, maybe I think someone who still understands being a new teacher but also has the experience.* (Excerpt 22, Novice Teacher D, interview)

Convenience and flexibility are themes that are consistent throughout the research about the dynamics between formal and informal mentorship. Informal mentorship allows for the relationship between the mentor and mentee to develop organically, as Novice teacher D alluded to in her response. She suggested that she would benefit from a formal mentorship structure. However, she stated that what has been working for her professional growth thus far is the fact that she has access to her informal mentor whenever either of them has free time or a gap in their teaching schedules. Diversity in teacher professional development is an immerging topic of interest, where mentees prefer being paired with mentors they can relate to on various levels: race, gender, age, etc. (Goldhaber, Theobald & Tien, 2019), as noted by Novice teacher D. She shared that asking for advice from her HOD is not beneficial to her because the age gap between them speaks to the different areas where they do not relate, on a personal or professional level.

Having *"structure"* is the second aspect that Novice teacher D deemed important as a part of her expectations. She maintained that having *"a structure"* is vital as it would create a time set aside so that she knows that *"if I need help I have this time where I can go speak to my mentor".* Planning out a specific time to address your issues or progress with your mentor is important as it will give the novice teacher an opportunity to manage their day and time appropriately, as well as tabling things according to importance and relevance. Structure should be in the form of a policy which clearly states the expectations and the deliverables required for a successful mentorship programme to enhance the teaching experience for novice teachers in the FP. Additionally, Novice teacher D stated that it is important to have a mentor that is not too old and out of touch, someone who can share relevant information, expertise and knowledge that is not "*a bit outdated".* Novice teacher E acknowledged that her expectation was to receive some form of induction "*at the beginning of the year, a proper like sit down with my principal and the other teachers in my grade".* She continued to voice her expectations:

> *My expectations would have been that at the beginning of the year, a proper like sit down with my principal and the other teachers in my grade. Because here at school we have a couple of new teachers, it's not just me, so I would have expected a sit down*

> *session. Fine, we get those documents to read through, but just point out that this is important, this and that is expected of you, not just get to that on the day or whatever, and then you get into trouble for not doing this but according to how the school does it. So, I feel that there's a lot of miscommunication in that sense. Because at the end of the day I can't really expect my HODs to be hands-on as well. They are looking after the whole phase as well. So, maybe someone in the grade. But, as I said earlier, it's not everyone that is willing to help you, it's only certain teachers.* (Excerpt 23, Novice Teacher E, interview)

Communicating expectations is very important, Novice teacher E shared that *"I feel that there's a lot of miscommunication"* as they were given documents to read about what was expected of them. However, there are so many other ways to do that that are more practical in nature, where teachers can see how and what needs to be done in real time. Mentors need to be assigned based on their availability and their capacity to take on the extra workload in the form of a mentee. *She stated that it was important "because at the end of the day I can't really expect my HODs to be hands-on as well".* The assigned mentor will make time to assist, guide and support the mentee. As mentioned by the other novice teacher participants, Novice teacher F also had the expectation that someone would *"check on me"*. She revealed more of her expectations:

> *I would have expected for people to come and check on me. I'm thinking the HOD, or maybe the principal. But even just someone, just somebody come check on me, find out if I'm coping, find out if I'm doing it right, because now I feel like the whole three months I've been teaching, nobody has come. Okay, they have come but only once. But then they keep saying, "I'm going to come". I feel like they need to come constantly and be like, "Okay, how are you teaching?" Like, "How are you coping?" "Are your kids understanding you?" So, I feel like… had they come to tell me, "This is what is expected of you, this is how we go about teaching", then I'll know.* (Excerpt 24, Novice Teacher F, interview)

Having someone assigned and committed to the professional and personal growth of the novice teacher should be the priority of the school leadership. Novice teacher F claimed that she was only visited in class once after three months of teaching in-service. She had hoped that somebody would *"come check on me, find out if I'm coping, find out if I'm doing it right, because now I feel like the whole three months I've been teaching, nobody has come".* She did not have an idea of what was expected of her because it was not communicated, there was no induction when she arrived and no mentorship that followed as she progressed in her professional teaching role.

5.4 Question 5

5.4.1 Research Question 5

In order to establish what the mentoring needs for professional support are for novice teachers, the participants were asked the following question: *What type of professional support through mentorship would you need to better support you in negotiating your professional identity as a* novice *teacher in the FP?* The novice teacher participants shared what they would prefer to receive as professional support, such as:

> *A mini crash course. I would like there to be a policy, like the school policy. To be honest, this school does not really have anything; I'm not really sure how discipline works at this school, we struggle with discipline. I would like them to have a set guideline to help me: if the children are misbehaving this is what you do; if the parents are like this, this is what you do; if you're struggling in this aspect with a colleague, this is how you approach it and you go to this person, you go to that person. But there is none of that. So I would like it if there was one person who every term have a meeting as a staff, to brief us on how to do things. And then that one person will walk around helping the new teachers getting accustomed to how things are done in this school, because they like to blame the new teachers if something goes wrong, saying '"You guys didn't tell the new teachers". I didn't know I had to do netball and that I was going to do it by myself, so what must happen?* (Excerpt 25, Novice Teacher A, interview)

Novice teacher A emphasised the need for support in classroom management: "*we struggle with discipline. I would like them to have a set guideline to help me: if the children are misbehaving this is what you do*" – being able to manage the learners through effective discipline strategies for the learners within her community of practice. She mentioned that she would also benefit from having clear communication of expectations, of what should be done in and outside of the classroom. Getting accustomed to the community of practice is also vital in understanding the learners, the staff and what types of teaching and learning strategies will be effective. She mentioned needing a *"crash course"* which could be interpreted as an induction programme to help assimilate the novice teacher into the school culture. Novice teacher B shared that:

> *Professionally, I am sorry but I don't like workshops, I feel like they don't tell you anything, they have their own agendas. They are not as blunt and informative as they should be. So I would have loved to have a discussion or conversation with a teacher who has been in this profession for a long time. I think it was term 3 whereby I was in the office, we had a foundation phase meeting where it was all the foundation phase teachers and I literally broke down. I was telling the HOD, she is like a computer, she moves very fast, she will come here and give you 20 forms and say, "Fill this in", and this is just how she works. So I had to break down in that meeting and say that I can't do this anymore. I literally told them that it is either I resign, I just can't, it is just too much, and I pointed out certain issues that I have been observing and that are weighing*

> *me down. I think I would have coped much better if somebody was upfront with me and said, "I see you are a new teacher, anticipate this, and, if this happens to you this is how you can tackle it. Don't allow people to play on your head, don't take things personally, don't take work home, don't do that", you know. If there was someone who said that to me upfront.* (Excerpt 26, Novice Teacher B, interview)

Workshops often have a clear agenda of what they want to achieve. Novice teacher B shared that she found the workshops that she has gone to have been irrelevant. However, it may not be in line with the needs of the novice teachers. She also mentioned that emotional support would be vital in assisting her to negotiate her professional identity as a professional teacher. There would be an advantage in practical administration support being provided for novice teachers as they cannot be taught at the ITE level because every school has its own system on how they compile their administrative information and assessments. She also mentioned that's he would have appreciated someone who would have taught her the nuances of teaching like not taking work home and managing your planning accordingly (Iwu, 2021). Having someone available and keen to give them on the job advice through open communication would also be of great benefit to the novice teacher acclimatising to their new working environment. Likewise, Novice teacher C talked about the importance of communication:

> *I think, what would make things a lot better for me is being able to firstly communicate with someone regularly and they can also give me great guidance. Because first year, it is nerve wracking, you do not know what to expect, you go into a classroom. Yes, you do have some knowledge from university of, you do remember some, and then you go in a classroom and things are completely different, and you kind of panic. So, you do need someone that will be there emotionally to help you. You do need someone that will be there to give you the guidance and the resources too – because when I started I didn't have anyone to tell me, "Listen you can go to this website where you can get the resource". You literally have to make your own resources or buy them yourself with money from your salary – out of pocket. For me, what has kept me going is that I am doing it for the children, and it's also helping me with my lessons. But it becomes difficult when you want to have 30 resources for 30 children or maybe even more, then it means you have to buy a whole lot of cardboard and make 30 pieces of resources for all the children because sometimes sharing doesn't help, but there's nothing much we can do.* (Excerpt 27, Novice Teacher C, interview)

Novice teacher C stated that *"what would make things a lot better for me is being able to firstly communicate with someone regularly and they can also give me great guidance"* – schools providing regular communication with novice teachers about their classroom practice, extra mural activities as well as their professional and personal wellbeing would be advantageous. She further claimed that resource and emotional support are two areas of importance as she often needs help with creating, finding and using appropriate resources for teaching and

learning purposes. Emotional support is another aspect that she mentioned as needing help and guidance and would make her teaching experience easier: she affirms that as a novice you do need a mentor or someone to help you at work with the everyday nuances of the day to day work in the classroom and beyond.

Furthermore, she alludes to a disjuncture between what she was taught during her ITE and what she is currently experiencing with her in-service teaching; school practice often does not mirror what teacher educators curate for the purposes of theory-driven ITE (Hayden & Gratteau-Zinnel, 2019; Kelchtermans, 2019). This is backed upby the feedback given by novice teachers not being able to translate what they learn in theory into the classroom because it is not relevant or relatable to the dynamics of the multilingual, multicultural and diverse South African classroom context: *"it becomes difficult when you want to have 30 resources for 30 children or maybe even more".* Class size and financial strains are two of the biggest challenges for her as a novice teacher in the FP where concrete apparatus is vital for teaching and learning. She shared that "*you literally have to make your own resources or buy them yourself with money from your salary – out of pocket".* In addition, Novice teacher D emphasised *"realistic expectations"*, stating that:

> *I think I am going to come back to this a lot, realistic expectations; things need to be set realistically. Like I think a lot of things are just all up in the air and then as a new teacher you don't know how to juggle everything and you don't know which one is like most important. I'd say because of expectations, for example, you mention admin, and dealing with a whole number of different kids, class sizes and whatever, and then there's people pulling you different directions. For example, you have to worry about your class and which I think is the most important thing; then you have leadership who is mostly focused on the admin side of things; and then it's almost like I don't know how to juggle this because the reality, the expectations that are set aren't realistic. I think yes, I think the teachers who are new and maybe not just only new teachers there but okay maybe there you could have, like I said, the mentors that we need are teachers who have experience but also still remember what it's like to be a new teacher. "Okay, I know you guys want to try this, but maybe this doesn't work so well with curriculum, maybe this isn't so much part of policy". Because the thing is, you can have a policy and again a lot of the policies that we have really don't hit the classroom level, like you can have a policy for people, for teachers, but no one is using it or no one can keep up with it. So I do think you need something that is doable, especially new teachers will feel safe to share what they are really experiencing and trust that the person they are getting mentorship from is doing it from an experienced place and it's doable.* (Excerpt 28, Novice Teacher D, interview)

Novice teacher D articulated that expectations are not voiced to novice teachers and they have an unrealistic perception of what they need to do and when it needs to be done. Both

expectations and goals need to be attainable within reasonable time frames for novices to manage their time and efforts accordingly (Orland-Barak & Wang, 2021). Like Novice teacher D mentioned: *"admin, and dealing with a whole number of different kids, class sizes and whatever and then there's people pulling you different directions".* Having to deal with a number of different factors at the same time is challenging for novices. Furthermore, she suggested that *"as a new teacher you definitely need a group of new teachers that you guys can share ideas with each other and also it feels safer because you know that they get it, and there's a flexibility there".* This would be helpful as a form of peer support in addition to the support from a more experienced teacher or an HOD. Novice teacher E spoke about *"pairing",* which is another variation of professional support where a more experienced teacher is paired with a novice teacher for mentorship.

> *The whole pairing thing I think would work better. A new teacher with a more experienced teacher. Another mistake that we encountered, there are two new grade 2 teachers, right. I started teaching in January and a new teacher came in March or April or something - she was paired with me. I was expected to teach her and we were in that confusion of I don't even know what I'm doing; so it's pairing us with more experienced teachers. A more experienced teacher would have helped as well. I think it would have given us more, we would have been more exposed to different situations and we would have understood. We would have had a broader understanding of what's going on and not just take it as it comes because I feel like if you take it as it comes it's a thing of okay, this is the situation and do this. So it can pass quickly; you don't get an in-depth understanding of what you must do if such things occur.* (Excerpt 29, Novice Teacher E, interview)

Novice teacher E shared her unsuccessful experience of being paired with a new teacher at her school a few months after she started teaching. She explained that the pairing of mentors with a mentee should be intentional, and the mentor should be more experienced in order to have a fruitful experience (Kadenge, 2019; Otten 2021). Mentorship does not have to be a pairing of an older and younger teacher but rather that of a more experienced and novice teacher. This way there is a more in-depth exchange of knowledge, strategies and advice between the mentor and mentee. As mentioned by both Novice teachers A and B, Novice teacher F shared the same sentiment of having someone available to come and explain things to novice teachers in their early years. She would prefer it if:

> *People coming and explaining things to me. Getting the support from the HODs and my fellow colleagues. I'm all about strategy, like I just feel that also the discipline. It's been tough, but maybe if I get the opportunity to also observe their teachings as experienced teachers and how they do their discipline strategies, but unfortunately not.* (Excerpt 30, Novice Teacher F, interview)

Having set goals and expectations speaks to Novice teacher F. She stated that she is *"all about strategy"* and that not having any formal professional support has *"been tough"*. She further articulated that *"maybe if I get the opportunity to also observe their teachings as experienced teachers"* she would greatly benefit and learn from doing class visits, and watching what more experienced teachers do in the classroom, observing their discipline strategies and classroom practice.

5.5 Question 13

5.5.1 Research Question 13

The novice teacher participants were posed the following question: *What challenges do you face as a novice teacher in the FP?* Novice teacher A raised a few challenges that novice teachers struggle with in their early years, namely:

> *The parents and the staff. Not more the parents but the staff - staff politics, I didn't know staff politics were such a real thing until this year. Because last year I was very to myself but this year having become the grade head I felt a lot of resentment and anger from staff in particular. The school doesn't really have proper guidelines, they are always missing paper, simple things like paper and we can't make copies for worksheets or whatever. I have to make all my posters and I am still trying to fix them and change them up this year, you know, and you can't make copies in this school because they don't want to print it out in colour. So I have to go and print it out myself in colour. With my own money. I had to buy most of the resources that I have. The resources are a serious problem; we have no resources at all. Like counters for maths, we don't have; we have to use our crayons and stuff. There are a lot of politics and we don't have resources - all the books we have are mine, so I am trying to buy them little by little. Because if you ask them, they are going to take 3 years to do it. If you ask them to laminate they will take forever, you have to beg and constantly be asking, "Please can I have it". It's just the little things that make it more difficult to work nicely in the school. It would be nice if we had a friendlier staff when you are walking in*. (Excerpt 31, Novice Teacher A, interview)

Novice teacher A shared that her main challenge has been the parents and the staff at her school. She had not realised that tough politics would play such a huge role in how she was affected while trying to get used to her new community of practice. She also mentioned that there is a shortage of paper supply at her school which makes it difficult for her to create worksheets for the purposes of teaching and learning. Another problem that she has encountered is the lack of resources. She mentioned a shortage of books as well as concrete apparatus used in the foundation phase to teach: *"the resources are a serious problem; we have no resources at all. Like, counters for maths, we don't have, we have to use our crayons and stuff"*. Furthermore,

she articulated that novice teachers are not welcome at her school, or they are treated as if they are not wanted, just because they are recently out of university. She claimed that the staff at her school are not friendly or welcoming, they often make new teachers feel like they do not belong. Likewise, Novice teacher B also listed the parents as being her first challenge. She stated that:

> *It is not the teaching, it's everything else. Parents – how to handle parents. There was a man parent who flirted with me the other time and I didn't know how to act. And no one tells you about that. I mean, you give them your numbers because, I mean, it's a parent and teacher relationship. But when he leaves the classroom with your number he thinks he has found a potential life partner, he has found his future wife and stepmother to the child. What do you do, so that you don't offend him? At the end of the day, how do you maintain that professional relationship?*
> *There are a lot of challenges in teaching; time is a challenge on its own. There is not enough time, there is not enough time and it would be unfair to say let's extend teaching time to 17h00. Children are not going to concentrate for that long. Besides the children, you are tired, you are angry, you have been screaming, it's just too much - it is not going to work for both sides. It's just a matter of discipline also, where do you draw the line? They take advantage of you as if you are a joke. Because they know you won't do anything, you're as good as a dog barking with no teeth, you don't bite.* (Excerpt 32, Novice Teacher B, interview)

Novice teacher B mentioned that she initially struggled with handling the parents at her school. Sometimes the male parents behaved inappropriately, she did not know how to address the situation while maintaining a professional relationship for the sake of the child in her classroom. Another challenge that she mentioned is time management - there was not enough time to get all the work done in one school day; this could result in her taking work home. *"Children are not going to concentrate for that long, besides the children, you are tired, you are angry, you have been screaming, it's just too much".* Concentration is another challenge that novice teachers face in the foundation phase; it often leaves them feeling a lot of negative emotions. The last challenge that she addressed is that of classroom discipline. She stated that the learners do not have boundaries; she claimed that the learners do not respect novice teachers: *"they take advantage of you as if you are a joke. Because they know you won't do anything, you're as good as a dog barking with no teeth, you don't bite".*

Novice teacher C further elaborated on the negative emotions that she had experienced as a novice teacher where she explained that with

> *The emotional side, you become so frustrated because you don't know how to teach a concept or you don't know where to get the resources, or you don't even know how to*

> *discipline some kids. Also, linking to discipline or behaviour, there are learners in a classroom, yes you do learn about them through studying about different abilities, but then you don't even get the necessary information to help these learners. That becomes more frustration and you don't know what to do, you are lost. So, also having someone that can help you with that. With a lot of teachers, they will tell you that, or maybe they will even diagnose a child – which is wrong – that a child has ADHD. Some teachers even have knowledge about ADHD, they can explain that these are the symptoms and you know what you should look out for. You know they will give you the guidance on how to help that child at the end of the day. So, in my first year, I mean even now in my second year it's hard for me to just teach all the children the same way, because they are not the same and I need someone who can actually help me with that. How am I supposed to help these children, the top learners, the weak learners or even the average learners?* (Excerpt 33, Novice Teacher C, interview)

Negative emotions are a huge challenge for novice teachers in the foundation phase. They often feel frustrated, angry, and scared, with no outlets to express their emotions (Lassila et al., 2017; Orland-Barak & Wang, 2021). They are also unsure of the manner in which they are supposed to do things in the classroom. This is related to teaching the content they are using, whether they're using the right strategies or even how to discipline the learners in an appropriate and effective manner. Novice teacher C shared that she is affected by *"the emotional side, you become so frustrated because you don't know how to teach a concept, or you don't know where to get the resources".* Additionally, she mentioned that she finds it hard to differentiate her lessons according to the learners' different learning abilities: "*it's hard for me to just teach all the children the same way, because they are not the same and I need someone who can actually help me with that. How am I supposed to help these children, the top learners, the weak learners or even the average learners?"*

Novice teacher D described her challenges as:

> *Getting to know the school culture because different schools have their own different cultures. I think it's very important that you understand the culture of the school because that will affect the way that you do things in your class. I definitely think that understanding your school and having a mentor is going to help you understand that. Number two, I think the biggest thing, the biggest challenge is trying to consolidate what you learnt in varsity to what is actually happening in your classroom. The challenge especially as a new teacher is that everyone is watching you to see if you are teaching enough, like that's the, like are you using your time properly in the classroom and are you teaching these children enough? Resources as a new teacher, like those teaching resources - that was a huge challenge. Like you just have to be clever in how you are doing your teaching resource because the school can't give you resource after resource because the school doesn't have that much money. So you really need to get smart about how you find resources or ways around resources that you think you need but you don't have. Also just understanding the curriculum. As a first year teacher I*

> *think there's just no way of doing it because it is not like you are going to take the CAPS and sit with it every day paging through.* (Excerpt 34, Novice Teacher D, interview)

Having a mentor will help you understand your school's culture. According to Novice teacher D, being able to transition into the profession and *'consolidate'* the two communities of practice is challenging for novices (Orland-Barak & Wang, 2021). The curriculum is another challenge she raised that hindered her assimilation into the school environment: knowing how to interpret the CAPS curriculum, what to teach and how to teach are some of the concerns that she raised. In addition, Novice teacher D shared that *"the challenge especially as a new teacher is that everyone is watching you to see if you are teaching enough, like that's the, like are you using your time properly in the classroom and are you teaching these children enough?"* The notion of being 'watched' as a novice teacher may bring about anxiety and fear of judgement and criticism. Building confidence in one's professional abilities is hard enough when no one is watching. In addition to the above-mentioned challenges, Novice teacher E's response showed that communication, parents, leadership, language barriers, ADHD and expectations were also some of the challenges that she experienced. She further articulated that:

> *The challenges would be, obviously, like within the colleagues. The communication. And then as soon as you get one thing wrong it's a big issue. And then obviously the parents aren't always happy that their kids land up in the new teacher's class, not all parents are for it. Most of them you get that positive thing that it is a new teacher, fresh ideas, new teaching methodologies, but some of them are really supportive. But some parents will come very harsh that no, they would rather have their child in a more experienced teacher's classes. The paperwork - I don't think if anyone is ever ready for that part. But, as I said, at least if you have a peer to help you through that then you know that okay, how you can handle everything or else everything just piles up and then it's a bit too much on your side. With my leadership, not my HOD's, my HODs are very hands-on and very helpful. Leadership, as I said, would be the communication and the expectations; you don't really know where you stand with them. The colleagues that have been here for a long time, over twenty years or something, they seem to have sometimes an influence on the higher leadership and that and decisions being made. With the learners, well I had a Chinese learner in my class this year communicating with the parents was a bit of a challenge but then we would get an older sibling to come translate to Mandarin. As a teacher you can't really diagnose a child, but ADHD and, you know, concentration.* (Excerpt 35, Novice Teacher E, interview)

According to Novice teacher E, *"as soon as you get one thing wrong it's a big issue. And then obviously the parents aren't always happy that their kids land up in the new teacher's class".* Novice teacher E raised these challenges as hindering her ability to develop professionally. She raised the topic of 'being watched' which is the same as Novice teacher D's response. Novices feel that their teaching abilities are always under scrutiny, and they are not able to make

mistakes without them being a *'big issue'* as per Novice teacher E's response above. With the host of challenges that the research participants raised, Novice teacher F disclosed that having discipline was the first challenge that she wanted to address as a hindrance. She stated that:

> *Discipline, first things first. Being undermined by the other teachers. Like when you are a new teacher, already you have got this pressure that you have these little people looking to you, but then if you don't get the support from people that have been doing this forever and instead you get judgements. So I feel like they feel threatened by the new teachers. So it's like they are going to hold back this information and were never going to give it to you because you said you went to university so that means you are supposed to know these things. People not wanting to share sometimes.* (Excerpt 36, Novice Teacher F, interview)

Novice teacher F spoke about *"being undermined by the other teachers"*, *"pressure"* as well as being *"judged"*. She rationalised that these challenges occur because the veteran teachers feel *"threatened"* by the presence of a novice teacher which results in them not wanting to *"share"* their expertise and knowledge with novices who are just entering the profession. The assumption is that having gone to university and graduated as a professional teacher you know everything there is to know about the profession and the gatekeepers will not assist you in transitioning successfully into the schooling environment or even feeling welcome.

5.6 Question 8

5.6.1 Research Question 8

Research Question 8 probed: *What characteristics and qualities are important in a mentor?* Then novice teacher participants responded to this question in relation to their perceptions and experiences. Novice teacher A's response placed mentor value on:

> *Caring, they need to be caring and firm, I believe they need to want to do it. Not being forced to do it and they don't like you or something. They make your experience a miserable experience and they go bad-mouth you to everybody, saying things like, "She can't do this, she can't do that", you know. They need to just want to do it. No one must be forced into doing it, they must be voluntary and people must just enjoy it and it must be fun. It mustn't be too serious. It must be serious when we need to be serious but we must be happy. I don't want it to always be vicious in everything.* (Excerpt 37, Novice Teacher A, interview)

Novice teacher A's response alludes to the ability of being able to trust your mentor. Being

trustworthy means that you do not bad-mouth your mentee or tell other colleagues that they "can't do this, she can't do that". She further mentioned that positive mentor characteristics should be that they volunteer to mentor and that they enjoy it and that it should be fun. This assumes that it will thus be beneficial for the mentee as well as the mentor. In addition to the above-mentioned response, Novice teacher B included patience as being a positive characteristic a mentor should have:

> *Patience is needed. A mentor is literally a teacher. A mentor is someone who says, "You don't know anything and I will make sure you leave here knowing something". It's the same thing with teaching, and that requires a lot of patience. I have a mentor and I always make mistakes, and she knows that. And one thing I really love about her is that she will never say that I am irritating or annoying her for making the same mistake over and over again, she has so much patience. It requires a lot of passion, you can't say you want to be a mentor but you don't love people and you don't want to see people succeed. I find that the teachers at this school are very frustrated that they are here. They need to have good intentions about it. Also, I think passion and having intentionality, thinking that I am planting a seed, I will take time to water the seed, I will take time to make sure the seed has enough sunshine, I will look after the seed. And to say, "This will take a long time, I will have to lose some time of my own to make sure that my mentee has access to me when she needs me; I am available". Those are the qualities I need in a mentor.* (Excerpt 38, Novice Teacher B, interview)

Novice teacher B's expectations of a mentor with positive characteristics entails someone who is seen as the more knowledgeable other. Someone who is accepting of the mistakes the mentee makes and gives them room and grace to learn from their mistakes even if they are repeated. Passion and intentionality are key factors for a suitable mentor, according to Novice teacher B. She stated that *"I think having passion and intentionality"* are key. She used the analogy of the mentor viewing the mentorship process and the mentee *"being a seed that is watered, and given sunlight to grow over time".* She also mentioned the fact that the veteran teachers at her school are *"frustrated to be there".* This implies a lack of passion, intentionality and the willingness to support or mentor novices joining their community of practice. Novice teacher C shared the same sentiments as Novice teacher B as she also listed being passionate as an important characteristic in a suitable mentor. She admitted that she preferred:

> *Someone who is passionate about education and teaching. Someone that wants to move forward and wants children to succeed and has the same goals as you have as an educator. I think a lot of new teachers are very excited; their goal is to create a beautiful future or a beautiful path for their learners. So, you want someone who has more experience than you, not someone who will say, "No, it's fine if the children are not succeeding, they will catch up in the next grade".* (Excerpt 39, Novice Teacher C, interview)

Having someone who wants you to succeed and shares the same goals as you is an essential characteristic in a mentor, according to Novice teacher C. Considering the needs of the learners is also something she rated as being imperative for successful mentorship, understanding that there needs to be longevity and lifelong learning from the mentee and mentor and it should translate into the future success of the learners. Veteran teachers have more experience than novices; hence the preference chosen by Novice teacher C in her above response. Novice teacher D preferred a mentor who is *"sensitive to the needs of others".* Her response revealed that:

> *I think it must be someone who is sensitive to other people's needs, because I don't think another new teacher will feel exactly the same way that I feel. Someone who is sensitive to your needs and the differences in people because I might need less mentoring than someone else, so I might need more mentoring than someone else. It's understanding that you are dealing with this type of person and helping them where they are because that's what they need. You can't say you are mentoring someone but you want them to be at level B and they are at level A. You need someone who knows the work, someone who knows what it takes to be inside a classroom, someone who is very empathetic. I definitely think someone who is a specialist or who at least has an honours degree, because it really changes the way that you think. Your exposure academically changes the way that you understand teaching. For example, in my first year I was still half way through my honours degree, but now in my second year it has made such a huge impact on how I teach from what I thought I knew when I came in with my 4 year Bachelor teaching degree. What you do in undergrad is not enough, you are barely scraping the surface of teaching. One of the mentors that we have at my school isn't completely qualified but she has been teaching for a long time and I do think there is a difference between her and someone who has the correct qualifications. So definitely someone who has very good academic understanding of teaching, not just from their own daily experiences of dealing with the kids because there is so much that you learn that you couldn't necessarily see had you not gotten that information.* (Excerpt 40, Novice Teacher D, interview)

Firstly, Novice teacher D further raised the characteristics of mentors who have empathy for others as being important, as this allows them to understand and make allowances for the things that others go through. Secondly, she mentioned that mentors who have postgraduate educational qualifications such as an Honours degree in Education would be advantageous when sharing their views and expertise as they have a broader understanding of how to successfully share knowledge with a mentee. Her rationalisation is that a 4-year bachelor degree in teaching is 'barely scratching the surface'. In order to gain a better perspective you need to have more value added experience academically. Patience is a characteristic that was raised by more than one of the novice teacher participants. However, she also flagged that one of her colleagues has been teaching for a long time at the school and does not have any teaching

qualifications. Novice teacher E's response led with her stating that patience is a core characteristic that any mentor should embody. She noted characteristics that a mentor should bring to the mentorship relationship:

> *For me, it would be patience, an open relationship, the willingness to actually just share information because some people are very stingy, they don't want to share. It is almost as if they think you are not on that level to know this and that. Someone who is very open and doesn't mind sharing any information and helping and the patience that you know what, I might not get it the first time around; if I come back they still have that patience to show me how it's done again.* (Excerpt 41, Novice Teacher E, interview)

Power dynamics are a big part of whether mentorship will be successful or not between the mentor and mentee, how they view their roles as well as the on-going relationship is important. If they do not feel safe in the relationship they will not share openly. Hierarchy creates tension and the element of being *"stingy",* as mentioned by Novice teacher E. She values a mentor that shares information and skills willingly, and has the patience to consistently invest in the development of the mentee no matter how many times they come asking for help. Moreover, being a *"supportive"* and *"welcoming"* mentor is something that Novice teacher F favours as characteristics she anticipates in a potential mentor. She further articulated that she prefers:

> *Somebody who is supportive, and very welcoming. In terms of, if like I come to you and I say, "I don't understand this particular concept", let it not be a matter of them saying or thinking that you just graduated from university, you know, the stigma that teachers who just qualified know it all. What we are taught at university was a bunch of information in theory – but now the issue is now being able to apply it. I've got all the information but now if I can't apply it then it's useless. Somebody who can explain things and they shouldn't be judgemental.* (Excerpt 42, Novice Teacher F, interview)

Novice teachers are expected to come into the teaching profession knowing how to transition into their new community of practice and know how to teach, when to teach and what to teach. According to Novice teacher F, this stigma is not true, novice teachers need support. She requires a mentor to be understanding and non-judgemental about the mentee, know what they are doing and willingly offer support to help novice teachers adjust and acclimatise.

5.7 Question 10

5.7.1 Research Question 10

The novice teachers were asked the following question: *In your opinion, what would a good Mentorship programme entail?* Novice Teacher A's response was: *A good mentorship*

programme would entail support in all aspects (Excerpt 43, Novice Teacher A, interview).

Holistically, there are many aspects that novice teachers need support with. Professionally, this involves the content, the curriculum, school culture, community of practice and personal and professional identity and wellness. Novice teacher A mentioned that a good mentorship programme entails support in all areas. Contributing to the aspects mentioned above, Novice teacher B prioritised the curriculum as being the most important aspect that a mentorship programme should cover. She affirmed her contribution by stating:

> *The curriculum, because our curriculum is very tricky. CAPS is nonsensical, so obviously it needs to have that element. But more on emotional health and mental health issues because when you are a teacher, I am young, I am not someone's mom but I find myself being someone's mom in this class; being 28 kids' mom, you know. I find myself being a friend even though I just feel like my job description is to be a teacher. There should be a course, or a programme that will look at the holistic being. How do you act when you are faced with certain situations in the classroom where you have to deal with hectic issues like child abuse? I mean I had to deal with that, and it was overwhelming for me, because as much as I learned about it in varsity it was never in depth, like how do you go about it? Even the protocol, as to what you should do. So, for an example, one of my learners, the father hit her, he hit her so badly because she came home with a dirty uniform and that child has ADHD so obviously she is all over, she is forever hyper. So the following day when she came to school I saw that she had a mark on her face. So I asked her what is going on with the mark and she said it was nothing. What do I do, how do I solve this issue as the teacher at school?* (Excerpt 44, Novice Teacher B, interview)

Learner needs, differences, learning impairments are a topic often not discussed enough, yet they have a serious impact on the mental health of the novice teacher trying to manage and serve all the learners with their differences. Personalities, learning styles, mannerisms, values are amongst other aspects that challenge the mental capacity and well-being of the novice teacher. Novice teacher B shared the classroom experience of the learner in her class who was being physically abused at home, and she had no idea how to deal with it in the classroom. Her main question was what interventions and 'protocols' are in place for novices to use to support their learners? In addition to the abuse, the learner has ADHD which comes with its own set of issues and novice teacher B is not equipped to deal with this, she has not received the training or education.

Novice teacher D's response places value on the idea of mentorship being group orientated for a deeper and more beneficial experience for novice teachers in the FP. She shared that:

> *I think you need a group of new teachers as well, not just like one on one because if it's just a mentorship programme where it's one person dealing with the mentor, I think then it is easy to be afraid of thinking that you are the only one going through this and then you will be afraid to voice what is actually happening. I had a group of new teachers. I think you need like two mentors for a group of new teachers and also not too many because then I think we can share without suppressing ourselves. The department needs to be involved because I don't think there is a good understanding of what's happening to new teachers and how things work. The department overlooks new teachers, like there is no support from them for new teachers, there's nothing. Like you are a new teacher, you are on your own, good luck. And all those schools, like when there's the workshop they just send the new teacher, but there's no like formal thing from them to say okay we need you guys to help our new teachers. There's no focus, it is almost like new teachers don't exist. Which is weird because there's so many, how many graduates are there every year graduating from education? There is so many of us, yet we are invisible. You know in some schools, even to principals, like I cannot tell you how many of my friends call me asking things that they should be able to ask at their schools, that they should be able to ask even one person at their schools, because they don't feel free to do that.* (Excerpt 45, Novice Teacher D, interview)

As mentioned in the above excerpt, Novice teacher D articulated three main ideas. The first idea is that the department overlooks novice teachers, there is little to no support for them as they enter the teaching profession. This lends itself to the fact that there is no continuity between teacher education and in-service teaching where the ITE institutions have a record of where the novice teachers are, how many stay in the profession, study further or leave the profession. The second idea that she addressed is that novice teachers are invisible, treated as if they 'do not exist'. You come into the system and fade into the background, there are few people and platforms that make an effort to check how the novice teacher is doing. The third idea she raised is that novices do not know where to go for help at their schools; the community of practice is not welcoming or supportive for the growth of the novice teacher in the FP. They end up relying on their peers from ITE instead of their school leadership and colleagues to assist them in assimilating into the school culture. Below, Novice teacher E adds that a successful mentorship programme would entail official documentation to guide the transition from pre-service teacher to in-service teacher. Her response suggested that:

> *It would entail official documents that need to be given to you but, as I said, the miscommunication comes when it's not really explained. So I would've appreciated a proper workshop where they take us through the documents.* (Excerpt 46, Novice Teacher E, interview)

Having documentation and being taken through the content would be an essential part in the transitioning of the novice teacher into the community of practice in which they find

themselves. Different schools have different expectations, codes of conduct and protocol that novice teachers need to know and learn. Novice teacher E's response affirms the importance and need for constant and clear communication.

Understanding mentorship was novice teacher F's first concept of introduction to what a successful mentorship would entail. She suggested that:

> *They need to make the mentors understand what this whole thing of mentorship is about, because I feel like they don't understand. The introduction to the mentor, this person is going to take you through this whole thing. And also, maybe, but there's no time for something that entails the chance to go and experience - I can go to observe the different teachers and how they teach so that maybe we see okay this would work for me or just take a bit of everything and produce our own way of teaching. I feel like that would work for me.* (Excerpt 47, Novice Teacher F, interview)

According to Novice teacher F, job shadowing, and having a mentor model a successful lesson, resource or response to a difficult situation would be a learning experience for a novice teacher. Sometimes reading guidelines is not helpful as people interpret things according to their level of comprehension and judgement which may not always be correct or on par with the expectations of the community of practice. Her response is in line with the development and negotiation of the novice teacher's professional identity, figuring out how to teach, what to teach and if it is good enough.

5.8 Questions 15 and 16

5.8.1 Research Question 15

Research Question 15 asked: *What is your understanding of mental health?* This question was intentionally asked to gain insight into what the participants understand mental health to be in general and in relation to the teaching profession and to their personal experiences. Novice teacher A shared that:

> *Mental health is important. This year my mental health has not been good, I won't lie, this school has been testing me. It's been hard waking up in the morning and coming to work here because of all of the politics and everything that's going on in this school. So my understanding of mental health is, how do you say this? Like, your wellbeing, not your physical wellbeing but mentally. You need to be okay physically and mentally. Like you need just a day sometimes where you just want to take a break from everything and everybody and just relax. It could be during the week or whenever, not event during holidays. It's important, it's very important in teaching because it gets very sad and very dark with everything that goes on in this school. It's important that people*

> *understand it. Like it's not just depression and it's not just, you know, a person committing suicide but it's the little things that people do to you time and time again that really get to you and you say, "Okay, I am not coping". And when you are not coping they rejoice in that fact that you are not coping. And then they say, "You are depressed", even when you are not depressed and then they start throwing around rumours like, "This one is depressed". If I am being honest, waking up and coming here is just a mission because then I feel like I come for my kids. When you get up to the staff room, it is always this and that. It's always, "You guys are not doing enough". There's never a, you know what, there is never a person who comes up to you from higher management and tells you, "I see you, you're growing, you're getting better at it, like you are doing well, just keep it up or do this and change that" – nothing. It is always going to be your peer or supervisor or your colleagues that are helping you or your HODs saying, "You are doing a good job here". But it is never like the principal himself/herself saying, "I see you, I appreciate you, you are doing well". I am not asking for a round of applause, I am just asking for "I see you, are you okay?"* (Excerpt 48, Novice Teacher A, interview)

Novice teacher A shared her personal experience with dealing with her community of practice's dynamic and how it has affected her mental health. She shared that the school was not a good place for her this year and it vastly affected her mental health. This response leads to the affirmation that there are many things that happen to affect mental health of novice teachers who have little to no experience dealing with the magnitude of changes and challenges in the teaching profession. She further mentioned needing to take a break from everything and everyone; this is a sign of being overwhelmed by the space she finds herself in and needing to take time to regroup herself emotionally and mentally. There is a stigma and insensitivity of sadness, a sense of darkness or an overload of emotions in the workplace; Novice teacher A mentioned the term '*depression'* and how it is often used to shame and judge novices. The staff room she mentioned in her response is a seemingly toxic work environment that is not conducive to her positive professional growth. She highlights the importance of school leadership affirming the presence and progress of novice teachers in the FP to give them a sense of belonging.

Novice teacher B described mental health as being an implicit thing that is not often seen or *"out there*" for everyone to access insights on. She gave examples such as *'depression'* and *'anxiety',* and continued, stating that:

> *Mental health is mostly things that go on, how do I put it? It is a challenge, it is something that is hidden, it is not something that is out there, visible or like being hurt physically. It is something that one would say... a lot of people call it differently, some people call it depression, some people call it anxiety. But it is mainly something that challenges you so much that you feel you can't, it is just too much. It is overwhelming*

> *and it is just too much for you, it is the end for you. You don't see any hope. The mind is a very powerful thing, and everything that we do starts in the mind, everything that I do starts from my mind. So if the mind is not okay, then you can't do much. Because it starts affecting you. I mean, for me, it started in my mind and I didn't take notice of it; I called it overthinking, over analysing, criticising, and and and. That also led to me being physically sick, started having backaches, but it started in my mind, something that you don't see, it is underestimated. Like I said, it is called many things - some people call it insecurities, some people call it controlling, it is called fear, it's called a lot of things but it is really real. Especially to teachers because we deal with so much, and all these things are just overloading, it is an overload to the brain. Like, you deal with emotional issues from the children, besides your own. From a child you deal with so much: emotional issues, behavioural issues. Like this child is just, their parents are just not involved, and it gets to you. It gets to you because you can see this child sinking, and you think to yourself, if only this child had a parent this wouldn't be the case, she wouldn't be failing like this, and it gets to you. You end up taking these things home with you and you overthink them. Seeing a child with scars, you overthink it, it gets to you.*

Mental health is said to affect the state of the brain; the mind is a powerful tool that controls us; what we think, we become. Novice teacher B shared that there are many different aspects that affect mental health, you begin to overthink and take on too many problems from the school, the learners, their parents and all of your personal problems as well, thinking you can solve issues and '*be everything to everyone'* all the time. She mentioned how as a teacher you even take it to your own home subconsciously, thinking about the learners' situations that do not sit well with you, thinking of possible solutions to help them, even if it means overextending yourself at the cost of your personal time and monetary resources. She also highlighted how the power of the mind and mental health has negative effects on the body. She explained how she had symptoms such a backache, which started with her thoughts; she had fears and insecurities related to her professional challenges in the classroom which manifested into physical symptoms. Emotional and behavioural issues from the children in the classroom also add to the effects of novice teachers' mental health. She gave an example of being affected about seeing a child come to school with scars and worrying about whether that child was safe at home or being abused further for having told her what happened to them in the first place. She further elaborated that:

> *I think it was term 3 whereby I was in the office, we had a foundation phase meeting, where it was all the foundation phase teachers and I literally broke down. I was telling the HOD, she is like a computer, she moves very fast, she will come here and give you 20 forms and say, "Fill this in", and this is just how she works. She is very strong in administration, she is very strong at getting things done. And she forgets that sometimes there are people who are not on the same level as her. So I had to break down in that meeting and say that I can't do this anymore. I literally told them that it is either I*

> *resign, I just can't, it is just too much, and I pointed out certain issues that I have been observing and that are weighing me down. I think I would have coped much better if somebody was upfront with me and said, "I see you are a new teacher, anticipate this, and, if this happens to you this is how you can tackle it. Don't allow people to play on your head, don't take things personally, don't take work home, don't do that", you know. If there was someone who said that to me upfront*. (Excerpt 50, Novice Teacher B, interview)

The breakdown she mentions is a representation of her reaching her breaking point, there is only so much she could take emotionally before articulating that she was not coping. She mentioned that she told her HOD that if things did not get better at school, she would be left with no choice but to resign; she would choose her mental health over the toxicity that she was experiencing and being exposed to. She had little to no idea what to expect when she started teaching. She mentioned that she would have had a more realistic perspective of what to expect had someone told her beforehand, *"'I see you are a new teacher, anticipate this, and, if this happens to you this is how you can tackle it. Don't allow people to play on your head, don't take things personally, don't take work home, don't do that', you know. If there was someone who said that to me upfront"*. –Similarly, Novice teacher C described mental health as relating to cognitive ability or state of mind. She affirmed that:

> *Mental health, it obviously has to do with your cognitive, the state of the mind where your cognition is whether you are coping or not coping, but it has to do with the psychology and your cognition.* (Excerpt 51, Novice Teacher C, interview)

Novice teacher C mentioned psychology, which is the understanding or the study of the functioning of the mind/brain. The state of knowing whether you are coping emotionally and mentally is vital in understanding mental health for teachers in the FP. In comparison, Novice teacher D understands mental health as *"having a healthy view of life"*:

> *So, for me, mental health is having a healthy view of life, having a healthy view of how to deal with your problem because you have good structures in place of dealing with whatever situations that can happen. Like even when you in a really tough situation, someone who has good mental health is someone who is able to think around solutions. We all experience negative emotions; it is hard, you will feel depressed, but when you are in a good mental space, having good mental health means "I'm going through this and I know when to get help and I also know what kinds of things to do to get help". That for me is having good mental health. Like knowing that I'm going through this but I know that I can get help, I recognise that I need help and I know ways to also avoid things that would put me in a negative mental space.* (Excerpt 52, Novice Teacher D, interview)

In addition to having a healthy view of life, Novice teacher D believes that mental health entails knowing that you are in a tough situation or state of mind and being able to firstly identify it, then take the necessary action or steps to seek help, as well as refraining from exposure to anything or anyone that has a negative impact on you to trigger those negative feelings that affect your mental health. Novice teacher E explained her definition of mental health as being more *"holistic"*; she stated that:

> *My understanding of mental health would be more of a holistic one, so having a balance throughout all the areas of your life. Everything is just balanced, social activity with regards to gym, and just eating well, being mentally stable. Not being depressed or anything lacking.* (Excerpt 53, Novice Teacher E, interview)

Novice teacher E placed emphasis on *"balance"*, and her response identified solutions to handle positive mental health more than giving a general definition. Her response speaks to being able to do things that make you feel good, keep you active and contribute to the positive upliftment of your emotions and thoughts. Novice teacher F gave examples of what positive mental health is seen as and what it feels like by suggesting that:

> *Maybe it's being at peace, being happy, like understanding that things would never go your way and even if they don't you can still see the brighter side of saying maybe tomorrow is going to be a better day. So you don't just live in that dark moment.* (Excerpt 54, Novice Teacher F, interview)

Dark moments and dark feelings or emotions is a relevant topic of discussion as raised by Novice teacher F. She mentioned that it is important to see the bright side of things even though you know that things can go wrong. Having the choice to be at peace or being happy is up to you, not letting negativity consume you.

5.8.2 Research Question 16

The novice teacher participants were asked: *Does being a novice teacher in the FP affect your mental health in any way? If YES, how? If NO, why not?* This research question sought to get an understanding of the effects being a novice teacher in the FP has on the novice's mental health. They elaborated on the various effects that it had on their mental health, in the responses below. Novice teacher A replied 'no' to this question, and explained that her learners are amazing; however, the parents affect her mental health in a negative manner. And the lack of support from her school principal also affects her in a way that does not help her feel secure in her professional identity. Novice teacher A's response to the research question was as follows as she discussed how her mental health was impacted *"in a negative way"*:

> *Being a teacher, like being with my learners - no. It does affect me when it's the parents who come in and because you are young they will not understand everything that you do, they will question everything you do, asking, "Why are you doing this?" It's the lack of support, it affects my mental health in a negative way, because I just feel like acknowledge, or make me feel appreciated. They will never tell you when you are doing something good, but they will run to tell you that you did something wrong. Or when you fix your mistake they don't run and tell you, "You fixed your mistake; thank you for fixing it". Then they say, "You are too young, let me take my child out of and put him/her in an older teacher's class". This year I had a child who is autistic, non-verbal, can't speak. I tried to talk to the parents and the parents went crazy on me, and said that I am not qualified to tell them that their child is like this. But I said, "Sir, your child cannot communicate, and I expect that when we get to grade 1 that he should be communicating with me. So please, what must I do?" Then he goes to the principal and the principal takes his side. It's just that you start doubting yourself as well. The learners are absolutely amazing; it is just the outside factors. The multiple-personalities in the classroom do affect me. I have very sensitive learners. At first if a child is sensitive I try to understand, he can't talk out loud, so I try to understand where they come from. I try to understand that okay, she is very shy. And this one learner, if you shout at him he's going to cry, even if he is in the wrong. So with that one I try to be more firm. I see this one is very quiet and this one is very loud, so I pair them up so their personalities complement each other because we have a lot of conflict if they are too similar.* (Excerpt 55, Novice Teacher A, interview)

Where Novice teacher A answered yes to the question she said that *"there are multiple-personalities"* in the classroom in relation to the learners. She gave examples about three of her learners that impacted her mental health. The first learner is autistic, and does not communicate verbally, which makes it challenging for him to participate in the teaching and learning she facilitates in the classroom. The second learner she mentioned is shy and, being aware of the learner's shyness makes her interact in a manner that supports and makes the learner feel comfortable in the classroom. The third example she shared was of a learner who is sensitive, so she has to ensure she communicates with him in a gentle way as he is quick to cry. Most of her learners are overly emotional, which may be emotionally draining for her as a teacher. She has to make sure they all manage their feelings appropriately to create a safe classroom environment. Similarly, Novice teacher B also highlighted the personalities of her colleagues affecting her mental health in her community of practice as well as how the lack of professional support demotivates her. She answered:

> *Yes, it does, It affects us in a very bad way because we feel demotivated. So the lack of support it demotivates you. So remember when I mentioned earlier that I lost control, or I felt like I was losing control? And again, I got to that point where I was so sick of the environment on its own. Like, I get to school, it is a different routine every day, and I am used to having certain routines every day. I don't like to break my routines. When*

> *I go to the toilet I go to the first one or the last one, I park in the same parking space, everything of mine is the same and now this change of routine, your mind is trying to adjust to a whole lot of things, you have colleagues who have different personalities. I think what made me sick mostly was losing control. I was sick, I had depression, I remember I went to the office and I cried. I had to deal with a lot of criticism, I had to deal with so much. There is a lot of sabotage that comes with teaching, that comes with education. Especially with the people your age because they feel you are better than them, and you shouldn't be better than them, you can't succeed. So those things weighed me down. And you keep these things to yourself, you bottle them up. And those things end up hurting you, they crush you bit by bit because now you ask yourself are you worthy enough? Or is it the colour of my skin? Why? Or maybe I deserve it, I am not doing what I am supposed to be doing. No one is here to protect me, I have to learn all these things. And it becomes so much for a young person. It becomes so much, it becomes draining. You feel like you can't do this anymore.* (Excerpt 56, Novice Teacher B, interview)

The first part of Novice teacher B's response above is a continuation of her response in Research question 15 where she spoke about breaking down in a staff meeting and telling her colleagues that she was not coping in her first year of in-service teaching. She mentioned a few issues that have affected her mental health. She thrives when she is in a routine. She shared that she parks in the same parking space every day and she only uses specific cubicles in the bathroom; her mind functions well when in familiar environments. She spoke about how the lack of control made her mentally and physically sick; her being sick began to drain her and caused her anxiety and depression. Factors that contributed to that were criticism, being weighed down, back-stabbing in the workplace, comparison, bottling things up and the pressure of high expectations that she was not able to meet. The abuse that learners experience weighs very heavily on teachers. Novice teachers like Novice teacher B who do not have children struggle to deal with and channel these emotions in a manner that does not drain them. She mentioned how affected she is by the learner in her class who is abused at home, and she carries those emotions of worry home, where her family also knows that she has been negatively affected. With no solutions on how to help, it becomes a burden. Novice teacher C stated that she is affected by the support or lack thereof from a mentor in her community of practice, she answered as follows:

> *Yes, so obviously when you have support, like you have mentors or a mentor that is helping you, the guidance and advice, you have that support and emotional support. You are able to take your problems to them and then they can guide you and let you know that this is how you can sort this out and this is how they can advise you. Whereas, if you don't have a mentor, then you are bombarded with all this information that you are trying to break through. What I am trying to say is, you don't have someone to speak to, or maybe you don't even have the information, you are just lost and you need advice, but you can't get advice; compared to when you do have a mentor, and you do*

> *have someone you can speak to emotionally to get advice from*. (Excerpt 57, Novice Teacher C, interview)

There is great value in having a mentor, according to the response from Novice teacher C. She shared that receiving guidance and advice is the support that helps novices assimilate into the teaching profession. Having someone to speak to and unpack information with is essential in making you feel secure and have a sense of belonging in their community of practice (La Velle et al., 2020)..

Novice teacher D shared numerous accounts of how her mental health has been affected as a novice teacher in the foundation phase. Each topic she covered has been interpreted and analysed separately for the purpose of clarity and continuity. She mentioned three main themes that stood out to me firstly, the lack of mentorship, support and help. Secondly, she mentioned not being able to breathe and a sense of drowning which metaphorically represents an overload of work and not being able to adjust to the community of practice in a way that is aiding successful teaching learning experiences. Thirdly, she addressed the issue and burden of all the administration she needed to do and having 40 learners in her class as a first year teacher. Fourthly, she mentioned personalities and emotional disparities amongst some of the learners. Fifthly, abuse was a consistent topic emerging from the novice teacher responses; Novice teacher D encountered a learner who had been physically abused. Sixthly, she narrated her sad experience of having a learner in her class being sickly and passing away and how she was unable to deal with grief. Finally, depression is the last topic she discussed during her interview with me.

> *It does affect my mental health 100%. I think it affects your mental health because of mentorship. Like honestly, like if in my first year I knew without a shadow of a doubt that I can call on someone - like even though it is not anytime, because I think anytime is not practical - but I know that I will have a set time to speak to someone and be like, "This is my problem, can you please help me with whatever", I would have felt better. I wouldn't have been crying because I'm thinking about how am I going to get through today? I barely got through yesterday, how am I going to get through today, you know? So, I think it really impacts on your mental health. And another thing is that good teaching means dealing with people and people's lives; I'm not in this class to teach grade 2s, I'm here to teach humans, I'm here to teach adults. These people need to be able to leave my class and be able to run their own households one day and that is a huge responsibility, I cannot take that lightly and I cannot come in here and fail. I can't do that, its 40 kids' lives. So I think like that's the most stressful thing and you might not get the help.* (Excerpt 58, Novice Teacher D, interview)

Novice teacher D shared that she struggled to get through the day without crying; the pressures

of being a novice teacher with no professional support hindered her growth in many ways. She said that it weighs heavily on her that she has to take responsibility for 40 human beings' lives in the classroom on a daily basis. Having someone you can call upon to talk to, ask for advice and guidance is taken for granted in relation to the professional development and sustainability of novice teachers in the FP. Novice teacher D affirmed that her mental health was 100% affected by mentorship or the lack thereof Seibt, Spitzer, Druschke, Scheuch & Hinz, 2013). She further mentioned that:

> *When you go to people for advice they cannot give you correct advice because they are drowning too. I think the biggest challenge on your mental health is you don't have time to breathe, you just don't, you don't have time to relax, to get it together. I don't know if it is because I was also studying my first year but that probably has a big impact. But in your first year of being a new teacher, like there's no time to just sit and catch your breath.* (Excerpt 59, Novice Teacher D, interview)

The term *"drowning"* is metaphorically used to describe the effects of not having a sense of belonging in a community of practice, not being aligned to the same goals with the direction of the school leadership and colleagues, novice teachers working in silos, unable to keep abreast of all the demands of the profession. Novice teacher D further elaborated on not having time or *"relax"* or *"catch your breath"* because there are so many moving parts. Additionally:

> *As a first year teacher, I felt that there are other things that are hard for me mentally. Like I went into this profession to teach and I feel like 70% of my time is sometimes directed towards doing administration. That is not what I want to do, that's not the most important thing, that's not the reason why I wake up every day, I don't wake up every morning to come here and check registers and fill in this and fill in that. We don't have a social life, which is important if you want to have a healthy mental life. Like it is important, but you don't get to see your friends; weekends I'm doing marking. Last year in my first year I had the biggest class of grade 2s. I thought everyone had a class of 40, until we were speaking like 35, 30… I'm like, "What, you guys hit me with 40 kids in my first year and you guys are sitting with 35 in your class, that's not fair". And I have the smallest grade 2 class in size.* (Excerpt 60, Novice Teacher D, interview)

Her expectation coming into the teaching profession was that she would spend the majority of her time teaching. However, her reality is that she spends *"70%"* of her time *"doing administration"* work she does not want to do. There is a need for work and social life balance; Novice teacher D articulated that she does not have a social life. Despite the mention of studying towards her Honours degree in Education during her first year of teaching, she spends weekends marking instead of spending time with her friends. This gives us the impression that she has no days off from her work, the deadlines do not allow her to take a break. The inequality in class sizes also caught her by surprise and affected her mental capacity as she was the new

teacher, with little to no classroom experience who had 40 learners in her classroom (Loreman, Sharma & Forlin, 2013). During the interview she tried to rationalise the number of learners; her response was:

> *I think, in my head I was thinking about dealing with 40 lives, like they are 40 different personalities, 40 different people going through completely different things. And in my first year I had this child who to this day I can't tell you what was wrong with this child because we would refer him to the social worker, his mom would come in and say, "I don't know what's happening with this child". See, that child stresses me. But he was extremely aggressive, like extremely - hitting every child. By the end of the day every single child in my class had been beaten up by him, some just a slap, some full on punching or whatever. And I could be standing there teaching, if he remembers something related to some child who angered him, he would literally stand up, hit that child, go back and sit down. And it doesn't matter what you do, it doesn't matter what you say as the teacher.* (Excerpt 61, Novice Teacher D, interview)

Another recurring topic in the novice teacher participant responses was that of children with learning impairments and emotional capacity difficulties. Novice teacher D had a learner in her class who was excessively aggressive, his aggression was so extreme that he had unprovoked bursts of physical aggression towards his classmates which his teacher could not control or anticipate during a lesson. This infringes on the safety of the other 39 learners in her classroom. They no longer have the comfort of safety in the classroom environment. The fact that he was undiagnosed - as Novice teacher D exclaimed that she did not know what was wrong with him, and neither did his mother. This is challenging because he is seemingly unstable and not being a contributing participant in the classroom. This affected the mental health of the novice teacher as she had to manage the emotions of the learner and still maintain the ability to be composed to keep the rest of the class settled. Continuing with the topic of abuse, Novice teacher D shared that:

> *I have a learner now who came to school with bruises everywhere, yes, everywhere, back, face, you name it. Same thing now hitting other kids and literally I can only do so much and there is nothing else that I can do. But that's a human being that I have to deal with in my classroom, that's someone that I personally feel that it is my duty, it is my responsibility to help. And if I've done everything that I think I know to do and there's no help for me, like that's tough.* (Excerpt 62, Novice Teacher D, interview)

She needs to understand that abused children come into the classroom with a host of subconscious challenges such as trauma and imbalanced emotions; there is no way to gauge how these challenges will manifest in the physical world. She mentioned that one of her learners came to school with bruises everywhere and exhibited abusive characteristics in the classroom where they were hitting their peers. She felt a sense of duty and responsibility to

help the learner and protect the learner from themselves because they were now showing dangerous signs of not being in control of their emotions. As the interview with Novice teacher D continued, she proceeded to share her experience with another learner in her class, saying:

> *So, this child came to class, he was sickly, he had an auto-immune disease. Uhm he came, but he would usually be absent, but not often, but he would be absent every now and again because he would go for check-ups and whatever. But then he went for a check-up, got admitted into hospital and whatever and then he passed away in hospital over the weekend. Can I tell you, I was told in the staff meeting with everyone like, there's this child, this and this child in whoever's class has passed away. Like bah, just like woah. Fine okay, I'm still trying to deal with that, no one asks you anything. You are sent into your classroom, shame, no one asks you, "Are you…?" Like nothing; no one checks on you as the teacher* [Novice teacher D starts to cry]*, no one tells you what to do with your class, no one tells you how to walk into this class and deal with 39 other kids, and you know that there's just one child that is just not coming back. And when you cry you said, don't get too emotional about it. And that's what you are dealing with as a new teacher. That is what you are dealing with. Like these are humans, these are people's lives. And as a new teacher, I'd say there's no regard for your emotions. You have emotions, your children have emotions, and it is the first time you are going to deal with so many emotions at one time. I've never had to worry about 40 other people's emotions in my life, I've never. But there's just no understanding for that, there's no regard for that, no one cares.* (Excerpt 63, Novice Teacher D, interview)

There are many dynamics that come with being a FP teacher that impact the teacher's mental health. Working with young children comes with understanding sicknesses in young children and it is an experience that Novice teacher D shared with me. She became overwhelmed with emotion and started crying as she discussed the details of how she found out the learner in her class, who had been hospitalised with an auto-immune disease, had passed away. The manner in which she retold the memory shows a lack of tact and insensitivity from the school principal, who told the tragic news to everyone in a morning staff meeting and told her not to cry, go to class, not tell the learners and to just act normally. Novice teacher D explained how she felt hurt by this; there could have been an alternative way to address her individually and given her the space and respect she needed to deal with the shock of what had been shared. The novice teacher participants raised the idea of schools not acknowledging them, being invisible and not being treated as equals. The interaction described above reflects their views and calls for school leadership to examine the manner in which it deals with issues surrounding a philosophy of children for both children and teachers that may be sensitive to their feelings. Novice teacher D further described the notion of depression being used to compare novice teachers against each other at her school. She shared that:

> *We have a teacher who really suffers with depression and I don't think her mentors*

> *have been very sensitive towards her. And they compare her to me and the fact that I don't have serious mental health issues. And there's this comparison like, "Oh but she is also new and she is doing this and this, but you are not". Someone who is sensitive to your needs and the differences in people. Having support would definitely affect you in a positive way and lack thereof would definitely be negative on your mental health.* (Excerpt 64, Novice Teacher D, interview)

Having a mentor does not guarantee a successful or easy professional journey for novice teachers in the FP. Novice teacher D's colleague suffers from diagnosed depression and in their professional capacities they have different strengths and weaknesses. The comparison shows a lack of sensitivity for either novice teacher's mental health, understanding that each individual is on their own journey in developing their professional identity. The pressure of being on par or better than someone one else has negative effects on the mental health and wellness of the novice teacher.

Continuing with the response interpretation, Novice teacher E also agreed that her mental health was being affected by virtue of being a FP novice teacher. She answered:

> *I would say yes, I would say in a positive way, because it does get a bit too much, not depressing, but it is a bit of a downer if management is not supportive or anything. The conflicts with the parents or misunderstandings, colleagues as well, you know, some would just rather pull you down and not pull you up. So it just does get to you as well - are you fit for this environment?* (Excerpt 65, Novice Teacher E, interview)

School leadership and management play a vital role in the stability and sense of belonging and professional support of novice teachers in the FP. Novice teacher E shared that management not being supportive of her professional growth is a '*downer'.* She further pointed out that colleagues would rather pull you down than pull you up (Bressman, Winter & Efron, 2018). Having a safe community of practice sets the tone for a stable transition for the novice teacher to thrive in the school environment; having the confidence to know that even as a qualified teacher there is always room to grow (Bressman, Winter & Efron, 2018). Questioning the novice teachers expertise and working ability is not a healthy trait in the context of professional development, these feelings of insecurity and comparison are signs of an unhealthy working environment. Novice teachers thrive on support, structure, positive reinforcement and clear expectations to assist them in transitioning and further developing their professional identities.

Contrary to the above responses, Novice teacher F responded 'no' to the research question. She stated that her mental health has not been affected in her community of practice as a FP novice

teacher. Her response was as follows:

> *No, it doesn't, for me. When I got here, one of the teachers told me, "You are here, this is what you are going to face". So I was already expecting a lot of it. I was told that, "This is what is going to happen. People are sometimes going to try and sabotage you, others are going to do this and that". So I already had the mind-set of if it happens I'm okay as long as I'm doing my job and I'm doing it well, you don't have anything to back whatever accusations or whatever you have against me. But it also has negative effects, because if you don't support me, but then you want to point a finger at me, obviously that is going affect me. If I wasn't strong minded, I'd definitely be in a dark place or even depressed.* (Excerpt 66, Novice Teacher F, interview)

Novice teacher F affirmed that her mental health has not been affected. Being a novice teacher in her community of practice she was met by a mentor that guides and advises her when she needs assistance. She stated that she has a strong mind and as she had been warned that there were obstacles ahead of her, she felt prepared for whatever came her way because her mentor has already immersed her in the school culture. However, she also shared that it does have *"negative effects"*. If she does not receive sufficient professional support that does affect her, which would possibly lead her to a *"dark place*" or even depression.

5.9 Summary of Chapter 5

In conclusion, this chapter addressed the research questions posed to the novice teacher participants during individual semi-structured interviews. Their responses were based on their personal and professional experiences and expertise in relation to the many themes that emerged from the data analysis and interpretation of the findings. All six of the novice teacher participants shared honest and in-depth responses which led to the in-depth interpretation of the data and connections to the literature that was reviewed in correlation with the thematic content analysis. Subsequently, the findings concluded that there is a gap in professional development and support for novice teachers in the foundation phase. Issues related to having confidence, understanding and evolving in professional identity, a sense of belonging, aspiring to positive mental health and the development of a philosophy for teachers and support from mentors. School leadership and mentorship were the most prominent findings that would aid my recommendation to develop a mentorship programme for novice teachers to assist their transition from pre-service teachers to qualified in-service professionals. Having a holistic understanding of the challenges, needs, perceptions and expectations from the perspective of the novice teacher, the next chapter seeks to interpret and analyse the data obtained from the HOD participants' individual interviews.

CHAPTER SIX
Findings, Interpretations and Data Analysis
Heads of Department and Principals

6.1 Introduction

The responses from the heads of department research participants were in-depth and allowed me to categorise all the data obtained into themes that suited the research's title which sought to explore and understand mentorship and induction for novice foundation phase teachers from six South African primary schools in Johannesburg from the perspective of six novice teachers. this chapter intentionally interpreted and analysed the two categories individually to address the uniqueness of them as individual positions in relation to the theoretical framework used for this study the positioning theory.

Table 5
Heads of Department Research Participant Demographics

Participant Pseudonyms	Grades Being Taught	Age	Position	Gender	Years Teaching	School
HOD A	1 & 4	52	FP HOD	Female	19 Years	School 1
HOD B	2	49	FP HOD	Female	22 Years	School 2

6.1.1 Heads of Department Participant Demographics

As discussed in Chapter Four, pseudonyms (HOD A and HOD B) were used throughout this chapter for the purposes of reinforcing the confidentiality of all the voluntary research participants. Two of the research participants were HODs at inner-city primary schools (HOD A has been teaching in-service for 19 years and HOD B has been teaching in-service for 22 years. Furthermore, they both, respectively share over 10 years managerial experience see Table 5, above.

6.1.2 Heads of Department Participant Characteristics

HOD A: a 52-year-old veteran teacher with 19 years of in-service teaching experience, she teaches grades one and four at an inner-city primary school labelled as School 1 in Table 5.

HOD B: is a 49-year-old veteran teacher with 22 years of in-service teaching experience, she teaches grade two at an inner-city primary school labelled as School 2 in Table 5.

6.2 Questions 1, 6, 2, 3, 10, 11 and 8

6.2.1 Research Question 1

In light of the exploration of how the heads of department research participants responded to the first research question, they shared what they understood in relation to what mentorship means to them, defining it in the context of teacher education. The HOD participants were asked the following question: *What is your understanding of "mentorship" in the context of teacher education?* HOD A defined it as *"leading from experience*". She also stressed that being a good mentor entails doing research so that you are knowledgeable about topics, and challenges the mentee may present to you during a mentorship session or in the process of growing the mentorship relationship.

> *Mentorship would be leading from experience, and sometimes not necessarily just experience but if you want to be a good mentor you might even go and research stuff to help the person or the individual wherever they may be. It is about supporting, going alongside somebody and making them feel like "you know what, you can do this". That's how I understand and would define mentorship.* (Excerpt 67, HOD A, interview)

The theme of support and encouragement is apparent in the above response by HOD A where the mentor works alongside the mentee to assist them wherever they need help. This response shows that there is an awareness that for the mentee, having a sense of belonging is important and it is important for the school's middle management to facilitate that transition for the novice teacher. Similarly, HOD B expressed that her understanding of the term mentorship is that of facilitating guidance for the mentee as a mentor, giving direction and being able to help them when they are in need. This could be assistance from observations made, or when help is requested by the mentee. She stated that:

> *Mentorship for me would be to guide, direct, help, assist the novice teacher obviously in the right direction, with the hope that in the future they would be able to develop themselves and use your mentorship and coaching as a basis to grow and develop as a professional teacher. Although you give them the grounding, you've still got to be there for them throughout the whole thing. I have mentored many teachers at this school and I am still mentoring a lot of them, especially with their higher postgrad studies. It's because of me that two teachers in this school got their Honours degrees, and one attained her Grade R qualification.* (Excerpt 68, HOD B, interview)

Guidance is an important theme that has come through the novice teacher responses and is also expressed in the HOD responses as being one of the key factors that mentorship needs to be effective in the context of education. HOD B shared her understanding of mentorship as a means to guide the teacher and enhance their future ability to become a mentor and coach through the successful experience they have with their mentor and mentee relationship as a novice teacher. HOD B understands the importance of supporting novice teachers through modelling what they need to teach, how they need to teach and being there for them in any way that would support their needs. The two HOD participants shared their perspectives of the provisions that mentors should make in accommodating and guiding novice teachers as they enter the teaching profession in their early years. In addition, HOD B mentioned that mentorship and coaching should be used by the mentee as vehicles to grow and build their professional identities. Coaching and mentorship are components of professional development which will allow novice teachers the space and opportunity to enhance their professional experiences in their communities of practice as they immerse themselves into the school culture and ethos.

6.2.2 Research Question 6

Once the novice teacher participants had shared their insights and experiences in Chapter Five related to receiving professional support in the form of mentorship or the lack thereof, the HODs also got the opportunity to comment. Thus, the HODs were posed the following question: *What type of support do you provide for the novice teachers at your school? Are there any formal mentors given to novice teachers in their first year of teaching?*. HOD A shared that at her school they have a system in place to welcome novice teachers and that middle management is supported by grade leaders who are tasked with the responsibility of welcoming and orientating the novices. In response to the first research question she articulated that:

> *If I have to take a new teacher into the department, we have a system in place to assist that teacher. We have a grade leader; each grade has a grade leader. The grade leader supports the head of department so that when there are issues in the grade they will also assist. For example, we have a new teacher in grade 2, so she will be assisted by the grade leader as to what the expectations are and how things need to run. One of the things that we picked up is that methodology isn't focused on sufficiently at universities. New teachers have the head knowledge, but the practical side lacks a bit. We need to kind of assist with experience as to how things need to run. Then we would have meetings, we would usually have grade meetings weekly. Everyone will sit down and discuss what is planned for the following week and then we would talk about if there*

> *are issues and what needs to be done. If someone doesn't understand anything, it is explained there, and we obviously have our policies that we have for our subjects in foundation phase and then we have the assessment policy and things like that which all the teachers have copies of. When you are new, you will be handed a copy of those policies so that you are kept abreast of what the expectations are. And then what I do is, I do class visits every term. And with class visits there are tools that are completed that will be used to give feedback to the new teachers which will be areas they can work on; suggestions I can give as to how they can improve in the areas because there's no point telling them they're doing something wrong if you can't tell them how it needs to be done.* (Excerpt 69, HOD A, interview)

There is great insight in the response given above from HOD A where she explained that at her school they have grade leaders and she demonstrated that she is an active HOD. She delegates responsibilities to the grade leaders in relation to mentoring the new teachers. The pairing of a novice teacher with a grade leader is appropriate as that teacher would be teaching in the same grade, possibly teaching the same content at the same time. This gives the novice teacher an opportunity to gain assistance as they teach in parallel. Furthermore, she mentioned that the novice teacher is told *"what the expectations are, how things need to run".* She further shared that this is done because *"one of the things that we picked up is that methodology isn't focused on sufficiently at universities".* Her response also highlights that there is a gap in knowledge as novice teachers transition from the ITE to in-service teaching. Aspects such as planning, preparation and policy are also an integral part of the guidance HOD A provides for novice teachers at her school. She believes that novice teachers *"have the head knowledge, but the practical side lacks a bit. We need to kind of assist with experience as to how things need to run".* Thus, they have weekly meetings at her school to clarify what needs to be done as well as giving novice teachers an opportunity to gain feedback on what they have taught or what has been observed by their grade leaders to enhance their teaching practice. Similarly, HOD B has a weekly mentoring programme at her school where she explained that:

> *We have a weekly mentoring programme and if they're able to come in before the job starts, some of the new teachers are available to come in at least two weeks or three weeks before they even start working here. They are mentored and coached and given opportunities to grow and develop and prepare for the post. Also, we work very closely with the National Professional Teachers' Organisation of South Africa (NAPTOSA); they send new courses at one of the universities and it's all mainly for new teachers and the school would pay for them to go. If they want to develop skills in teaching shared or guided reading in the class, and they're not competent, the school would actually pay for them to go and in the afternoon from 15h00 to 17h00 or whatever and get these extra skills. Whereas if they need skills on how to handle discipline or maths, things on maths, if they need skills on the Curriculum Assessment Policy Statements (CAPS) document we would print the document and sit with them, because I am a CAPS*

> *facilitator, we would help them in all those different ways. So as far as support is concerned in this school, I can safely say that we shouldn't have any teachers who are lacking. And then we have the Integrated Quality Management System (IQMS) growth programme where they do their personal growth plans, and on the personal growth plans the question is asked: "What do you need development in? Who are the people who can develop you?* (Excerpt 70, HOD B, interview)

The school that HOD B works at provides a mentorship programme that starts with an induction process for novice teachers that takes place before schools open at the beginning of the year. She stated that some new teachers are available to come to school a few weeks prior to schools opening to see their class and meet the staff. According to her response, the novice teachers are given professional support on arrival and they are also sent on professional courses outside the school which are funded by the school when their needs are not met by the professional development that is offered at their school. They also give their novices the opportunity to plan out their personal growth, how it needs to be done and when it needs to be done by asking them a few questions: *"What do you need development in? Who are the people who can develop you?* This shows a sense of follow up where the novices are given the chance to plan ahead and work towards their professional and personal growth and development. The principal participants were asked the same question, and their responses also reflected on the positive provision of professional support for the novice teachers at their schools.

6.2.3 Research Questions 2 and 3

Question 2 read as follows: *What are your expectations for novice teachers coming to teach at your school?* And Research Question 3 was: *How are these expectations communicated?*

HOD A's response affirms that the novice teachers should *"be able to fit into the school setting"*. – Their transition from being pre-service teachers to being in-service teachers should be a positive transition that gives them a sense of belonging, and the confidence to acclimatise into the community of practice. Compatibility is an important theme that emerged from HOD A's response, as she would expect the novice teacher to be accustomed to the schools culture, values and ethos. She further affirmed that:

> *The novice teacher must be able to fit into the school setting. Maintain discipline in the classroom, do duties per a duty roster, teach effectively and if the novice teacher experiences challenges then the teacher must request assistance. Assist with subject*

> *planning with guidance from the HOD or colleagues in the grade. The teacher also needs to be punctual.* (Excerpt 71, HOD A, interview)

The expectations listed by HOD A all speak to different aspects of a teacher, these aspects are holistic in growing as a professional, being able to manage discipline in the classroom, punctuality, break duties and rosters, as well as being able to teach effectively in the classroom using relevant and appropriate strategies and content knowledge.

This question speaks to the research by Khan, Khan, Zia-Ul-Islam and Khan who define communication skills as "the transmission of a message that involves the shared understanding between the contexts in which the communication takes place" (2017, p. 18). HOD A affirmed that at her school:

> *These expectations are communicated verbally via a meeting with the HOD of the foundation phase on becoming a teacher at the school and grade meetings that take place generally on a weekly basis.* (Excerpt 72, HOD A, interview)

For HOD A, the expectations of the novice teachers at her school are communicated "*verbally via a meeting with the HOD*". In comparison, HOD B's communication resembles some form of induction as she stated that they provide the opportunity for new teachers to come into the school a few weeks before schools open to allow them a chance to get a feel for the school culture, the classroom and to prepare their resources. She further elaborated that, communication between the novice teachers and middle management is very important, it plays a vital role in the welcoming of the new teachers to their school (Kadenge, 2019).

Moreover, HOD B shared the same expectations of the novice teacher having the ability to "*have a basic idea of classroom management and discipline, also be able to do administrative work maybe on a more basic level"*. Her expectations were further communicated as she stated that:

> *I think because of all the experience I have, I feel that they should at least understand the curriculum, be able to get that across to the learners, have a basic idea of classroom management and discipline, also be able to do administrative work maybe on a more basic level. And once they get more into the school system and how that particular school works, they can sort of build-up. Also, to ask, you know, if they aren't sure about anything. But I think my basic expectation would be for the teacher to have the knowledge of the CAPS curriculum and the phase that they are teaching in and especially the grade that they are going to be teaching in, have good planning and preparation skills and just be able to work ahead. Obviously sit with other people, work in a team, be able to work in a team and also just be able to pick up and learn as to how the school, the ethos, the vison and mission of the school get to know that and just to learn things on a daily basis about the working environment. Be able to also work in*

> *a very friendly manner with the other staff members, be able to handle and have a good rapport with the parents and the kids as well. And basic discipline, positive reinforcement is very important for me.* (Excerpt 73, HOD B, interview)

The idea that novice teachers are expected to be holistically competent without having received any professional support is a recurring aspect throughout the HOD responses. Novice teachers are also expected to have good rapport with both the parents and the other staff as they transition into the school culture .

The theme of discipline is reinforced in her response which leads to the conclusion that it is an important aspect of teaching and something that novice teachers struggle with in their early years (Peiró i Gregòri, 2013). Moreover, her response was:

> *From my experience, getting the teacher to come in two weeks before or a month before taking over the post, to get a feel for the classroom environment and get a feel of the school and being prepared to come in on the day the person needs to start. I think communication is vital, proper good communication, if the novice teacher can be given things beforehand and asked to go through them, like the history of the school. So when they come in all the groundwork is done, so they can just start. I think having that communication before the teacher comes in, we use what we call the 'class dojo', which is like an educational WhatsApp group/app for teachers and parents to communicate about the child. A mentoring day where they go to their HOD and for that week, we usually have it later in the week so they have the whole week to see, jot down things that they're not sure of, or that they want to ask on a one-on-one, and then they are mentored and coached that way.* (Excerpt 74, HOD B, interview)

The response from HOD B resembles a more structured and intentional reception of the novice teachers to the FP at her school. She noted that there are systems in place at her school to welcome and induct the novice teachers, she further mentioned that they are also assigned mentors on their second day, which speaks to the open communication of expectations from the school management of the novice teachers. In addition, Khan et al. (2017) articulate the importance of communication; in light of this response by HOD B there is a clear and concise line of communication that happens to share the expectations of the novice teacher in the FP. This is a positive demonstration of middle management working towards proving a safe and welcoming space for the novice teacher.

6.2.4 Research Questions 10 and 11

Research Question 10 read as follows: *In your opinion, what would a good mentorship programme for novice teachers in the FP entail?* Research Question 11 asked: *What should the duration of such a mentorship programme be?* The two HOD participants shared their

insights on what they think a good mentorship programme for novice teachers in the FP entails. HOD A's response below discusses a few academic aspects that she believes would make for good mentorship. Her response was as follows:

> *Guidance on how things work at school. School issues such as discipline, etc and how to handle such situations. Information on school policies. Also, the importance of covering content and class management guidance will be useful. I would not put a time span on a mentorship programme but probably a term so that new teachers have sufficient time to experience possible problems and have a mentor to assist them through difficult situations; you might have an idea because it varies from person to person. Some people are quick to catch on, some people may need more time, some people may need the holding of a hand longer and then you just need to go with the ability of that individual. And then obviously, usually about a term will give a person how things run from a beginning of a term to the end of a term and then you could probably have another term where the person would be able to execute what they have learnt. So in six months the person will have a fair idea of how things should run. I would say in the first term they will know how things run; in the second term how they are coping and where the gaps are and then you can start addressing. After a full year, then you can support and give proper support throughout the year. Then they can say, you know what, I can manage this grade, because it takes a whole year to actually be with a learner from beginning to end. Some teachers catch on quickly, then they just use their own creativity and just move on; some teachers need a little bit more time to execute.* (Excerpt 75, HOD A, interview)

She suggested that it entails guidance. This is an overarching element because she elaborates that novices need guidance in learning the school culture, school policies, how to facilitate discipline and management in the classroom, as well as how to teach content in a meaningful and effective manner. The HOD's response suggests that novice teachers need induction into understanding how the school processes and structures work so that they work within the different layers of the school's professional expectations. HOD A mentioned that novice teachers are individuals, thus their professional support should be individualised, because some people catch on quicker than others and if someone needs more time to learn they should be afforded that opportunity with their mentor.

> *Proper structures on how the school runs, specifically how the phase runs and more specifically how the grade runs, and then how the whole school runs. Because remember, a novice teacher is still part of the whole school, so you'll get general staff meetings, specific grade meetings, specific phase meetings; you still need to have a working knowledge of the whole school. I think with the novice teacher having a general knowledge of everything in the school, it's rather having a little bit of knowledge on everything than not having any knowledge of anything at all or having knowledge of just one area of the school, because ultimately we all contribute to the whole school - in a small way - but we all do. Mentorship could go on for years, especially with new*

> *teachers, it takes them five years to get properly inducted into the school environment, so I would say three to five years should be a reasonable time frame.* (Excerpt 76, HOD B, interview)

Novice teachers are a part of a whole structure, thus knowing their role is something HOD B shared as being imperative for their transition into in-service teaching. Her response also suggests that everyone working in the school is working towards a common set of goals, and everyone's part is important, no matter how big or small it may seem. She further stated that the duration of a mentorship programme for a novice teacher in the FP should last between three and five years, to give them time to grow into their professional role and get *"properly inducted into the school environment"*.

6.2.5 Research Question 8

Research Question 8 asked: *What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?* The two HOD participants shared their perspectives based on what they already have in place at their schools in relation to assisting novice teachers negotiate their professional identities. HOD A stated:

> *I would say what helps is having team builds; I started that in fact to become a little bit more robust with that. I try to have team builds like once a term, and I have a very open-door policy and I do not restrict any of the teachers. If you have an idea and it works, and it will work well at our school, I will try and support and run with the idea. A team building would be to build a nice reform amongst the teachers, and it's not just a fun session. So, I link it to an area that I think the teachers can grow in. My last team build was on collaboration and the importance of collaboration in the workplace. And so, I explained to them what collaboration means and how silos can destroy an environment. Silos are people who are very independent workers, don't like to share, they just get on with what they need to do. And in a school environment that doesn't work well, especially because there are a lot of children we are trying to reach, and everyone is not at the same level of experience. So, the more we share, the more children ultimately, we will reach, and a better standard of education will be given out, and so that's why I thought that will be the best way to start. What I thought was, you know the saying "without a vision, a person basically perishes"? I thought I need to let them know what my vison is as head of department, what is my vison for the phase, so that their missions can link to my vision, that is what I had the actual workshop on. We spoke on collaboration, then I made them go into their groups, and they had to tell me how their mission, I gave them my vision statement, they had to come up with a mission statement and what they will do, on point form to match my vision.* (Excerpt 77, HOD A, interview)

HOD A believes in the benefits of having "*team building"* activities as well as an *"open-door*

policy" where all her teachers are welcome to speak to her when they need help or advice. She also emphasised the "*importance of collaboration in the workplace"* and that it is important for people to work together and not in silos. She described silo's which could be related to having a sense of autonomy. She further claimed that it is imperative for the whole department to have a *"vision"* led by the HOD. She shared the following quote: "*without a vision, a person basically perishes".* She believes that teachers need to work together towards a clear and common vision in order for there to be unity and success-driven results for both teaching and learning. HOD B elaborated on the idea of the school being the most important starting point to support novice teachers in the FP.

> *The school is the best support structure for any new teacher. It has to start at the school. What I'm saying is if a new teacher comes in you cannot leave a teacher to sink. You as the HOD, as the management of the school, you've got to do everything possible to help that teacher. Being a novice teacher there are so many gaps that they have. I have found that teachers fail or they leave, not because they can't do it, but because they don't get assistance. Having proper systems in schools, having a mentoring programme for new teachers is so important because at the end of the day it is going to either make or break the teacher. You will find if the teacher cannot cope, they've got to be comfortable coming to you. You have got to show them that you care and support them so they can come to you with the silliest of questions and they won't feel bad about asking. You cannot make them feel small or make them feel bad about asking anything. And I think within a school it depends on who you choose to support them as well. You have got to get someone who is willing to help them, guide them in the right direction because if you get the wrong person, you are just going to put them off, which will make them feel like "I am a fool and I can't go to that person". And that is not what you want. You want someone who is willing and able to get down to their level and understand what they are going through as a novice teacher and put in structures that will help them. I would say we have both a formal and informal mentorship programme for novice teachers at my school. You would have that formal, once a week formal programme with the HOD and then informally every afternoon the teachers get together and they discuss things and then every week there is an allocated day where it's a formal day where you sit down. Everyone's input is taken in at that prep meeting, ideas are explored.* (Excerpt 78, HOD B, interview)

School leadership plays a huge role in ensuring that novice teachers are inducted and mentored on different levels in their early years (Kadenge, 2019). HOD B articulated that *"if a new teacher comes in you cannot leave a teacher to sink. You as the HOD, as the management of the school, you've got to do everything possible to help that teacher".* The HOD has the intel and power to pair the novices with suitable mentors, and set the policy and a structure of the mentorship that would be beneficial to both participants. Novices desire to be cared for and to be treated with kindness, compassion and respect while negotiating their professional identities at a new school. She further shared that mentors need to voluntarily want to assist and guide

their mentees, the pairing process has to be organic and there should be synergy to build a positive mentorship relationship.

The correct fit is important when pairing mentors with mentees as this relationship affects the holistic functionality of the school environment beyond the classroom. Even with formal mentorship in place, there will always be aspects of it being informal when impromptu meetings or tea breaks occur during the school day or even after school when teachers gather to talk about what happened that day. This was demonstrated in HOD B's response where she shared that at her school there are both formal and informal mentorship structures.

6.3 Question 7

6.3.1 Research Question 7

Research Question 7 asked: *In your opinion, what are some of the challenges that face novice teachers? How can these challenges be solved by you as the HOD?'* Both of the HOD research participants shared their insights about the challenges they have observed novice teachers struggling with at their respective communities of practice. HOD A explained that:

> *The problems that I have encountered are getting used to what is expected at the school. Because firstly, they need to feel welcome. So, when someone comes into my phase, I will welcome them at our meetings, meetings that happen regularly, so that at the least they are kept above board as to what is happening. Because my role as head of department is to relay information from the GDE* [Gauteng Department of Education] to *the teachers and likewise from teachers to the GDE.* (Excerpt 79, HOD A, interview)

Novice teachers find it challenging to work within what is expected of them because it is not openly and clearly communicated to them. Almost everything is an assumption; novices are expected to know how to do the professional roles and duties that they inherit in the school environment. HOD A views herself as the mediator between the teachers at her school and the GDE. HOD B addressed numerous challenges she has observed in relation to the novice teachers' transition into the schooling environment. She stated that the challenges entailed:

> *Interpretation of the CAPS because it is so vast and so wide; teachers used to interpret it as a lot of assessments and very little teaching. You teach today, you assess tomorrow; you teach for two days, you assess on the third day. So I have seen they have come out with a revised CAPS document where they have cut down on assessments. I think time, managing their time. Planning and prep, getting prep done is also a challenge. I think discipline is also another challenge; trying to fit into a school organisation where there*

> *is different personalities and different/diversity of teachers that you are working with. Not all teachers are so accommodating to the new teachers and to students. Discipline, classroom management is shocking, they don't know how to teach and to control the learners. Like with the older more experienced teachers, you can teach and get work done in the same lesson. I think they battle with time management, classroom management. They also battle with deadlines, handing in things on time.* (Excerpt 80, HOD B, interview)

HOD B placed value on mentioning that novice teachers struggle to interpret the CAPS curriculum for the purposes of teaching and learning. She further outlined the challenges they face with preparation, classroom discipline, time management and being able to manage different personalities in the school environment, this includes the school staff, colleagues as well as the parents and learners. She makes a comparison between the novice teachers and the veteran teachers who get all their work done, manage their time well, do their marking on time and stay up to date. This shows that novices need mentorship and guidance to become better at their craft.

6.4 Questions 14 and 16

6.4.1 Research Question 14

Mental health in the context of teacher education is an important topic of interest. In order to obtain the perspectives of the HOD participants on mental health in teacher education, the following question was posed: *How does mental health affect the teaching in a school as an HOD?* HOD A shared that:

> *Your mental health is important and if your mental health is poor then you may be less understanding of theirs, and them needing your assistance and this will result in you being ineffective as a teacher.* (Excerpt 81, HOD A, interview)

Mental health is important in the context of education for teachers, both on the teacher level as well as the middle management level. According to HOD A, lack of mental health support makes teachers ineffective, as well as being unable to empathise with novice teachers and identify their needs or rather their need for help when they are struggling.

HOD B stated that her mental health can be affected, and;

> *You just become negative, you think negativity is spread very easily. It impacts on your social life, your emotional wellbeing and it does impact on your classroom teaching. And there is another teacher as well who I was asked to speak to; she was told that she was a bad mother. How do you attack someone else and her baby is not even a year*

> *old? And she had actually taken that very seriously because you do not do that. So because she was so outspoken and didn't like certain things, she was told, "You are mentally unstable and you are not a good mother and things like that". I think we have to be very careful with that, because when a person comes to school you're just seeing the top, you don't actually know what they are going through underneath. And it takes a very compassionate leader to actually see that. But if I know you for so long and I say that, "You don't look like yourself, are you willing to come talk about it?" I think if you start showing an interest in people you will actually realise what they are going through. And sometimes people don't want to come to you first. But if you notice there's something and you go up to them, they feel that you care and possibly they would open up about it. So I think it's very important.* (Excerpt 82, HOD B, interview).

The above response depicts the manner in which HOD B's colleague was judged based on her personal role as a mother, which was compared to her role as a teacher. As individuals we have many layers, HOD B understands that holistic understanding is important. Being a compassionate leader is one of the best ways to notice that your colleagues and subordinates are not performing well or coping in the community of practice. Being able to share a common goal and/or vision and work towards it is not an easy task. It is necessary to make sure that your mental health has the capacity to handle what you are going through before you can perform effectively as a lea

6.4.2 Research Question 16

School leadership plays a huge role in the in novice teachers in the FP. From higher to middle management, there are roles that are delegated to the HOD to ensure that novices are welcomed and feel safe in their new communities of practice. Mental health for teachers and the awareness of it in teacher education inspired Research Question 16 from the HOD interview research questions. The following question was asked: *Does the support or lack thereof from your school leadership affect the state of your mental health in a negative or positive way? Please elaborate.* HOD A responded as follows:

> *Not receiving support from the school management can be frustrating and could be upsetting, but if you are able to put situations to management in a tactful way to benefit our learners. then management is generally helpful.* (Excerpt 83, HOD A, interview)

HOD A shared her response from the middle management perspective, she stated that not having received mental health support in her community of practice *"can be frustrating and could be upsetting".* She addressed the notion that management is usually helpful when it comes to anything that benefits the learners. This is a demonstration of how the teacher is not prioritised. Management should have a vested interest in ensuring that their teachers are

mentally healthy and in a position to address their mental health issues in a tactful manner and have them equally addressed.

HOD B shared the same sentiments as HOD A. she admitted that the lack of mental health support from her school leadership gives her a feeling of distrust. She further stated that:

> *Lack of mental health support from my school leadership makes me feel like I can't trust them because I feel like a lot of things were said and then they are used against you. Maybe your name is not mentioned, but the things that you discussed with them are then brought up into the open. It is not taken in a positive light in a way that they can help you with it, but it is brought out again to make other people aware of things; like some people don't agree with this or some people don't agree with that. I feel like the leader at my school is not a leader that I can go to. I feel that there are no human relation skills here, because - I am not the only one - a lot of people feel that the leadership is not present when there are sports, or whenever there is a function that is held at school it's always that the leadership is not here. And I feel like it's not a caring environment; it's an environment where you just want to come, do your job and you want to get out. And a typical thing would be like the staff end of year function. This year the staff don't even want to have a function, they don't want to have anything because there is so much animosity and tension that they don't even like each other. So that alone shows that we need to see how we can change it from the top. But I can't really change it. Teachers are not happy; the senior management is never present for anything.* (Excerpt 84, HOD B, interview)

HOD B has not had a positive experience with her school leadership. She shared that what she addressed in relation to her mental health is not kept in confidence and is often used against her. This results in the issues being used as a case in point when the leadership wants to talk to the staff. Her challenges are shared in the open without her consent even though her name is not mentioned. Being a part of a safe, caring, compassionate team and community of practice is of most importance, for teachers especially, because they deal with more than their personal issues. They have to manage that of their learners as well as their colleagues.

Principals

6.5 Introduction

The responses from the principal participants were in-depth and allowed me to categorise all the data obtained into themes that suited the research's title which sought to explore and understand mentorship and induction for novice foundation phase teachers from six South African primary schools in Johannesburg from the perspective of two principals. The following themes emerged during my thematic content analysis:

6.5.1 Principal Research Participants' Demographics

Table 6 below demonstrates the two inner-city primary school principal participants' demographics.

Table 6

Principal Research Participants' Demographics

Participant Pseudonyms	Grades Being Taught	Age	Position	Gender	Years Teaching	School
Principal A	N/A	63	Principal	Female	40 years	School 5
Principal B	N/A	50	Principal	Male	27 years	School 3

6.5.2 Principal Participant Characteristics

Principal A: a 63-year-old female principal with 40 years of in-service teaching experience at an inner-city primary school labelled as School 5 in Table 6.

Principal B: a 50-year-old male principal with 27 years of in-service teaching experience at an inner-city primary school labelled as School 3 in Table 6.

6.6 Questions 1, 5 and 9

6.6.1 Research Question 1

The two FP principal participants explained their understanding of the term 'mentorship' in the context of education. The following question was posed*: What is your definition and*

perception of the term 'mentorship' in the context of education? The principal participants responded as follows:

> *A mentor needs to be somebody who is consistent with their guiding and how they guide, not just telling you need to do this. A mentor needs to take somebody through that process of how we do this. How do we enter marks? This is what we do. You can't just say, "Well, I have told them". That is not mentorship. Also, I would put mentorship and coaching kind of in the same bracket because you have got to take what they know and help them to achieve what outcomes you want. So, it's quite a responsible job I think. Perhaps we don't give the mentors enough time to work with the mentee.*
> (Excerpt 85, Principal B, interview)

For Principal B, a mentor is *"somebody who is consistent with their guiding and how they guide, not just telling you need to do this. A mentor needs to take somebody through that process of how we do this".* This lends itself to modelling the culture of the school, how things are done and assisting the novice teacher assimilate into that routine through guidance. He further elaborated that he "*would put mentorship and coaching kind of in the same bracket because you have got to take what they know and help them to achieve what outcomes you want".* The theme of coaching is directly linked to a more participatory manner of professional support, a hands-on approach to mentorship, where the mentor practically demonstrates what is expected in terms of teaching strategies, for example. That experience is used to show the novice teacher different strategies and give them an opportunity to demonstrate these.

> *Mentorship for me is critical because it will outline developments and for now to know what is expected from them. And there should be constant monitoring and evaluating so to see if the teacher is able to implement.* (Excerpt 86, Principal B, interview)

A strong theme of being 'outcomes based' emerged from the responses of the two principal participants. Principal B shared the perspective that he "*would put mentorship and coaching kind of in the same bracket because you have got to take what they know and help them to achieve what outcomes you want".* By definition, coaching, according to Vikaraman, Mansor and Hamzah (2017, p. 156), "involves providing focused career assistance to a coachee" whereas, "mentoring involves providing professional and personal guidance to an assigned mentee". Thus, the focus in on the expected outcomes, which would need to be clearly set out for both the mentor and the mentee to communicate and to work together towards successfully reaching the outcomes. Principal B highlighted the importance of implementation; this alludes to the idea that there needs to be a set of goals that need to be put in motion, a sense of direction, intentionality and purpose. Novices need to know what is expected of them in the workplace. This was evident in the manner in which Principal B's response stated that mentorship requires

you to "*outline developments and… to know what is expected from them. And there should be constant monitoring and evaluating so to see if the teacher is able to implement".* There needs to be a clear structure or policy for the expectations to be valid and easy to implement in light of them being explicit and in a sequence that makes sense to the needs of the mentor and mentee relationship.

6.6.2 Research Question 5

The two principal participants shared their insights based on the following question: *What type of support do you provide for the novice teachers at your school as the principal?* They had contrasting perspectives on the support that is provided at their schools. This portrays two different types of leaders, one that is hands-on and one that delegates without supervision. Principal A articulated that:

> *We have an induction programme new staff are taken through and just to kind of get an understanding of the school, the ethos and values that we hold at this school. Then they are given a mentor, in the case that they are foundation phase – we are a small school, we have seven classes in the foundation phase so the HOD takes on the main mentoring role with those teachers. We normally pair them up with a more experienced teacher, so the other grade 1 teacher would be somebody who is experienced so they have that interaction on that level but with the HOD overseeing. It's about within the first month. The ideal was also to meet with the principal one-on-one, which has its pros and cons because sometimes they feel intimidated by the principal. I would meet with them every week initially, then depending on the needs. I think with a novice teacher they need support for the whole year. You learn and there are different things that happen throughout the year so you can't cover everything - how do we cover our final reports or whatever in the first month; so it's very much an on-going process because they would be doing a lot of things for the first time.* (Excerpt 87, Principal A, interview)

The key aspects that need attention from the above response from Principal A are that they have an induction programme, novice teachers are given a mentor , they are paired with a more experienced teacher and that they meet with the principal individually as they may be intimidated by the school leadership at first, so this is a suitable way to get to know the novice

teachers. Principal A further mentioned that the novice teacher cannot learn everything in one month, thus this is an "on-going process". Principal B stated that:

> *I have very little interaction with the novice teachers, because I have a massive workload and I have delegated that function to the deputy principal to ensure they understand what is expected of them.* (Excerpt 88, Principal B, interview)

Principal B admitted that he has a huge workload which makes it hard for him to speak to all the novice teachers on a regular basis. Thus, he does not keep up with the needs, expectations or interests of the novice teachers at his school. This form of leadership is different to the hands-on approach displayed by Principal A who knows exactly what is being set in motion when inducting and mentoring novice teachers in the foundation phase.

6.6.3 Research Question 9

The understanding and exploration of professional identity is important for novice teachers as well as their school leadership. The principals are in the best position to guide and facilitate the identity negotiations as they have been novices and have grown into their roles over many years of experience. The two principal participants shared their responses to the research question: *What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?* Principal A articulated that:

> *I think that within the district, possibly in a district position, have somebody who goes around to schools and who works with a group of schools and supports those new teachers in a structured programme. Like using coaching; coaching them through the tasks, and the little nuances that come out of every school because schools are different. What I find quite helpful is a whole group all in the same boat and just talking about their experiences, because even as a principal that is the most valuable meetings that we have are when you are with people in the same boat and then some of them have encountered the same things so they in turn are coaching and giving the answers to the others. So I really think that has a lot of value. University needs to prepare novices for the reality that teachers' school year ends the week after they close formally for the students because they have to prepare for the next year. You know, it's not that you just come, unless we change it so that teachers come in a week before schools start and that might be a bit more productive.* (Excerpt 89, Principal A, interview)

There should be different levels of mentorship for novice teachers in the FP, according to Principal A. Firstly, this should start at the district level where they create a standard policy that will be adopted by every school, both private and public, for the standardisation of

professional development. Principal A stated that there should be guidance from the district level – this would be the first level of support for novice teachers in the FP. Secondly, she shared that *"what I find quite helpful is a whole group all in the same boat and just talking about their experiences".* This speaks to the 'pairing' form of professional development shared by both the novice teachers and HOD participants in their previous responses. In addition, Principal B explained that:

> *Every teacher must go and register with South African Council of Educators (SACE) for a licence to teach in a classroom. There are programmes that aim to teach teachers to understand their roles as professionals within the school and in community. The system also has a development programme for novice teachers though, to get them to understand the ethics in the code of conduct. It will really assist and be a great help of assistance if we can have standard policy for all children to say this is the structure and this what all novices should be going through when they enter the system for them to understand what the work entails. If one standard policy can guide all the teachers would be great.* (Excerpt 90, Principal B, interview)

This forms part of the third level of suggested professional support for novice teachers in the FP related to induction and mentorship. Since *"every teacher must go and register with South African Council of Educators (SACE) for a licence to teach in a classroom.* This would be an ideal opportunity to collaborate with the SACE to support novice teachers through their existing programmes and policies that could form part of the professional standardisation of novice teachers in South Africa. Standardising professional development for novice teachers in the FP would be the first step to solving some of the challenges they face in their early years as in-service teachers. The research participants suggested structure and policy that would benefit the education industry in regulating how novices are guided, supported and kept motivated to remain in the profession.

6.7 Questions 2, 3, 7 and 8

6.7.1 Research Question 2

The principal participants were asked the following question: *What are your expectations for novice teachers coming to teach at your school?*. The two principal participants did not mention discipline in their responses. Principal A's first expectation was that novice teachers should come into the teaching profession *"qualified"*. She further elaborated:

> *I think one expects them to be qualified and to be able to do the actual practical teaching, you know they come into the system as somebody who has been trained. Whilst we know there needs to be support, but the basics they need to come with that.* (Excerpt 91, Principal A, interview)

She further acknowledged that even though novices come into the profession qualified they still need support as she knows that "*they come into the system as somebody who has been trained. Whilst we know there needs to be support, but the basics they need to come with that"*. The professional support in the form of mentorship will enhance the novice teachers' ability to negotiate their professional identities of being teachers in the FP.

> *I have been teaching for 27 years and the novice teachers coming from universities I believe have not gotten the necessary training. We have an induction programme to teach them the culture of the school. We then mould them to make sure they understand the culture of the school, because here at my school we want highly committed educated novices who are prepared and who regard themselves as lifelong learners because our view is that you are not a teacher while studying. You are only a teacher when you step in the classroom because this is real life where you are confronted with real challenges, with parents, with behaviour of children and paperwork.* (Excerpt 92, Principal B, interview)

Principal B made a clear distinction between becoming a teacher and being a teacher; this was demonstrated when he stated that while teachers are pre-service they are considered as student teachers, they are only deemed as professionals once they have attained their full qualification.

He further stated that from his 27 years of teaching he is of the view that novices come into the profession without having adequate *"training"*.

6.7.2 Research Question 3

Expectations are essential to setting the tone and the pace of what novice teachers need to do. Without knowing what they have to do, it is often difficult for them to gauge the scope of work. Research Question 3 was a continuation of Research Question 2; the question asked was: *How are these expectations communicated to the novice teacher?* The two principal participants answered as follows:

> *I think one has the interview, and if you have accepted them, there is a meeting. There is a discussion around what they will be teaching, because one doesn't expect them to teach anything they are not qualified to teach but they are expected to teach those kinds of subjects. There is a support structure. Here we have a mentor teacher that mentors the first years. If it is the foundation phase, they would have a foundation phase mentor.*

> *If they were teaching science, they would have somebody from the science to mentor them. We try to keep it subject specific for them.* (Excerpt 93, Principal A, interview)

Principal A stated that she communicates the expectations at the initial interview before the novice teacher is given the teaching job; they are not expected to teach subjects they are not qualified to teach. The novice teacher expectations are also communicated through the mentor teacher who is assigned to mentor all the first years in the FP at Principal A's school. She shared that *"there is a support structure. Here we have a mentor teacher that mentors the first years"*. Similarly, Principal B affirmed that at his school:

> *We have a very intense induction programme; it's a file explaining expectations such as dress code, work ethics, what is expected etc. They get a thorough induction in terms of culture and expectations so they can understand our school and how we operate from day one.* (Excerpt 94, Principal A, interview)

According to Principal B, novice teachers' expectations at his school are communicated through *"a very intense induction programme; it's a file explaining expectations such as dress code, work ethics, what is expected etc. They get a thorough induction in terms of culture and expectations".* They are given documentation that is filed for them to have and read at their own leisure to gain insight and understanding of what is expected at the school. There needs to be a more intentional and continuous line of communication, where the novice teachers' expectations are articulated and there is follow up on whether they are following through with the said expectations as they teach in-service. Additionally, Khan et al. (2017, pp. 18-19) claim that "there is significant co-relation between communication skills and supervisor perception of job performance", being able to openly and honestly communicate will enhance the mentorship relationship between the mentor and the mentee. Also, it will strengthen the aspect of job satisfaction for the novice teacher who meets the expectations of the mentor (Khan et al., 2017). There are a few common components of job satisfaction, according to Blömeke, Houang, Hsieh & Wang (2017) as well as Mousavi, Yarmohammadi, Nosrat and Tarasi (2012), namely, fair compensation, emotional intelligence, recognition, appreciation, self-control, autonomy, accountability, motivation, meaning, respect, purpose, empathy and social skills. These are all examples of both intrinsic and extrinsic factors of job satisfaction that influence whether novice teachers stay in the profession during their early years.

6.7.3 Research Question 7

The principal participants have a good understanding of what challenges their novice teachers are faced with. Below are the principal participants' responses to research question 7 which read as follows: *In your opinion, what are some of the challenges that novice teachers face in their early years?*

> *I definitely think their time management. I think that it's a big worry because within that falls how to manage your two hours home time where you should be doing your marking or be doing your preparation. So the idea that teachers finish by 15h00 is not true. But I think sometimes for the novice teacher, this is a time to go out and they start to fall short on marking. I find marking is a very difficult concept for them to really understand. So, they either over or under mark. So I have found that with some teachers that the only thing they can fit in is their marking because they do it so slowly and so in-depth that it doesn't allow them for any other activities. The other thing I think is part of the socialisation of mixing with new staff, obviously staff that are older and more experienced. Sometimes there is a bit of intimidation coming in with them, and the new teachers are scared to ask for help. So if one thinks of a mentorship programme, the mentor needs to know what are the questions they need to ask and cover those sort of things because they are very shy; they don't want to feel that they don't know what they are doing. But knowing what you are doing comes through experience, knowing how to handle something, knowing how to manage things comes through experience. There is very much a hierarchy in power of different positions, and often the tasks that others don't want to do – the first year teacher sometimes gets overloaded with some of the things. I find that here it's more on the sports; a younger teacher is fitter and they are allocated those duties, which is probably in hindsight not helpful for them.* (Excerpt 95, Principal A, interview)

Principal A addressed a few challenges that novice teachers face that she has observed at her school. Firstly, time management: she stated that novices do not manage their time well. This alludes to the fact that if they managed their time better they would be able to work more effectively. She mentioned the idea of marking, and how it is something they often struggle with. They either mark too in-depth or too slowly, which is not a good management of their time. Assimilating to the staff culture is the second challenge that she mentioned. Novices are often intimidated by veteran teachers who have been teaching for many years and, because of the hierarchical dynamics, novices are treated as inferior, which makes them reluctant to ask for help. Thirdly, veteran teachers delegate the work they do not like or want to do onto the novices. Principal A shared that at her school, the novices are often overloaded with sporting duties because they are younger and fitter. Sporting duties are often done for hours after school – when the academic day sports coaches have practice and games at school or away games where they have to accompany the learners to another school, and wait for them to get picked

up by their parents once they are back at school. It is assumed that novices do not have social lives or families to tend to after school, hence they are given most of the sporting duties. Principal B added that discipline is also a challenge for novice teachers in the foundation phase. He further articulated that:

> *The major challenge is discipline, they lack classroom management and it is like they want to please the children and get them on their side; and what they need to understand is that the children are very manipulative. The novice teacher sometimes fails to get the children in class when the ring bells.* (Excerpt 96, Principal B, interview)

Principal B highlighted that novice teachers struggle with discipline which could include the classroom management of the learners as well as the discipline to work diligently as professionals. It is hard to keep authority as a novice and maintain a healthy relationship with the learners; according to Principal B, novices desire to be liked by the learners and build friendships. He further shared that they do not do what is required at particular times such as lining the learners up after the bell rings so they can go to class.

6.7.4 Research Question 8

Research question 8 led on from research question 7. This question asked: *How can these challenges be addressed by you as the principal?* Principal A articulated that novice teacher challenges could be addressed in a formal and structured manner. She further shared that:

> *Just through listening to your questions I do think that it needs to be quite a formal process, formal in a more structured way. I think there needs to be a time set aside specifically for the mentorship programme and plan everything, that is planned in the year. Plan that this day, this time, done at this time you know what you are going to be doing. The first year makes or breaks the teachers and you will see after those have a bad experience that after three years they are moving out of the teaching profession. It's rare also that they speak to people, especially with interns because it's almost like you are a classroom nanny of some sort, they expect those things that they don't like doing – the laminating, photocopying, marking - all the things they don't want to do. There is no real educational value that you gain as an intern because you are often not given any real opportunities to teach, so it is a difficult situation which can really break one's confidence*. (Excerpt 97, Principal A, interview).

Her response leads to the notion of teacher turnover, novice teachers staying in the profession is not an easy task, as Principal A mentioned; their first year makes or breaks whether they stay and grow in the teaching profession or not. She referred to the novices at her school being interns who are not given the opportunity to teach and how this results in them lacking

confidence. Novices are often given all the tasks that the veteran teachers do not want to do, which leads to them having related bad experiences which are not encouraging them to stay in the teaching profession.

Principal B shared that the induction programme at his school covers the challenges that the novice teachers may have:

> *Our induction programme covers that. So we try to make them understand that corporal punishment is not allowed and cannot administrate in anyway. So we indicate to them that from day one they must learn to put their foot down and make the children understand who is the boss - if I can put it in that way. I always say that experience will only be gained in the classroom and whatever they were in varsity is time for them to implement it and that there no education without experience or vice versa. We really try to indicate to them that they need to be firm and be able to manage a class. And if a person cannot do that, then we don't want them in the school because it will also compromise the children`s education.* (Excerpt 98, Principal B, interview)

His response speaks to the expectations that are set at the beginning of the teachers' induction into the school culture and environment. Teachers learn through taking action, being practical and embracing the classroom experiences and this is the only way they will be able to integrate the theory and methodology with the practical aspects of what the classroom experience prompts.

6.8 Question 16

6.8.1 Research Question 16, 17 and 18

The higher management principal research participants commented on the effects of mental health on both themselves and the novice teachers. The following question was posed: *How does mental health affect the teaching of your novice teachers here at your school?* Principal A responded as follows:

> *I think it affects in a way that their levels of tolerance are impaired. I have found that when I have teachers that are really stressed, then they become less kind, they become shouty, they become frustrated, and that can lead in instances to alcohol abuse; some of them turn to alcohol or to drugs or other different things. I also think that it creates absenteeism, so we get that they cannot face the job on Monday. I would say that you want to see how it manifests itself and affects... the teachers are exposed to society and the ills of society always live out within the school. So dealing with a child that is neglected, no food, comes to school without food, without lunch. And those things the novice teacher especially have to put a lot of emotion, a lot of emotional stuff goes into trying to support the children in your class. And illness, our teachers are exposed to*

> *children that are ill. You never thought you ever had to deal with somebody you have to see every day and they are ill. Grief, parents and learners that pass away, there is a lot of trauma that comes in. Because the school is that environment and is a safe space, often those children act out when they have been traumatised. The abuse from home, the different also, in the circumstances of the children. So you have a class of thirty children and each one comes from a different home situation and that also weighs heavily on a new teacher. They sometimes get over-involved in trying to support the child and support the family. Another - can I just add there – is communication. Communication skills are not taught at university and yet a teaching job, you have to communicate with the parents. So you've got abusive parents who don't want to take ownership; so it's that also. Those skills of learning how to communicate with the parents' side, and even and also how to communicate with the other abusive teachers because there is always, and in this hierarchy there is always the personality and the bully at school. And so the written communication, so don't open yourself. There are lots of rules that have to come in for a novice teacher. How do you respond to this one who is criticising you because their child hasn't done something? We haven't even touched on the administration side of teaching because that's also so important to keep that paper trail of who is here, where, when. I have met and I have discussed this, keep a note because it does come up and it comes back to bite you many times. It feels like everyone is always trying to catch you out. I don't think is it the intention of trying to catch you out, but a school – the skillset needed as a teacher is so vast because it's not just classroom. It's driven with all these people, so the human relations part is huge. And it's very much if the school gets blamed for something, someone in the school will find out who did it, never went on duty, you know. So I suppose it does create a toxic environment. Teachers don't know how to cope with it, hence the substance abuse, the medication, drugs and alcohol.* (Excerpt 99, Principal A, interview)

Principal A addressed many topics related to philosophy for children such as dealing with negative emotions, grief/death as well as abuse. She shared that novice teachers in her community of practice struggle with their mental health which affects their tolerance levels for their learners. She shared that they become less understanding, kind or compassionate. The school mirrors the state of society, children coming to school without food, uniforms or being abused is something that affects novice teachers in a big way. They may not have anticipated connecting with learners on a deeply emotional level, which makes them overstep certain boundaries. Having the ability to deal with sick children as well as death and grieving learners, teachers, staff and parents who pass away is very overwhelming for novice teachers. There are issues about substance abuse that plague novice teachers who are not able to deal with the challenges of the professional teaching environment. Dealing with trauma according to Ferguson, Mang & Frost (2017) is not an easy thing for novice teachers to manage, as it is very stressful for them. Coping with stress is not easy when there are circumstances out of the novice teachers control such as learners who are being abused at home as shared by Principal A. this

results in substance abuse and absenteeism from work because novice teachers are unable to manage their personal and professional stress at the same time (Ferguson, Mang & Frost, 2017).

Principal B shared that the state of novice teachers' mental health affects teaching and learning because of poor time management and not completing their administrative tasks such as marking on a daily basis:

> *It does affect the quality of teaching and learning because I had an experience that a novice teacher is not doing what they were supposed to do but to assess and mark children's homework. The teacher couldn't mark the work because she doesn't have the time so she said. And we told her that that's not accepted because this is supposed to be done on a daily basis. And we also expect parental involvement when it comes to homework that is given to children and when the parents notice that the work is not being marked, then it becomes a problem. I have picked up on other signs of mental health amongst the teachers, e.g. depression, sadness etc. There are a case or two more specially when we are under pressure by the end of term due to the submission of marks or the assessing of work, some teachers have gone to see a psychologist because they felt they were depressed and overworked and one of the teachers left the school because they couldn't handle the pressure.* (Excerpt 100, Principal B, interview)

Principal B stated that he identified signs of mental health issues such as depression and sadness in the novice teachers at his school. Teachers do not work well under pressure, which causes them need mental health support. They are affected by issues such as dealing with parents who are trying to do their job and follow up on work that should be completed or checked on a daily basis. They need to find coping mechanisms that are healthy and empowering.

6.8.2 Research Question 17

The following question was posed to the principal research participants in relation to the types of measures that they have available in their communities of practices to support novice teachers' mental health: *Do you have any measures in place to support the mental health of your novice teachers?* Structure is important when trying to manage issues such as mental health in order to understand the needs and challenges. Principal A articulated that at her school:

> *We have a wellness committee. Once a month our staff development has a wellness programme, so the others we do curriculum stuff, IT and things like that. But once a month we have a wellness staff meeting, which looks at things like this, talking about yourself, where you come from, what you know. That has been a big success that, even things like financial management, because now all of a sudden you are earning money and again you do not know how to manage that money. So, we find that within that first*

> *year these new teachers are having to deal with debt, they get their first credit card, they don't really understand how credit and that works and you find you are dealing with all of that. As well as the health side; when you are a first year teacher it is the first time you are really exposed to different germs that come with a group of people being in your class and you find that your system has to become immune to those things. So first year you are not feeling so well and you have also got this workload. So having wellness group has really worked really well. I oversee the wellness committee, then I have someone champion it, doing things like financial literacy or if we all want to go out for a walk and do some fitness, we have had picnics. We even did like a master chef competition with everybody - our whole staff, ground staff, teachers and whatever - and in that way in the kitchen you also get to know each other and to try and bring that new person into the staff. So, that has been one of our success programmes. And we give our staff lunch, simple lunch, but a roll with a filling every day, and a fruit, because those are things when you don't know if your staff members have got food at home, so that is part of it. We try to teach them a bit of health. We have had a dietary somebody come in, we have even had our blood pressure done and all of those kinds of things. So there's such scope really and it makes the teachers feel supported. We also have a social worker who comes part-time, 10 hours a week, which is also open to the staff. So the staff can make private appointments with her, for themselves if they are dealing with issues and things like that, which I find have worked quite well because again, the new teacher doesn't want to come and say, "Hey I am being beaten" or whatever, but to the social worker we are able to offer support like that*. (Excerpt 101, Principal A, interview)

Principal A further added that novices also struggle to manage their finances as newly qualified teachers, they do not prioritise the things that need urgent financial attention. Financial management is an underrated challenge that novice teachers struggle with. She further added that at her school they have a wellness programme which aids in the support of the staff's health and wellness needs, however it does not accommodate the mental health of novice teachers at her school. She also mentioned that nutrition is something that they also take care of; a dietician has come in, and the health levels of the staff members have also been assessed, in addition to providing food for the staff to eat at school at break/lunch time every day. This is a demonstration of the support she has provided and the systems she has put in place as the school leadership and management head to make her staff members feel supported in her community of practice.

> *We have nothing in place to support their mental health. We have a wellness programme at the department but here at school we do not because we are not qualified enough to make that diagnosis. We had children that were killed in a car accident; we as a school we do not have professional counsellors, but we do call our department to assist with counselling that class. We also had an incident where a child got knocked over by a car and died and children from different classes witnessed it and they were traumatised. We then contacted the department to come and counsel the children because none of us are qualified and our department is very hands-on with that.*

> *Professional people that also practice private counselling in the community also do come in and assist and offer their service.* (Excerpt 102, Principal B, interview)

There is no form of mental health support as Principal B's school according to his response above. He further shared the experience of the death of one of his school learners and how his passing affected the learners, teachers, parents as well as the school leadership. There were children who witnessed the car that knocked over the learner and were traumatised by the experience. This led to the Department of Education being hands-on and providing counselling for all who were affected. There are many traumatic experiences that occur in the community of practice where the school principals' mental health is challenged.

6.8.3 Research Question 18

Research Question 18 asked: *Does being the principal affect your mental health in any way? If YES, how? If NO, why not?* Being a school principal comes with its own challenges. The two principal participants shared the following insights in their responses about how their mental health is affected by being school leaders:

> *It definitely affects my mental health. The stress levels are huge because everything - and I mean everything - in the school environment, the buck stops with you. You are accountable for what the children do, what the parents do, what the teachers do or don't do. So you are accountable for absolutely everything from finances to pass rates to break duty. See, even within the structure of the school if there is a pole that is in the wrong place or if it is a fence that is broken and somebody cuts themselves, it ultimately comes back to the principal. So that, for me, that was very daunting that I was accountable for things that I didn't even know possible that could happen. As you get older, you learn these coping mechanisms and things that step in; but for myself, I have a coach and a therapist so that are outside of the department so that I can debrief and get the support that I need for my own mental health. So it is possibly part of the toxicness at a school is because it's not just for the novice teacher but there is not enough support structure. Social media also affects my school. I mean it's a whole new game because from grade 5 when they start to explore with social media parents give their children phones because it's not safe and they need to know where their children are, you know all those things. Then the bullying starts and the bullying – they are in this group and they talk about that and then we have got the parents of this one. They are also, especially grade 7, they explore with sexuality, they are on social media so sometimes the porn sites are investigated and, you know, these are things that creep in. I do believe that schools mirror the state of the society. So when we have got violence in our society it acts out in schools. If we have got people complaining about their hair, it acts out in school. If the community wants – it's all equality that I believe in - but like one school was in huge trouble around the Muslim girls wearing scarfs, so it comes into the school. And it's a very stressful kind of environment.* (Excerpt 103, Principal A, interview)

Principal A shared that high stress levels affect her mental health as a school principal. She highlighted being affected by pass rates, finances, as well as break duty rosters, amongst other things. Accountability plays a huge role in the work of managing people, places and things that are unseen. She shared that she is held responsible for everything on the school premises and has to ensure the safety of everyone on campus at all hours of the day. There are issues related to social media – where teachers are worried about what children post and share on social media at a young age, where they are exposed to mature content and re-enact what they see or hear on social media at school. There are also issues related to philosophy for children which also affect the principals' mental health as they have to deal with the raging hormones of teenagers as well as their public and explicit explorations of their sexuality. Bullying is a common topic of interest when dealing with school issues, trying to foster a culture of kindness is challenging when school children are mean to each other for multiple reasons that need to be talked about through interventions like therapy, counselling and communication. Cultural and regional issues also affect the mental health of the school leadership as they try and evoke a spirit of equality and individualism where everyone feels seen, heard, respected and has a sense of belonging. Principal B's response was as follows:

> *I am the first person of colour to work as a principal and the school had a lot of white teachers. So when I came in they all resigned and that affected me mentally because I thought I'm doing something wrong. There was a motion that the school is going down due to parents not paying school fees and it also affected me due to constant worry that we will not be able to pay the teachers and governing body of the school.* (Excerpt 104, Principal B, interview).

He articulated that he is the first principal of colour at the school and his mental health was affected by the majority of teachers who were white resigning from the school when he started his reign as the principal. This made him experience issues of imposter syndrome where he thought that he was doing something wrong which resulted in the resignations. Financial responsibilities and financial management challenges also affected his mental health as it was difficult for him to operate the school on a low financial income. He shared that parents were not paying school fees, which made him worry about not being able to pay the teachers' salaries as well as the running costs of the school.

6.9 Summary of Chapter 6

In conclusion, this chapter discussed the HOD and principal research participants' roles as middle and high management and that there needs to be a better sense of awareness of what mentorship for novice teachers entails, what mental health is and how it affects both them and novice teachers. The findings showed that the HOD and principal participants' mental health is affected by various aspects of teaching and learning. Similarly, the findings revealed that the HOD and principal participants need effective interventions that ought to be set in motion in order for their mental health to be supported and understood in their communities of practice at their respective levels of management. In turn, this will allow them to create opportunities for novice teachers mental health and wellness support as part of their continuous professional development. Thus, it is imperative that they ensure a certain level of confidentiality when building a safe environment for their staff to open up about how they feel and what they expect from their leadership. Subsequently, it is evident that HOD's and principals also have their own challenges in relation to the leadership dynamics they face, although novices teachers were the main focus of this study. It was interesting to hear them report that their leadership challenges hinder their ability to provide professional development support to novice teachers. In the next chapter I will share the suggested recommendations and the conclusion.

CHAPTER SEVEN
Key Themes Emerging and Lessons Learnt

7.1 Introduction

The main themes that emerged from the research are related to the research questions asked, as well as the data obtained from the responses provided by the research participants. Furthermore, it suggests that special attention be paid to their mental health and wellness as these have not been accommodated in relation to the professional development responses from the research participants in Chapters Six and Seven. A turn-around strategy is required for the professional development of novice teachers in the foundation phase. The recommended turnaround strategy entails the reform of the professional development and professional standardisation of the teaching profession in relation to creating compulsory mentorship and induction for novice teachers in the FP.

7.2 Interpretation of the Themes' Emerging Data

7.2.1 THEME 1: The Concept of Mentorship in Teacher Education

Figure 7, below, is an illustration of the revised Bloom's taxonomy, based on Anderson et al. (2001) and Attia (2021). Bloom's taxonomy's level of cognition adapted for mentorship in education for novice teachers would be useful to gauge the levels and progression of the mentorship and its effectiveness on both the mentor and mentee. Mentorship should be structured in three levels, namely:
lower order (level 1 and 2),
middle order (level 3 & 4) and,
higher order (level 5 & 6).

Figure 7

Bloom's Taxonomy: Levels of Comprehension (Coffey, 2008, p. 2)

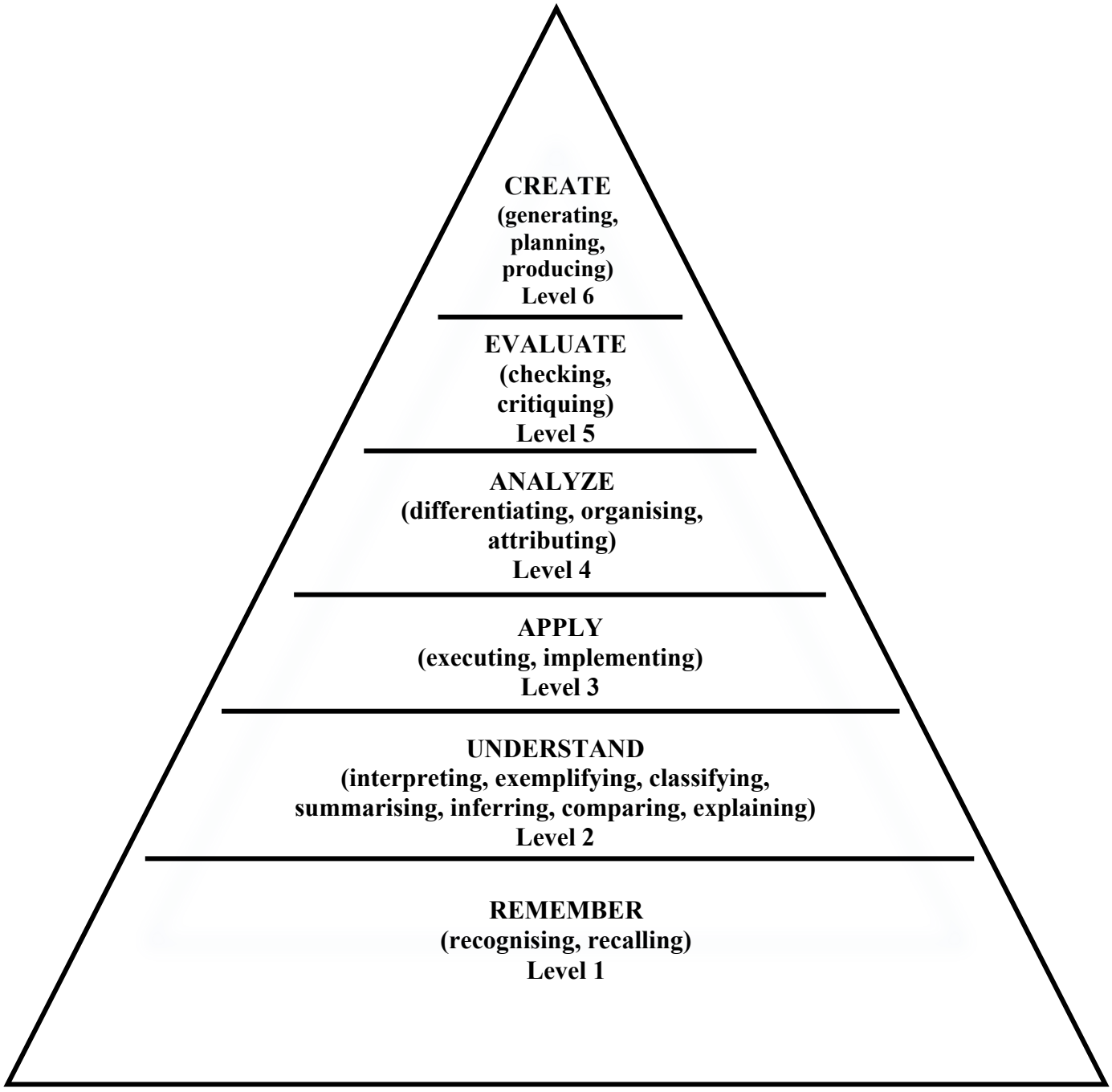


Figure 7 above suggests that professional development for novice teachers entails induction, mentorship and coaching should unfolding in a threefold process that follows Bloom's Taxonomy levels of comprehension (Coffey, 2008). Firstly, levels 1 and 2 should be implemented during induction, as novices transition from pre-service to in-service teachers in their communities of practice, they have to remember and understand different skills and knowledge. Secondly, levels 3 and 4 relate to mentorship, where novices apply and analyse

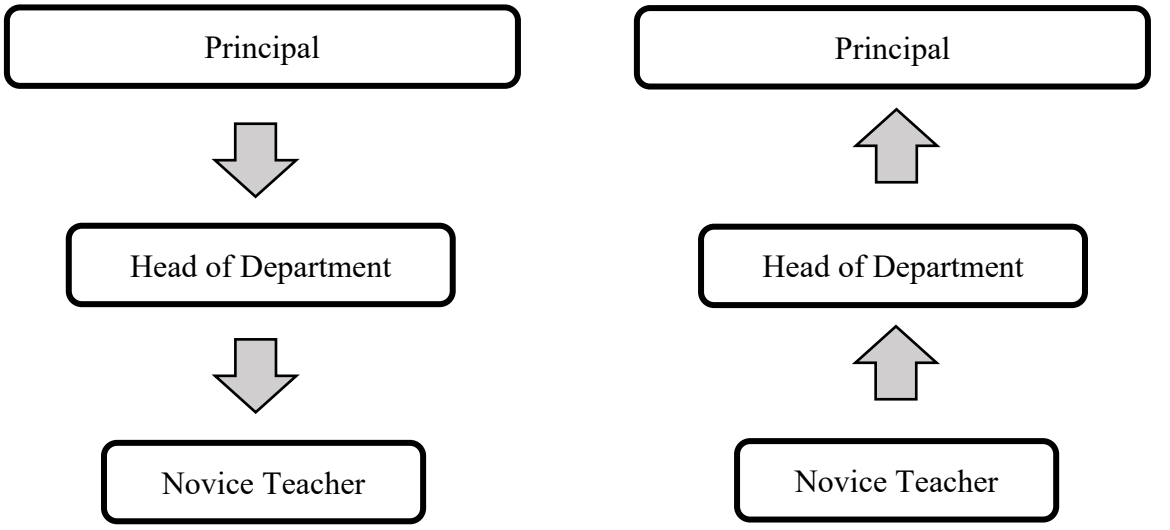
what they have learned during ITE and use it for the purposes of teaching and learning in the classroom. Lastly, levels 5 and 6 would expect novice teachers to evaluate and create, which entails them being reflective of their teaching practices and being able to adapt resources that support a progressive holistic teaching environment. Subsequently, the findings showed that a standardised mentorship, induction and coaching programme should be created and implemented for novice teachers as they transition from pre-service teachers to in-service teachers. the findings further suggested that institutions of ITE, primary schools, the DBE, the SACE and the DHET should all collaborate and communicate to create synergy in creating professional development for novice teachers that is connected from various levels. The professional development programmes should have an understanding of how to best support novices and ensure their retention into the teaching profession is continuously sustained (Kearney, 2014a). Novices need to take accountability for their professional growth by showing a sense of agency and reflexivity when working in the school environment. Being able to reflect on their practice is essential in identifying their strengths and weaknesses. Novice teachers exercising their agency is what will set them apart from the novices teachers who do not reflect and act on their need for professional development. Having an idea of what your strengths, weaknesses, opportunities and threats are as a novice teacher is a positive way to foreground the type of continuous support needed to enhance the in-service teaching experience (Kearney, 2014a).

7.2.2 THEME 2: Expectations from the Research Participants' Perspectives

The novice teachers, HODs and principals all shared their expectations from their respective perspectives. Teacher A responded that she *"was expecting to have someone to sit down with me or a group or whatever, weekly or not even weekly, termly where we talk about this is what you do, here are the guidelines, here is the / this is how you do this and that and that. And I don't even get that"* (Excerpt 19, Novice Teacher A, interview). Her response speaks to both individual or group mentorship which she would have expected either weekly or termly, sharing insights on what they needed to do in their new roles as professionals.

Figure 8

Inception of Professional Development



Top - Down representation of PD lead

Bottom – Up representation of PD lead

Figure 8 illustrates a structural change in professional development for novice teachers in the context of education. Alternating the flow of control would provide the novice teacher, head of department and principal shared responsibility in decision making. The findings of this research prove that the principals have the authority to implement professional development leading to the assignment of mentors to mentees in the South African schooling context. However, research by (Whitehouse, 2016) argues that for mentorship, induction and coaching to be effective for novice teachers in various communities of practice the pairing of mentors has to occur with the input of the novices. Novice teachers have preferences in the characteristics they need in a mentor, giving them the agency to participate in the selection may provide a more effective mentor and mentee relationship (Whitehouse, 2016). My research suggests that novice teachers receive partial control of the process with the collaboration of the school leadership and management. The research participants shared that they would prefer culturally appropriate pairing with mentors in order to form more meaningful connections and individual needs according to strengths and weaknesses.

However, this may not be a solution to the former apartheid segregation of races and or ethnicities. “In South Africa, the call for the Africanisation of universities and the need for them to detach themselves from their colonial and apartheid histories has come to the forefront” (Mahabeer, 2018, p. 1). Due to the former apartheid schooling system there may be

a shortage of black FP specialist teachers as they may have received a general teaching qualification from any of the former teacher colleges as opposed to the FP specialisations that are currently available at ITE institutions to date (Mahabeer, 2018). Thus, understanding the current landscape of teacher education and what that translates to in the classroom will be of most benefit to all the educational stakeholders (Mahabeer, 2018).

7.2.3 THEME 3: Novice Teachers' Mentoring Needs for Professional Support

In light of the various professional development and mentoring programmes being created to support and enhance novices' teaching and learning experiences, the novice teacher participants shared that very few meaningful professional development opportunities were provided to them in their early years as in-service teachers. Although the novices may have received some forms of PD they found them to be inappropriate and insufficient for their personal and professional needs (Bressman, Winter & Efron, 2018). The South African schooling context is multilingual, multicultural and diverse in landscape. This results in the novice teachers transitioning into vastly different communities of practice. "Mentoring during the induction years varied widely from teacher to teacher and school to school" (Bressman et al., 2018, p. 165). All six novice teacher participants in this research reported that they had not received any form of formal mentoring during their early years teaching in-service, while one novice teacher had been assigned a mentor.

7.2.4 THEME 4: Challenges Faced by Novice Teachers in the Foundation Phase

According to the data obtained from the research participants, there were numerous challenges that were unearthed in relation to the responses from the interview questions. The challenges entailed the novice teachers not having mentors in the first year of in-service teaching, lack of support and direction from their middle to high school management, not having an understanding of what was expected of them as professionals and not being a part of any formal PD specific to what their needs were. The findings are synonymous with the literature by Forlin (2012) who articulates that teachers are not prepared for diverse classrooms. This is evident in the numerous responses from the participants who shared their experiences with not being able to deal with parents' undermining them because they were young, or not being able to deal with, or not expecting learners with mental and or learning barriers.

7.2.5 THEME 5: Mentor Quality

The finding of this research states that mentor quality stems beyond having the right qualifications and years of teaching experience; the novice teacher participants expressed that they would prefer mentors who have the following characteristics: understanding, compassion, patience, passion, interest, as well as having a willingness to help, amongst other qualities (Lucey & White, 2017). A quality mentor is one who makes time to get to know their mentee and provide specific mentorship that speaks to their strengths and weaknesses (Bessette & Bennett, 2019). All three of the participant categories emphasised the importance of having mentors of high quality to work with novice teachers in the FP. Having quality mentors translates to suitable and quality mentorship which will lead to quality future mentorship when the novice teachers assume the role of mentors when they have gained more experience and expertise while teaching in-service. For more than three years (Bessette & Bennett, 2019; Lucey & White, 2017).

7.2.6 THEME 6: Mentorship Support for Novice Teachers in the Foundation Phase

A possible juncture between the above four main educational stakeholders in developing, educating, qualifying and retaining novice teachers in the foundation phase would lead to successful, diverse and effective professional development for novice teachers in the FP (Arends & Phurutse, 2015). These educational stakeholders would benefit from having a structured source of communication which conveys a consistent and coherent message, set of requirements, expectations and standards for novice teachers. Figure 8, below is a depiction of the connection the education system should have with the various stakeholders such as the SACE, Initial Teacher Education (ITE) institutions and the Department of Basic Education (DBE) as well as the Department of Higher Education and Training (DHET), leading to effective professional development in the form of induction, mentorship and coaching for novice teachers. There are decisions that need to be made in relation to policy and structure for the professional development specifically pertaining to induction and mentorship of novice teachers graduating from initial teacher education. The DBE is the hub of all registered public and private primary schools in South Africa, it would be the ideal to take advantage of their pre-service teacher placements where institutions of teacher education send their student teachers to learn in practice (Arends & Phurutse, 2015).

Figure 9

Educational Stakeholders that Influence Novice Teacher Professional Development

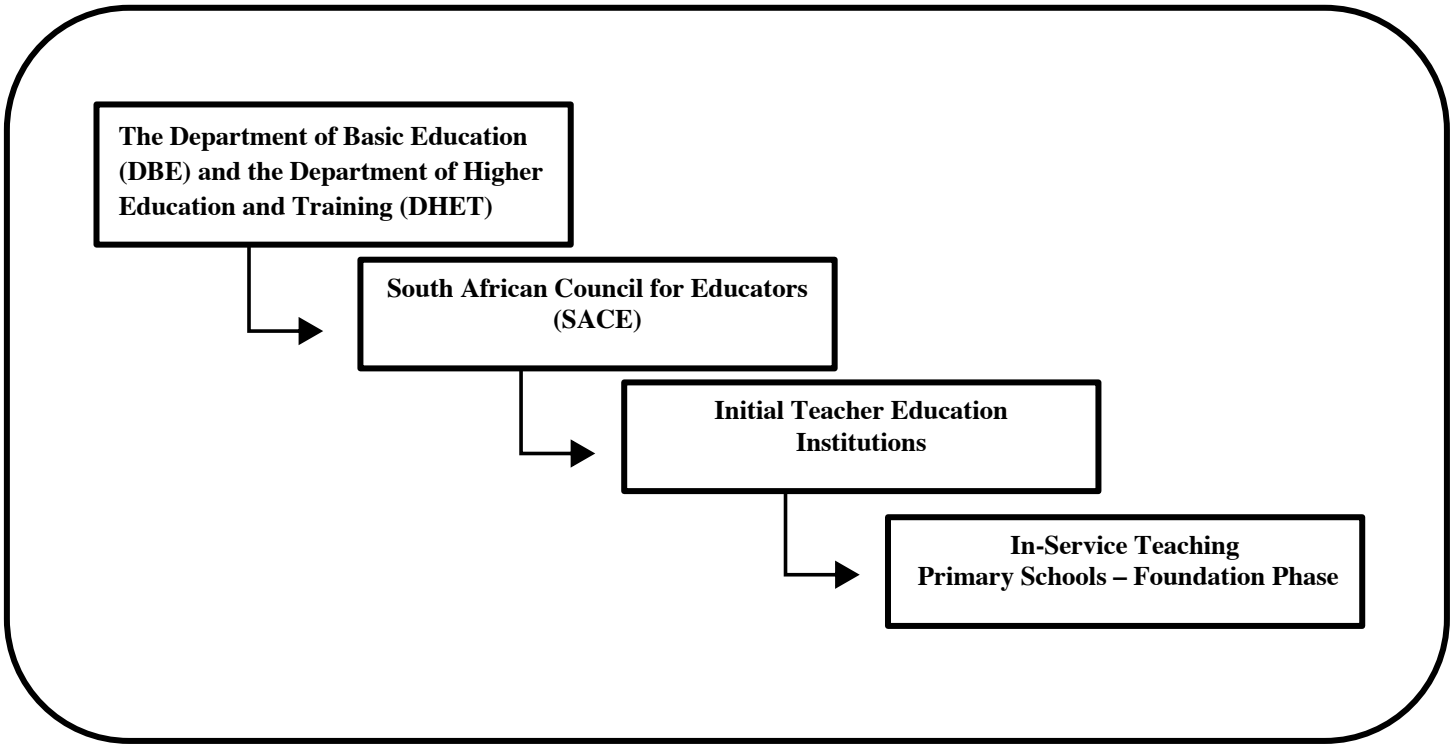


Figure 9 above depicts the hierarchy of the various educational stakeholders. Their roles are explained as follows:

7.2.6.1 The role of the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET)

The Department of Basic Education (DBE) is the biggest institution that retains and places teachers into the education system once they have attained their teaching qualifications from various institutions of initial teacher education. In addition, the DHET plays a vital role in ensuring that the various institutions of initial teacher education adhere to the curriculum requirements and quality control of the various programmes available. They have authority over all the accreditations leading to the education and graduation of teachers in the South African educational context.

7.2.6.2 The role of the South African Council for Educators (SACE)

Once teachers have qualified as professionals, it is required of them by the DBE to register with the SACE. This is the initial step in tracking teachers coming into the education system.

7.2.6.3 The role of Initial Teacher Education Institutions

Institutions of ITE are expected to prepare potential teachers for the world of teacher ethics, professionalism, as well as teaching and learning strategies and resources. They are expected to provide teachers with the professional know how that will provide them with the various knowledge and skills required to be efficient and effective teachers.

7.2.6.4 The role of In-Service Teaching in the Foundation Phase

Primary schools are the actual institutions that receive the novice teachers; they transition them from pre-service teachers to in-service teachers. They are given the opportunity to implement all the skills and knowledge they learned in their initial teacher education. Primary schools give in-service teachers the platform to exercise their perceptions and expectations of what a 'proper teacher' is (Kelchtermans & Ballet, 2002; Schaffler, Nel & Booysen, 2021). In a reformed teaching industry, there would be many professional development opportunities for teacher educators and in-service teachers to work together as a team in the development of novice teachers and their transition from initial teacher education to the classroom (Schaffler et al., 2021). This means that once novice teachers graduate they would continue to have access to what they need to succeed as in-service teachers in relation to their teacher educators, the resources, as well as the support from their tutors and peers who are their network (Schaffler et al., 2021). The ability to network with other professionals on the same level may also be beneficial to novices who do not understand the recourses available to them through their peers. Mentorship does not have to come from 'higher up', it may be a collaborative effort of two or more novice teachers who have knowledge and skills in various areas where their combined strengths add value to the team (Lucey & White, 2017).

These opportunities would be on different levels, depending on the needs of the novice teachers. Needs would vary from practical to pedagogical educational needs. However, in reality, resources are either limited or not available, especially with regard to monetary and human capital resources. Professional development for novice teachers may be more accessible or feasible in inner-city schools in both the public and private sector. In the South African

context it is less feasible to spend time and resources on professional development for novice teachers in both township and rural areas. Being able to locate a sufficient number of teachers who are eager, available and experienced to be mentors is a challenge; and the ability to dedicate time, expertise and energy to their professional development is extremely difficult and demanding (Walkington, 2005, pp. 53-54).

7.2.7 THEME 7: Mental Health in the Context of Teacher Education

The Covid-19 pandemic unearthed many dormant or ignored issues pertaining to the holistic well-being of teachers in the context of education. Never before has the mental health and well-being of people, teachers in particular, been in the spotlight as it is now. The global pandemic Covid-19 unearthed a host of challenges, issues and gaps in the professional support for teachers in the foundation phase. We all have a variety of mild to extreme mental health and well-being aspects which can be impacted by a range of personal, environmental and professional environment factors (Capone & Petrillo, 2020; Harding et al., 2019). This theme relates to the gap in which novice teachers need the most support, this research aimed to contribute new knowledge to the field, this was one of the break through themes. Mentorship in the context of teacher education is a multi-dimensional process which is layers with many topics of interest and importance to novice teachers holistic development.

The new normal has changed the workplace dynamic drastically; teachers and learners are spending a large portion of their time working, teaching and learning from home. With increased working hours and minimal time to spend with family and friends, the social aspect of the novice teachers' lives has been greatly impacted. The schooling environment is best positioned to provide day-to-day professional support and resources to foster good mental health and well-being (Capone & Petrillo, 2020). There needs to be an awareness of and passion for normalising and encouraging more open and honest conversations about mental health and well-being, and resources need to be made available for equipping and transforming the culture of mental health and well-being within the schooling environment (Harding et al., 2019). School leadership plays a vital role in providing human, financial and administrative capital to influence a healthy and sustainable culture of consistent individual and systemic mental health; it is also up to the school leadership to diversify teacher professional development (Capone & Petrillo, 2020; Goldhaber et al., 2019; Harding et al., 2019).

7.2.8 THEME 8: 21st Century Professional Development for Novice Teachers

There is a lot of work that still needs to be done in relation to digitising the education system. Rural and township schools still lack infrastructure that speaks to the digital revolution (Boeh, 2016; Caena & Redecker, 2019). Twenty-first century resources are scarce, due to a lack of electricity in relation to both load shedding and township and rural area reform, access to suitable computers, laptops, iPads, tablets and internet/WIFI, as well as data. The cost of these resources makes it difficult to equalise the education system. The lack of finances and the lack of human capital are the biggest hinderances in upskilling novice teachers in the foundation phase. Having the resources and having the skills to use them also causes a disjuncture in the growth and longevity of professional development for teachers. "The digital revolution has not yet been matched by mainstream transformations of education systems, teaching and learning in schools" (Caena & Redecker, 2019, p. 357). It is essential to align teacher competence policies to the vast expectations and challenges of the 21st century (Caena & Redecker, 2019).

"The digital revolution has transformed the way children and people play, access information, communicate and learn" (Caena & Redecker, 2019, p. 357). Teachers are already familiar with various digital devices such as smart boards, laptops, iPads and tablets. Schools are more connected today than ever before, they are using the Internet for teaching, gaming, learning, assessment, chatting and social networking, with a significant increase due to the global Covid-19 pandemic (Caena & Redecker, 2019, p. 357). According to Caena and Redecker (2019, p. 357) "the digital revolution has not yet been matched by mainstream transformations of education systems, teaching and learning in schools - the type of technology and what it is used for may determine its effects". This research suggests that PD for novice teachers should be digitised, where all relevant stakeholders illustrated in Figure 8 have an opportunity to work together to enhance their teaching experience. Having a growth mindset will set novice teachers up for success and possible promotion; this will be evident in the collaboration, standardisation and continuous support received on various platforms. In order to have an effective and efficient PD programme that is focused on inducting, mentoring and coaching novice teachers in the FP, it would be beneficial for educational stakeholders to collaborate and create platforms for it to happen online. Due to the effects of the Covid-19 pandemic, the research participants would have been advantaged from having these opportunities available to them digitally. This would be time sensitive and dependent on the schedules of the mentors and mentees. The participants' interview responses claimed that they did not have enough time or any mentors

they could relate to in either age or race. The digitising of PF for novice teachers would be a possible solution in the right conditions where resources are openly available.

This underscores the need for new pedagogies that use technologies to tackle 21st-century challenges, promote peer learning across education systems globally and catalyse the development of indispensable transversal competences - problem solving, collaboration and creativity. “The impact of technology use on learner outcomes flag the need to rethink the way teachers are using technology to support learning” (Caena & Redecker, 2019, p. 357). Limitations of successful virtual and/or digital mentorship and induction are possibly the lack of internet access and/or digital devices to use for virtual mentorship sessions, demanding work schedules, restrictive working hours, and a lack of interest and enthusiasm for participation from either the mentor or mentee (Boeh, 2016; Caena & Redecker, 2019). Additionally, the advantages of virtual/digital mentorship and induction sessions are that they allow for mentors and mentees to meet at convenient times through the option of choosing from vast options of communication such as telephonic, text - typing responses which can be replied to during opportune times, as well as virtual video meetings. The mentioned options allow for flexible, intentional, and meaningful mentorship relationships (Boeh, 2016; Caena & Redecker, 2019).

7.2.9 THEME 9: Diversifying Teacher Professional Development

Numerous researchers argue that there is a juncture between the ethnicity and race of teachers and learners which leads to better learner outcomes and higher pass rates (Goldhaber et al., 2019). Similarly, it can be expected that in relation to professional development for teachers in the teaching environment, ethnicity, race, age and gender may play a significant role in the success or lack thereof of professional development. In addition, although there is a lack of male novice teachers in the FP, Principal B’s responses to the interview questions raised the notion of the importance of male representation.

This research argues that novice teachers of colour will have their values, culture and beliefs better understood, and their needs met when paired with mentors of similar or the same ethnicity, race, age and gender. Thus it would be important to consider that male teachers may have a deeper professional experience when being mentored, inducted and coached by a male mentor who would also serve as a role model (Goldhaber et al., 2019). The data collected from the novice teacher participants showed that diversification of PD should be taken into consideration as their responses showed that they would prefer to be mentored by mentors who

are culturally appropriate (Santoro, 2015; Taylor, 2020). The research thus showed that PD for novice teachers should not be a linear process and each community of practice should tailor their PD to their mentors' and mentees' needs, goals, visions and challenges.

Moreover, the findings revealed that philosophy for teachers which is a new term created from the findings of this research is important in creating a transformative, representative, diverse and inclusive professional development programme. This would include a variety of topics being addressed to assist the novice teachers with their assimilation into the schooling environment. The novice teacher participants expressed their emotional distress and the impact of the events that occurred in their early years that they were not prepared for, such as dealing with anxiety, mental health strains as well as the passing away of some of their students. Subsequently, the professional development should entail mentorship, induction and coaching for novice teachers in the FP, providing solutions related to dealing with the various categories related to philosophy for teachers. Teachers bring their own cultural capital into the teaching profession as individuals so it is important to create policy, structures and environments that reflect their realities. This research suggests that provision be made at different levels of teacher education – initial teacher education, school environment and the departmental level. Philosophy for teachers relates to the following categories as shown in Table 7.

7.2.10 THEME 10: Philosophy for Teachers

Table 7

Categories Related to Philosophy for Teachers

Mental Health
Wellness
Grief/Death
Multiple Personalities, Disorders and Behaviours
Illnesses and diseases
Self-Efficacy
Reflexivity
Progression
Differentiated Abilities

The findings from the data collected from the three categories of participants showed a gap in the awareness of novice teachers' wellness, emotional and mental health. Table 7 demonstrates the different possible topics of importance related to the philosophy for teachers. We cannot negate the transgressions of the past in relation to the apartheid era and the effects it had on the teaching industry as we know it, especially in relation to the care and compassion of teachers. Novice teachers require more attention and resources to be allocated to their philosophy for teachers' in relation to how they handle challenges, related to the listed categories in Table 9. Categories such as mental health, wellness, grief/death, multiple personalities disorders, behaviours, illnesses, diseases, self-efficacy, reflexivity, progression and different abilities, amongst other diverse classroom challenges. This will equip them with the tools and soft skills they need to deal with topics such as grief and illness in the classroom from both the teachers' and learners' perspectives as this directly affects their ability to teach. It is crucial to understand and make provision for racial inequalities within the education system, particularly in the FP (Green et al., 2011; Schaffler et al., 2021).

There are a few prominent inequalities, such as a lack of teachers of colour and a lack of male teachers in the foundation phase. Racialised and gendered teacher dynamics influence the impact that professional development has on novice teachers, cultural appropriation and language affect the manner in which mentorship is conducted, being cognisant of the context and tailoring the professional development of novice teachers for their community of practice might improve outcomes of their effectiveness as professionals (Andrews, Brown, Castro, & Id-Deen, 2019). In order to create and sustain diversity in teacher professional development, there has to be intentionality in the pairing of mentors and mentees according to what they need and what they have capacity for both mentally and with regard to their teaching load and work expectations (Wilson & Huynh, 2019). It may not always be in relation to race, gender and ethnicity, but it is also extended to expertise and experience. Some mentees prefer a veteran teacher as a mentor (as mentioned in the finding of this research), some mentees prefer to be mentored by teachers who are closer to their age as they feel they would have a better understanding of their experiences and challenges (Wilson & Huynh, 2019). Scherer (2012) articulates the importance of maintaining high standards and morals for the teaching profession. Novice teachers have the impression that the teaching profession is stagnant and there is very little room for professional growth or empowerment leading to leadership roles. There needs to be a collective effort from all stakeholders to foreground the mentoring professional support materialising effectively for novice teachers in the FP.

> The core value of every profession is that everyone in the profession has a common body of knowledge and skills needed to be responsible and effective. When you have a lot of people coming in with very little training, confidence in the profession goes down. Lowering standards also drives salaries down, which then makes it hard to recruit and keep good people in the profession. The whole enterprise of teaching is seriously undermined. When some people can't be trusted to know what to do, the system tends to respond by trying to micromanage teaching for everyone, mandating pacing guides and scripted texts. Lee Shulman used to call it an effort to create remote control of teaching. The problem with standardizing teaching in that way is that children are not standardized. They don't learn in the same way or at the same pace. And if you are really engaged in professional teaching, you are trying to meet the needs of individual children. These responses to lack of confidence in teachers end up undermining instruction for children. (Scherer, 2012, p. 19).

In relation to the above quotation, just as children are not standardised, neither are teachers. This is relevant to this research as it recommends the standardising of a mandatory policy that will guide novice teachers' PD in the form of induction, mentorship and coaching. Subsequently, there is value in tailoring PD to the novice teachers' personalities, strengths, weaknesses, learning and teaching styles as well as their mental and physical capacity, along with creating individualised programmes in the schooling context based on the novices' communities of practice. Figure 8, below, illustrates the triangulation of the relationship between vision/goals, strategy and provision for successful and efficient professional development of novice teachers in the FP. There needs to be a structure that allows for accountability and the tracking of progress, or lack thereof, with suggestions for improvement.

Figure 10

Triangulation of the Relationship Between Vision/Goals, Strategy and Provision for Professional Development for Teachers

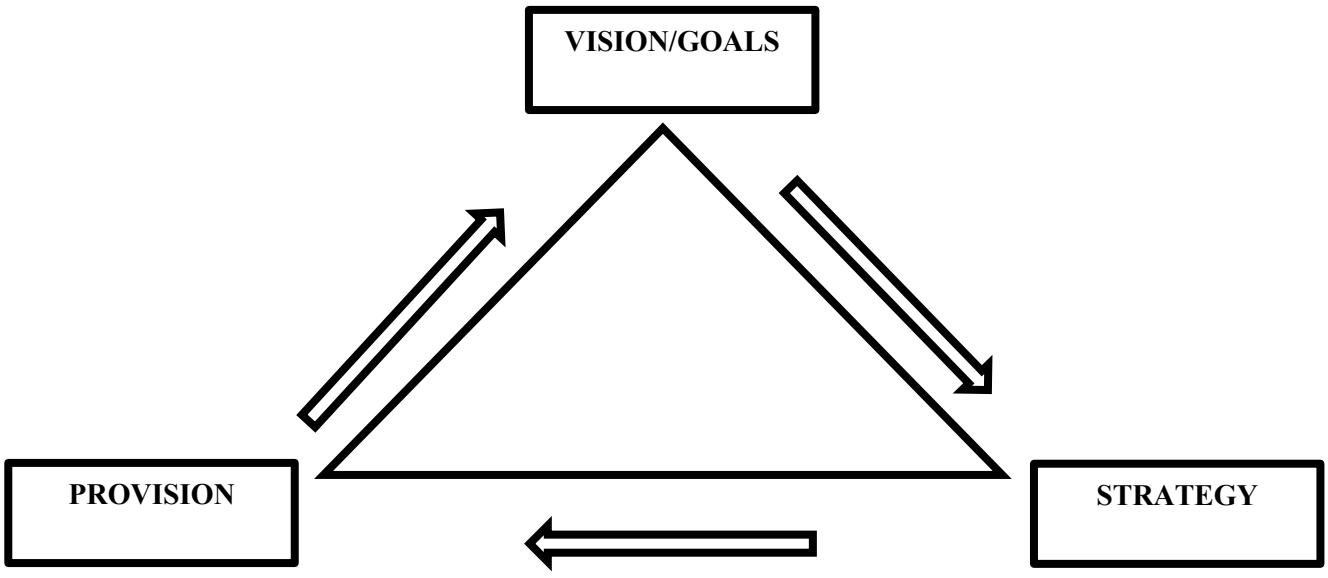


Figure 10 illustrated the three tiers that will lead to successful PD for novice teachers in the FP. This research recommends that primary schools foster conducive environments for novice teachers to set goals/visions, work with their school leadership to create and implement a feasible strategy for successful and practical PD, as well as having the school leadership allocate the relevant human, resources and financial provision needed to facilitate effective PD for novice teachers.

The above figure represents the relationship between, firstly, setting attainable goals or having a vision to work towards. Secondly, a structured strategy would help reach the set goals; this would also allow for accountability from both the mentor and mentee perspective. Thirdly, the provision of a compatible mentor, financial resources, as well as any other resources needed is key to sustaining a successful mentorship journey for the novice teachers. It is also important to make sure the mentorship is beneficial to both the mentor and the mentee. The purpose of the triangulation is to illustrate the interconnectedness between the vision/goals, the strategy and the provision. In order for the vision/goal to be executed, there needs to be a strategy in place which is clear and detailed to the specific needs of the mentee within the experience and expertise of the mentor, which can only be done if the necessary financial, material and human capital provision is made available.

In light of the interpretation of findings and data analysis chapter, it is evident that novice teachers in the FP would benefit from having a structured, consistent, standardised and policy-laden mentorship and induction programme that offered bespoke options of professional support. Although informal mentorship is a more natural approach to building reciprocal relationships, formal mentorship has been found to be restrictive, forced and less effective. There needs to be a turn-around strategy for novice teacher professional development that is holistic to their various needs of support – personal and professional.

> It's really important for novices to have systematic, intense mentoring in the first year. Having weekly support and in-classroom coaching in the first year for fine-tuning skills, for planning lessons, and for problem solving about things that come up in the classroom ensures that someone experienced is there during the critical moments of the beginning teacher's first year. That is the ideal way to make sure beginning teachers don't just survive but also become competent and effective—and stay in the profession. (Scherer, 2012, p. 18)

The research participant responses shared that they expected to have support from a mentor in their early years. however, the majority of them responded that they did not have anyone formally assigned to them for assistance when they started teaching. It is recommended that

weekly check-in mentorship sessions be made available to novice teachers in the FP where they can either connect physically or virtually with their mentors to discuss their week's progress or lack thereof. There is also the recommendation that PD become digitalised to suit the current way of teaching and learning which is virtual in nature in light of the Covid-19 pandemic.

7.2.11 *THEME 11: The Effects of the Covid-19 Pandemic on Teacher Mentorship and Induction*

With the sudden and unprecedented arrival of the Covid-19 pandemic, it became evident that mentorship no longer requires face-to-face intervention. The Covid-19 pandemic has presented a unique opportunity to accelerate the exploration of digital and various other multi-modal approaches to professional development for novice teachers as well as teacher education (Boeh, 2016). Digitising PD for teachers is relevant to the nature of the 21st century way of teaching and learning. Being able to work remotely from anywhere in the world should serve as an advantage to advance PD. Allowing for induction, mentorship and coaching to occur via video and audio streaming platforms, email or even text would allow more teachers across the South African schooling landscape to access the necessary PD they need. However, the notion of digitising PD may not be an option across rural and township schools or schools that lack the monetary resources to access the internet. Although the pandemic has allowed for mentorship to become less cost effective and more accessible to novices in different communities of practice, there are other limitations that risk it not being possible or successful within the diverse South African schooling context. The South African schooling context has a multilingual, multicultural and scarcity landscape which ranges from affluent private school, former model C, inner-city schools to rural and township schools.

7.3 Summary of Chapter 7

In conclusion, this chapter addressed the themes that emerged from the data analysis chapter. Using thematic content analysis, the themes were sourced from the three research participant categories responses. The perspectives from the novice teachers, heads of department and principals allowed for in-depth discussions with each of their interview question responses. The themes that emerged related to the challenges, expectations, needs, mental health, wellness, 21st century PD, digitising PD for novice teachers as well as philosophy for teachers, amongst other themes of interest.

CHAPTER EIGHT

Reflective Study Summary, Conclusions, Recommendations, Contribution to Knowledge and Implications for Further Research

8.1 Introduction

Based on the findings, there is a trail of authentic responses from the novice teachers, heads of department and principals stating that novice teachers need professional development that is on-going, structured and tailored to their bespoke challenges and needs. What was missing in literature was the impact on the novice teachers mental health, which was a positive result of either receiving adequate professional development support, or negative because the novice teachers faced their challenges without professional development support from their school leadership and management. The recommendations below reflect the need for a turnaround strategy with regard to reforming professional development for novice teachers in the foundation phase. Research by Kadenge (2019) has recommended that an induction model be created in the South African context. However, that research does not take into account the continuous professional development support that novice teachers will need as they are in-service over a period of three to five years after being inducted in their first year. These recommendations deal with specifically reforming the professional standardisation of the teacher professional development in relation to creating compulsory mentorship and induction for novice teachers in the FP over a period of three to five years. It suggests that novice teachers should be supported holistically while teaching in service, to enhance their mental health, wellness, professional and social skills and content knowledge.

8.1.1 Limitations of this Study

According to Maxwell (2008), limitations of the research study refer to a negotiation between the ideals of good research and the numerous practical boundaries that introduce themselves in real-life research settings. This study has three main limitations. Firstly, it is a small research study with a limited number of participants; this is one of the main limitations of this study. If it sought to use a larger quantity of participants it would possibly yield a wider range of experiences and perspectives from various participants. This could have also given a variety of perspectives of participants from both the private and public schooling sectors. Secondly, the research study is based in Johannesburg; had it been a larger study that compared data from other cities, for example, Pretoria, Durban and Cape Town in addition to Johannesburg, the

findings would be a lot more diverse, giving rise to new phenomena across different cities and a vast comparison of experiences. Thirdly, time constraints also hindered the diversification of the data attained, as there was not enough time to do another round of interviews with all ten participants as they had teaching commitments that hindered them from giving more spare time to the plans and purposes of this research study.

8.2 Reflective Study Summary

Reflecting on the process of conducting this research I learned that there is a need for continuous professional development intervention for novice teachers in the FP. The research has to be set at different levels so that the support of novice teachers comes from and is resourced and endorsed by the school leadership and management. Although there may be research that supports this, what is unique to this research is that there is that an element of 'Philosophy for teachers" has been created. Having the district approve professional development for novice teachers is not enough, the South African Council of Educators also has to collaborate to create a wider opportunity for shared responsibility and accountability. Working towards answering the research questions required intentional studying of the literature and understanding the research methods as well as being open to the new knowledge and experiences that would influence the interpretation of the findings. The data collected from the research participants was dynamic and eye opening – as it reflected professional development perspectives, experiences and expertise from three different categories: novice teachers, heads of departments and principals. the main finding that stood out was related to mental health, the HOD's and principals did not explicitly see the impact that the challenges novice teachers endure while teaching in service. It was also known to them that professional development is a possible solution to some of these challenges in a more personal and direct nature.

This doctoral research provided a unique opportunity to create new knowledge about continuous professional development and the impact it will have when being provided for novice teachers in the FP. Although this study used participants from inner city schools in Johannesburg, the findings could be relevant for different schooling contexts such as rural and township. This research has generated data that will align with the gap in knowledge for induction, mentorship and coaching in the context of in-service teaching in South Africa. Furthermore, creating connections for different educational stakeholders to enhance the

professional experiences of novice teachers who have passion, confidence, and expertise to teach future leaders.

8.3 Conclusions

In concluding this research study, the collective efforts of the chosen literature, emerging themes and the data collected from the ten research participants and the findings yielded unique and original research.

The gap in induction and mentorship as components of professional development in the context of this research is that there is a lack of professional development in the FP for novice teachers. although research has been done on the topic of induction (Kadenge, 2019), it has not reported on the impact that professional development would have on the novice teachers mental state of being, which is the cornerstone of all teaching and learning.

The six novice teacher participants articulated that they did not receive any formal mentorship in their one to three years of teaching. They all taught at inner-city schools where their school leadership and management has control over their professional development. According to the data collected from the novice teacher participants, they perceived mentorship as being a form of guidance, support, and the ability to ask for help and advice from a more experienced teacher. The novices also mentioned that they find it difficult to ask for assistance because no one extends themselves to help them before they make a mistake. The positioning theory as part of the theoretical framework demonstrated that what was said about novice teachers is what influenced their positionality. Being able to self-position is an important skill that novice teachers need to learn to enhance their agency in asking for and following through with professional development opportunities.

Mentor and mentee quality was flagged from three different perspectives as the participants shared the characteristics that they look for in a mentor. The novice teachers identified their mentors as being their veteran teacher colleagues as well as their head of departments. The head of department participants shared that they often mentor their novice teachers as well as assigning more experienced teachers to serve as mentors. Finally, the principal participants explained that they do not have time to mentor novices, they entrust that responsibility to the head of departments to decide, they prefer to delegate. In addition, the findings explained that mentorship is not a linear process and that it is dynamic and ongoing. The novice teachers reported that they would benefit from a policy that encourages continuous professional development, although previous research shares an emphasis on induction, this study

advocated for ongoing opportunities for novice teachers to receive and participate in professional development. The novice teacher participants shared that they would prefer a weekly, monthly or termly provision of mentorship and coaching to help address their individual challenges, strengths and weaknesses. They further mentioned that they would suggest peer as well as group mentorship where they can have relatable conversations and experiences that focus on more than their professional capabilities. There was an emphasis on the importance of any professional development structure making provision for the mental health and wellness, to support their emotional needs across all three categories of research participants.

8.4 Contribution to Knowledge

A supportive structure of school leadership and management from the principal and head of department could play a vital role in pairing novice teachers in the FP with compatible mentors. Making allowance for intentional, scheduled and structured professional development will provide novices with the opportunity to collaborate, learn and gain confidence in their teaching abilities while exploring their professional identities. Standardised policy for induction, mentorship and coaching with enhance the moral and mental state of teachers across different communities of practice in the South African schooling landscape, including mental health and wellness which is often left out of the professional development plan. This research created "Philosophy for teachers' to guide school leadership in the types of relevant topics that novice teachers struggle with – grief, trauma, stress and substance abuse.

The findings from the principal, head of departments and novice teacher participants could contribute to the SACE, DHET, DBE, ITE institutions and primary schools collaborate to create synergy in designing a policy for professional development for novice teachers. The SACE would benefit from knowing what novices experience once registered and in-service. The DHET could refine their curriculum expectations to align with the ITE institutions provision of schooling expectations so that the teacher educators and pre-service teachers qualify according to the diversity, multilingual and multicultural contexts that await them in the schooling environment. DBE would be a good source of providing the connection being extended beyond teaching practical's/experience for pre-service teachers, allowing for ITE institutions to follow up on their teachers long after they have qualified.

This research could contribute toward their understanding of mentorship, induction and coaching from the three levels of participants data results. Additionally, this research should

contribute to the current research on what novice teachers perceive as important to professional development needs and success in the classroom and in education at large. Furthermore, the results of this research could contribute to the knowledge in relation to the teaching profession as it explained the foundation leadership sets for effective retention of novice teachers in the FP (Kearney, 2014a). Subsequently, this research may raise awareness of the challenges that exist for novice teachers, such as mental health, philosophy for teachers, having a sense of belonging, the induction process, mentorship, and the role of their head of departments and principals in having shared authority over the professional development process as a whole.

8.5 Recommendations

8.5.1 Recommendations for Practice

This research recommends that the design, implementation, and sustainability of a PD programme should entail induction, mentorship and coaching as it would be beneficial to novice teachers in the foundation phase. Literature showed that both the novice teachers and the school middle and high management agreed that novices require mild to moderate levels of professional support in different areas of their professional development, namely, confidence, content knowledge and curriculum, mental health, professional identity and transition from pre-service to in-service teaching because most schools do not provide such holistic support (La Velle, Newman, Montgomery & Hyatt, 2020; Opoku et al., 2020; Reitman & Karge, 2019; Terry et al., 2017; Tibbitts & Weldon, 2017). I, therefore, recommend that schools adopt and/or develop a team approach when having to support novice teachers' professional development. This entails creating a culture of induction and mentorship that is governed by a policy and bespoke resources to assist in the implementation of the required professional development. This implies that school leadership should ensure that all stakeholders, such as the novice teachers, heads of departments, heads of grades and school principals, as well as members from other government departments such as education, health and social development should get involved from an expertise point of view.

8.5.2 Recommendations for Practice in the Schooling Context

At school, the school leadership should work together as a team to come up with different strategies to be used at the school when having to plan and implement the professional support for the diverse needs and challenges of the novice teachers. This aligns with Bloom's

taxonomy's theory which emphasises the importance of all systems in the novice teachers' life and the levels of comprehension. This is essential for practice as it gives a guideline for how the induction and mentorship should be created and implemented. From level 1, where it is suggested that novice teachers need to remember the knowledge, theories and methodologies from their ITE, to creating healthy sustainable patterns and strategies for successful holistic professional development in level 6 of Bloom's taxonomy.

The table below displays the descriptions of cognition, the different levels of comprehension as well as examples of tasks that fall under each level related to mentorship for the novice teacher:

Table 8

Adaptation of Bloom's Taxonomy: Levels of Comprehension – Mentorship for Teachers' Interpretation (Coffey, 2008, p. 2).

Bloom's Taxonomy Level of Comprehension	**Mentorship For Novice Teachers**
Level 1 REMEMBER	Novice teachers' ability to recognise their strengths and weaknesses in exploring their professional and personal identities and abilities, skills and knowledge.
Level 2 UNDERSTAND	The ability to interpret the skills and knowledge the novice teachers have in enhancing their professionalism.
Level 3 APPLY	Being able to execute and/or implement the theories into practical classroom activities and strategies for teaching and learning.
Level 4 ANALYSE	Having the ability to differentiate between what is effective for successful teaching and learning, as well as professional development as novice teachers.
Level 5 EVALUATE	The ability to critique and reflect on the various skills and knowledge used to enhance teacher professionalism.
Level 6 CREATE	Being able to plan and produce intentional and sustainable resources, structures and activities for effective teaching and learning.

Table 8 above, was created as a base to guide the formalising of mentorship for novice teachers in the FP. This will be helpful in assisting them to level their PD progress as well as the process, according to Bloom's taxonomy's levels of comprehension. All six levels have been given

interpretations related to what the input should be for the novice teachers' mentorship. Level 1 requires the novice teachers to "remember", which entails them having the "ability to recognise their strengths and weaknesses in exploring their professional and personal identities and abilities, skills and knowledge'. Level 2 requires novice teachers to "understand", which entails them having "the ability to interpret the skills and knowledge the novice teachers have in enhancing their professionalism". Level 3 requires novices to "apply", which means they should be able to "execute and/or implement the theories into practical classroom activities and strategies for teaching and learning". Level 4 requires the novice teachers to "analyse", which entails them "having the ability to differentiate between what is effective for successful teaching and learning, as well as professional development as novice teachers". Level 5 requires the novices to "evaluate" which requires them to have "the ability to critique and reflect on the various skills and knowledge used to enhance teacher professionalism". Level 6 requires for them to "create", to be able to "plan and produce intentional and sustainable resources, structures and activities for effective teaching and learning". This is a practical recommendation for practice in the schooling context. In addition, Figure 10, below, illustrates the four components linked to the process of professional development in the context of education for novice teachers. The components described below were guided by Table 7, which depicts the adapted Bloom's taxonomy levels of comprehension which I created in relation to mentorship for novice teachers.

Figure 11

The Four Components Linked to the Process of Professional Development in the Context of Education for Novice Teachers

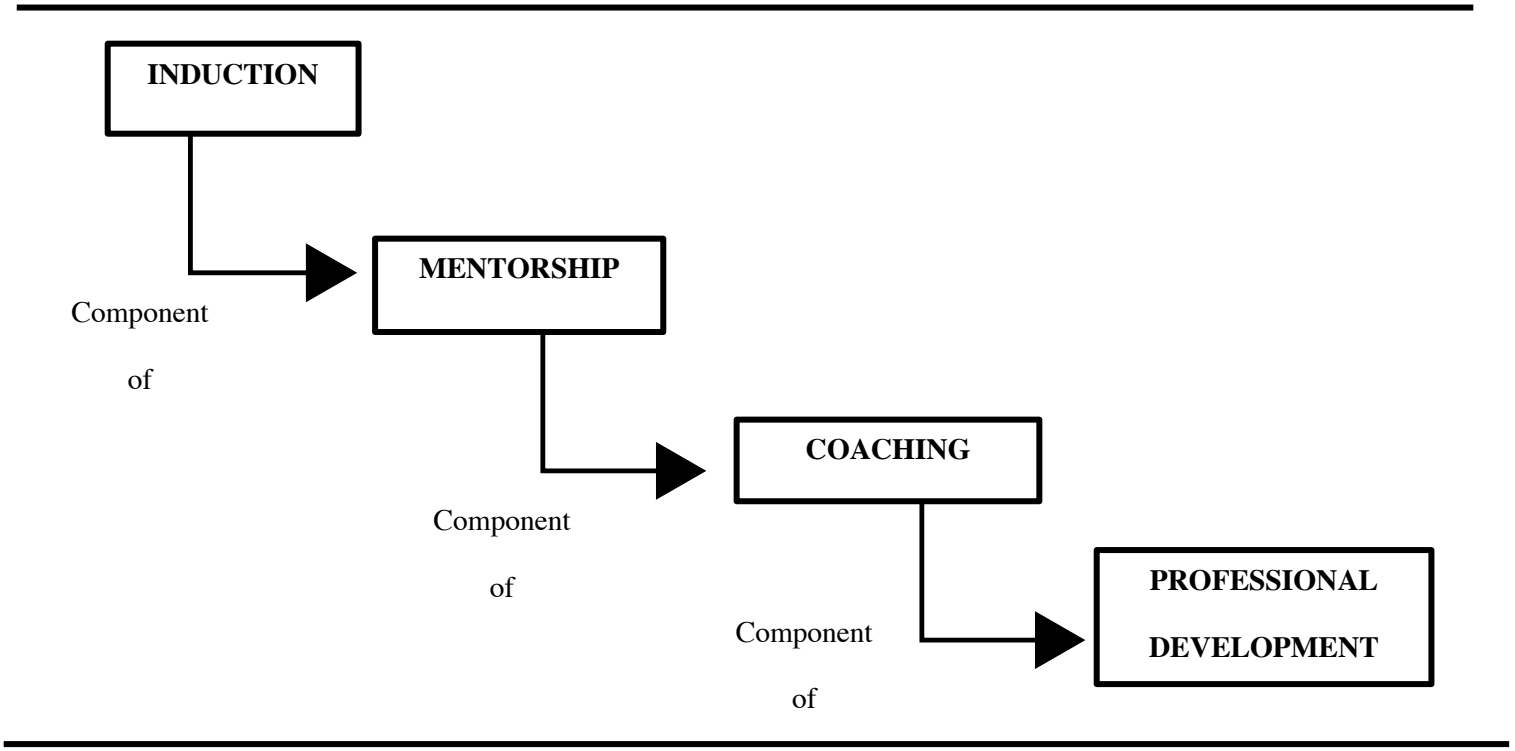


Figure 11 is an extension of Figure 1 as an additional component of PD, namely, "coaching" has been added as a part of the recommendations for practice in the schooling context. Novices require induction, mentorship and coaching as forms of professional development in the FP. They are illustrated in a sequential manner as it is advised that when novices enter the schooling system as professionals they are inducted into the school culture, ethos and environment. They are then expected to be assigned a mentor who will build a relationship over mentorship. Once the mentorship process is underway, they will be coached on the various aspects they need coaching in as the PD will be personalised to their challenges and needs in the classroom.

8.5.3 Recommendations for Future Research

Bridging the gap between initial teacher education and in-service teaching is something that needs to be seriously considered. With the rise in novice teachers leaving the teaching

profession, there is substantial research being done to investigate what drives novice teachers away from the profession (Heredia & Yu, 2015; Ingersoll & May, 2016). Questions are being asked such as: What kinds of mentorship programmes exist within the teaching industry for novice teachers? What makes them effective and how are they varied in their efforts and structures? (Ingersoll & May, 2016). It would be beneficial to define what the operational term for mentorship in this thesis is. As has been previously discussed, there are many definitions of the term 'mentorship'; however, relating this term to the education context was an important task that this research sought to explore.

The findings of this research study show that there are four key educational stakeholders within the South African context of education. The findings further suggest that the stakeholders mentioned below work as a collective as a part of future research and implementation. The first stakeholder is the Department of Basic Education (DBE); secondly, the South African Council for Educators (SACE); thirdly, initial teacher education (ITE). Finally, in-service teaching; primary schools (foundation phase). These four stakeholders are the key influencers of novice teacher development. Subsequently, Figure 8 is an illustration of how they are interconnected and how they could function in the development of a mentorship and induction programme for novice teachers as a collaborative effort. They all do work that is important for the functioning, qualifying and educating of novices entering the FP.

8.6 Implications for Further Research

Successful and continuous professional development offer the optimism of novice teacher retention in the teaching industry (Kearney, 2014a). In support of professional development novice teachers want to participate in what feels relatable to their personal and professional goals. Thus, the more efficient they will become leading to successful teaching and learning experiences in the classroom. The results of this research showed that the existence of formal programmes is what is missing. Should these PD programmes be designed, they have to be effective. For successful pairing of mentees with suitable mentors it is suggested that mentors are interviewed, and given the opportunity to interact with the mentees to evaluate their compatibility. It is essential to create a conducive environment for a mentorship relationships to grow with clear expectations, a set vision to work towards and multiple chances to reflect on progress for quality mentorship to occur. The provision of both financial and human capital is the key to successful induction, mentorship and coaching for novice teachers in the

FP. Furthermore, exploring the implications that receiving or not receiving professional development has on novice teachers mental health. Lastly, understanding the importance and awareness of conducting more research related to novice teachers mental capacity which has implications on their ability to perform as professionals.

8.7 Summary of Chapter 8

This chapter discussed the two main recommendations under the categories Recommendations for practice in the schooling context and Recommendations for future research. The main recommendations suggest that a standardised, mandatory PD programme be designed and developed for novice teachers in the FP. The PD programme would consist of the following components: induction, mentorship and coaching for a minimum of three years. The former part of the recommendations made by this research notes that there is a gap in local content being research in relation to PD for novice teachers in the South African FP context. Thus, more research needs to be aimed at bringing awareness to mental health, philosophy for teachers, challenges, expectations and perceptions in relation to PD for novices.

To summarise the chapters of this study it could be noted that building human capital for the future of teaching is important. Using induction and mentorship as components of continuous professional development is a tool that will create partnerships between novice teachers and their school leadership and management in the FP. Investing in novice teachers professional development is in the best interest of schools, the district, ITE and all educational stakeholders as they may be mentees today but they are also the mentors of the future generation of novice teachers. If the turnaround strategy begins now we will have capable and well equipped novice teachers in classrooms across the country and beyond. Triangulating the findings of this study was done using the positioning theory as it supported the notion of the interchangeable dynamics of positionality. Novice teachers can be positioned for success if they are given the tools to support them grow. HOD's and principals need to be more aware of the impact that providing quality and accessible professional development will have on the well-being of novice teachers. Healthy and mentally stable novice teachers create safe teaching and learnings experiences and environments for themselves and their learners. The gap in research through the interpretation of these findings is filled with the awareness of mental health for novice teachers in the FP. This is the first step to solving the challenges that are hindering positive mental states of novice teachers in the FP.

In conclusion, the findings of this research show that closing the gap between ITE and in-service teaching should be the goal of the mentorship and induction programmes as guided by the data obtained from the research participants. There were three perspectives given to influence the results of this study: the perspective of the in-service novice teachers, the heads of department for the FP and primary school principals. This was done strategically as a top down method and the different perspectives would broaden the data collection process and the insights from the different levels of education. Novice teachers' perceptions were compared and contrasted and similarities were found to those of the HODs and principals. The data collected shows that some schools have mentorship and induction programmes that are mostly informal. The challenge with alternative programmes is that they are employed by different primary schools over the country. Some of these offer high-quality induction and mentorship programmes as part of their novice teacher professional development and include enough holistic support to ensure that novices are truly ready to teach, eager to learn and committed to the profession. This lends itself to the novice teachers being well prepared, qualified and confident once they get into the classroom environment. It is imperative that novice teachers start working in-service with enough background knowledge and teaching skills.

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8.9 LIST OF APPENDICES

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8.9.1 Appendix A

PHD - INTERVIEW QUESTIONS

NOVICE TEACHER - INTERVIEW QUESTIONS

1. What is your definition and perception of the term Mentorship in the context of education?
2. Are you currently receiving any professional support through mentorship as a beginner teacher?
3. What type of formal or informal professional support through mentorship are you receiving as a beginner teacher in the FP?
4. What are your professional expectations with regard to professional support through mentorship as a beginner teacher in the FP?
5. What type of professional support through mentorship would you need to better support you in negotiating your professional identity as a beginner teacher in the FP?
6. Who do you think would be in the best position to mentor you?
7. Why would that be the best person to mentor you?
8. What characteristics and qualities are important in a mentor?
9. What expertise and skills are important in a mentor?
10. In your opinion, what would a good Mentorship programme entail?
11. What should the duration of such a Mentorship programme be (days/weeks/months/quarterly/yearly)?
12. What would be the most beneficial structure in terms of practical attendance/engagement (weekly/monthly/quarterly/yearly)?
13. What challenges do you face as a beginner teacher in the FP?
14. What are the positive features of being a beginner FP teacher?
15. What is your understanding of mental health?
16. Does being a novice teacher in the FP affect your mental health in any way? If YES, how? If NO, why?
17. Does the support or lack thereof affect the state of your mental health in a negative or positive way? Please elaborate.
18. What is the perception of being a teacher? How is it different to the reality of being a teacher?
19. What was your motivation in becoming a teacher, why did you become a teacher?
20. What advice would you give someone coming into the teaching industry?

8.9.2 Appendix B

HEAD OF DEPARTMENT (HOD) - INTERVIEW QUESTIONS

1. What are your expectations for novice teachers coming to teach at your school?
2. How are these expectations communicated?
3. Do you feel that novice teachers come into the schooling system knowing how do to the things that are expected of them? Do you feel they are well prepared from their initial teacher education/university?
4. WHAT is your understanding of "mentorship"? Explain your definition.
5. Do you have a formal induction/mentorship programme at your school for novice teachers?
6. What type of support do you provide for the novice teachers at your school? Are there any formal mentors given to novice teachers in their first year of teaching?
7. In your opinion, what are some of the challenges that face novice teachers? How can these challenges be solved by you as the HOD? (FAMZA)
8. What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?
9. Who do you think should provide the said support that would better aid the professional success of novice teachers in the FP?
10. Who would be in the best position to mentor novice teachers in the FP? Why?
11. In your opinion, what would a good mentorship programme for novice teachers in the FP entail?
12. What should the duration of such a mentorship programme be?
13. What would be the most beneficial structure in terms of practical attendance/engagement?
14. What is your understanding of mental health?
15. How does mental health affect the teaching in a school as an HOD/novice teacher?
16. Does being the HOD affect your mental health in any way? If YES, how? If NO, why? (dealing with disappointment)
17. Does the support or lack thereof from your school leadership affect the state of your mental health in a negative or positive way? Please elaborate.
18. What is the perception of being a teacher? How is it different to the reality of being a teacher? (professionalism of a teacher – respect, status of teaching).
19. What was your motivation in becoming a teacher, why did you become a teacher?

8.9.3 Appendix C

PRINCIPAL - INTERVIEW QUESTIONS

1. What are your expectations for novice teachers coming to teach at your school?
2. How are these expectations communicated?
3. Do you feel that novice teachers come in knowing how do to the things that are expected of them? Do you feel they are well prepared from their initial teacher education/university?
4. What is your understanding of "mentorship" in the context of education?
5. What type of support do you provide for the novice teachers at your school as the principal?
6. What type of formal or informal professional support through mentorship is available for novice teachers in the FP at your school?
7. In your opinion, what are some of the challenges that novice teachers face in their early years?
8. How can these challenges be addressed by you as the principal?
9. What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?
10. Who do you think should provide the said support that would better aid the professional success of novice teachers in the FP?
11. Who would be in the best position to mentor novice teachers in the FP? Why?
12. In your opinion, what would a good mentorship programme for novice teachers in the FP entail?
13. What should the duration of such a mentorship programme be?
14. What would be the most beneficial structure in terms of practical attendance/engagement? (days/weeks/months/years)?
15. What is your understanding of mental health?
16. How does mental health affect the teaching of your novice teachers as a principal?
17. Does being the principal affect your mental health in any way? If YES, how? If NO, why? (dealing with disappointment)
18. What is the perception of being a teacher? How is it different to the reality of being a teacher? (professionalism of a teacher – respect, status of teaching).
19. What was your motivation in becoming a teacher, why did you become a teacher?

8.9.4 Appendix D
INTERVIEW SCHEDULE

DATE	RESEARCH PROCESS
February - March 2018	Submission of proposal Chapter One (Introduction – Research Questions)
March – April 2018	Submission of proposal Chapter Two (Literature Review) to supervisor
April 2018	Submission of proposal Chapter Three (Conceptual Framework and Theoretical Framework) to supervisor
April 2018	Submission of proposal Chapter Four (Research Methodology) to supervisor
April 2018	Formal research proposal presentation
May 2018	Submission of research proposal with presentation corrections to supervisor
May 2018	Submission of research proposal to the Faculty of Humanities at Wits School of Education for examination.
May 2018	Submission of Ethics Application to the Ethics committee
July 2018	Physical submission of introduction letters to the principals of three Primary Schools in Johannesburg, including an attachment of the principal consent form. Allow one week for response.
July 2018	Set up short introductory meetings with principals and Foundation Phase teachers that have been chosen as participants. I will hand out the teacher consent forms.
July 2018	Will have collected teacher consent forms from all the participating schools. Will meet with the chosen HOD's in the Foundation Phase to arrange the setting up of the schedules for the interviews.
July 2018	Will meet with the chosen in-service Foundation Phase beginner teachers to arrange the setting up of the schedules for the interviews.
July 2018	Will meet with the chosen Foundation Phase principals to arrange the setting up of the schedules for the interviews.

August 2018	Framework of Chapter Three (Findings and Discussions) to be submitted on the 20th of July
August 2018	Teacher and Principal Questionnaires Distribution of questionnaires
August 2018	Follow up on questionnaire completion
August 2018	Collection of questionnaires
August 2018	Transcription of questionnaires
TBA 2018	**Interviews with Principals and HOD's**
TBA 2018	Interview with Principal 1
TBA 2018	Interview with Principal 2
TBA 2018	Interview with HOD 1
TBA 2018	Interview with HOD 2
October 2018	Submission of Chapter Two (Review of the Literature) and Chapter Three (Research Design) of the research report.
October 2018	Transcription of audio-recorded HOD interviews will be completed followed by in-service teacher interviews.
October 2018	Meet with supervisor to discuss HOD interviews
TBA 2018	**Interview with In-service Teachers**
TBA 2018	Interview with In-service beginner Teacher 1
TBA 2018	Interview with In-service beginner Teacher 2
TBA 2018	Interview with In-service beginner Teacher 3
TBA 2018	Interview with In-service beginner Teacher 4
TBA 2018	Transcription of interviews (audiotapes) and continuation of data analysis.
TBA 2018	Meet with supervisor to discuss in-service teacher interviews
TBA 2018	**Interview with Veteran Teachers**
TBA 2018	Interview with Veteran Teacher 1
TBA 2018	Interview with Veteran Teacher 2
February 2019	Transcription of interviews (audiotapes) and continuation of data analysis.
February 2019	Meet with supervisor to discuss principal interviews
February 2019	Triangulation of the data will take place, as well as the extrapolation of themes relevant to the research questions.

March 2019	Submission of Chapter Four (Findings and Discussion) to supervisor.
March 2019	Meet with supervisor to discuss Chapter Four (Research Methodology)
April 2019	Complete Chapter Four
April 2019	Meet with supervisor to discuss Chapter Five (Presentation and Data Analysis)
April – July 2019	Complete Chapter Five
August 2019	Meet with supervisor to discuss Chapter Six (Conclusion and Recommendations)
September 2019	Complete Chapter Six
October 2019	Formal presentation of research thesis
October 2019 – January 2020	Corrections of research thesis from formal presentation
February - March 2020	Submission of final amendments to the research thesis to supervisor.
April 2020	Formal submission of the final draft of the research thesis to the Faculty of Humanities at Wits School of Education for examination.
April 2020	Submission of research thesis to the Gauteng Department of Education.

8.9.5 Appendix E
INTERVIEW QUESTIONS WITH THE POSSIBLE EMERGING THEMES

NOVICE TEACHER - INTERVIEW QUESTIONS

1. What is your definition and perception of the term Mentorship in the context of education?
2. Are you currently receiving any professional support through mentorship as a beginner teacher?
3. What type of formal or informal professional support through mentorship are you receiving as a beginner teacher in the FP?
4. What are your professional expectations with regard to professional support through mentorship as a beginner teacher in the FP?
5. What type of professional support through mentorship would you need to better support you in negotiating your professional identity as a beginner teacher in the FP?
6. Who do you think would be in the best position to mentor you?
7. Why would that be the best person to mentor you?
8. What characteristics and qualities are important in a mentor?
9. What expertise and skills are important in a mentor?
10. In your opinion, what would a good Mentorship programme entail?
11. What should the duration of such a Mentorship programme be (days/weeks/months/quarterly/yearly)?
12. What would be the most beneficial structure in terms of practical attendance/engagement (weekly/monthly/quarterly/yearly)?
13. What challenges do you face as a beginner teacher in the FP?
14. What are the positive features of being a beginner FP teacher?
15. What is your understanding of mental health?
16. Does being a novice teacher in the FP affect your mental health in any way? If YES, how? If NO, why?
17. Does the support or lack thereof affect the state of your mental health in a negative or positive way? Please elaborate.
18. What is the perception of being a teacher? How is it different to the reality of being a teacher?
19. What was your motivation in becoming a teacher, why did you become a teacher?
20. What advice would you give someone coming into the teaching industry?

2

Commented [TD1]: THEME: *MENTOR AND MENTEE RELATIONSHIP*

Commented [TD2]: *THEME: MENTORING NEEDS FOR SUPPORT*

Commented [TD3]: THEME: *PHASES OF MENTORING*

Commented [TD4]: *THEME: MENTEE AND MENTOR EXPECTATIONS OF MENTORSHIP IN THE FIRST YEAR*

Commented [TD5]: *THEME: MENTORING NEEDS FOR SUPPORT*

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Commented [TD8]: THEME: *CRITERIA, ROLES, AND TRAINING OF EFFECTIVE MENTORS*

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Commented [TD13]: *THEME: MENTEE AND MENTOR EXPECTATIONS OF MENTORSHIP IN THE FIRST YEAR*

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PRINCIPAL - INTERVIEW QUESTIONS

1. What are your expectations for novice teachers coming to teach at your school?
2. How are these expectations communicated?
3. Do you feel that novice teachers come in knowing how do to the things that are expected of them? Do you feel they are well prepared from their initial teacher education/university?
4. What is your understanding of "mentorship" in the context of education?
5. What type of support do you provide for the novice teachers at your school as the principal?
6. What type of formal or informal professional support through mentorship is available for novice teachers in the FP at your school?
7. In your opinion, what are some of the challenges that novice teachers face in their early years?
8. How can these challenges be addressed by you as the principal?
9. What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?
10. Who do you think should provide the said support that would better aid the professional success of novice teachers in the FP?
11. Who would be in the best position to mentor novice teachers in the FP? Why?
12. In your opinion, what would a good mentorship programme for novice teachers in the FP entail?
13. What should the duration of such a mentorship programme be?
14. What would be the most beneficial structure in terms of practical attendance/engagement? (days/weeks/months/years)?
15. What is your understanding of mental health?
16. How does mental health affect the teaching of your novice teachers as a principal?
17. Does being the principal affect your mental health in any way? If YES, how? If NO, why? (dealing with disappointment)
18. What is the perception of being a teacher? How is it different to the reality of being a teacher? (professionalism of a teacher – respect, status of teaching).
19. What was your motivation in becoming a teacher, why did you become a teacher?

3

Commented [TD21]: ***THEME: MENTEE AND MENTOR EXPECTATIONS OF MENTORSHIP IN THE FIRST YEAR***

Commented [TD22]: ***THEME: MENTEE AND MENTOR EXPECTATIONS OF MENTORSHIP IN THE FIRST YEAR***

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THEME: *CRITERIA, ROLES, AND TRAINING OF EFFECTIVE MENTORS*

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THEME: MENTORING NEEDS FOR SUPPORT

Commented [TD26]: ***THEME: DEVELOPMENT OF PROFESSIONAL PRACTICE***

THEME: MENTORING NEEDS FOR SUPPORT

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Commented [TD38]: THEME: *NOVICE TEACHERS CODE OF ETHICS*

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HEAD OF DEPARTMENT (HOD) - INTERVIEW QUESTIONS

1. What are your expectations for novice teachers coming to teach at your school?
2. How are these expectations communicated?
3. Do you feel that novice teachers come into the schooling system knowing how do to the things that are expected of them? Do you feel they are well prepared from their initial teacher education/university?
4. WHAT is your understanding of "mentorship"? Explain your definition.
5. Do you have a formal induction/mentorship programme at your school for novice teachers?
6. What type of support do you provide for the novice teachers at your school? Are there any formal mentors given to novice teachers in their first year of teaching?
7. In your opinion, what are some of the challenges that face novice teachers? How can these challenges be solved by you as the HOD? (FAMZA)
8. What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?
9. Who do you think should provide the said support that would better aid the professional success of novice teachers in the FP?
10. Who would be in the best position to mentor novice teachers in the FP? Why?
11. In your opinion, what would a good mentorship programme for novice teachers in the FP entail?
12. What should the duration of such a mentorship programme be?
13. What would be the most beneficial structure in terms of practical attendance/engagement?
14. What is your understanding of mental health?
15. How does mental health affect the teaching in a school as an HoD/novice teacher?
16. Does being the HoD affect your mental health in any way? If YES, how? If NO, why? (dealing with disappointment)
17. Does the support or lack thereof from your school leadership affect the state of your mental health in a negative or positive way? Please elaborate.
18. What is the perception of being a teacher? How is it different to the reality of being a teacher? (professionalism of a teacher – respect, status of teaching).
19. What was your motivation in becoming a teacher, why did you become a teacher?

4

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DEVELOPMENT OF PROFESSIONAL TEACHER INDEPENDENCE, INTENTIONS OF CONTINUITY.

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DEVELOPMENT OF PROFESSIONAL TEACHER INDEPENDENCE, INTENTIONS OF CONTINUITY. ... [8]

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Commented [TD58]: THEME: *THE LOCAL GAP IN PRACTICE* ... [19]

Page 3: [1] Commented [TD27] Thokozane Dyosini 01/02/2021 05:22:00

THEME: DEVELOPMENT OF PROFESSIONAL PRACTICE

THEME: MENTORING NEEDS FOR SUPPORT

THEME: SIGNIFICANCE FOR PRINCIPALS

Page 3: [2] Commented [TD28] Thokozane Dyosini 01/02/2021 05:28:00

THEME: DEVELOPMENT OF PROFESSIONAL PRACTICE

THEME: MENTORING NEEDS FOR SUPPORT

THEME: SIGNIFICANCE FOR PRINCIPALS

Page 3: [3] Commented [TD29] Thokozane Dyosini 01/02/2021 05:28:00

THEME: DEVELOPMENT OF PROFESSIONAL PRACTICE

THEME: MENTORING NEEDS FOR SUPPORT

THEME: SIGNIFICANCE FOR PRINCIPALS

Page 3: [4] Commented [TD30] Thokozane Dyosini 01/02/2021 05:28:00

THEME: DEVELOPMENT OF PROFESSIONAL PRACTICE

THEME: MENTORING NEEDS FOR SUPPORT

THEME: SIGNIFICANCE FOR PRINCIPALS

Page 3: [5] Commented [TD35] Thokozane Dyosini 04/02/2021 03:56:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

Page 3: [6] Commented [TD36] Thokozane Dyosini 04/02/2021 03:57:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

Page 3: [7] Commented [TD37] Thokozane Dyosini 04/02/2021 03:57:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

Page 4: [8] Commented [TD47] Thokozane Dyosini 04/02/2021 04:14:00

THEME: MENTORING NEEDS FOR SUPPORT

DEVELOPMENT OF PROFESSIONAL TEACHER INDEPENDENCE, INTENTIONS OF CONTINUITY,

Page 4: [9] Commented [TD48] Thokozane Dyosini 04/02/2021 04:14:00

THEME: MENTORING NEEDS FOR SUPPORT

DEVELOPMENT OF PROFESSIONAL TEACHER INDEPENDENCE, INTENTIONS OF CONTINUITY,

Page 4: [10] Commented [TD49] Thokozane Dyosini 04/02/2021 04:16:00

THEME: MENTOR AND MENTEE RELATIONSHIP

DEVELOPMENT OF MENTOR QUALITY,

PHASES OF MENTORING

Page 4: [11] Commented [TD50] Thokozane Dyosini 04/02/2021 04:17:00

THEME: MENTOR AND MENTEE RELATIONSHIP

DEVELOPMENT OF MENTOR QUALITY,

PHASES OF MENTORING

Page 4: [12] Commented [TD51] Thokozane Dyosini 04/02/2021 04:17:00

THEME: MENTOR AND MENTEE RELATIONSHIP

DEVELOPMENT OF MENTOR QUALITY,

PHASES OF MENTORING

Page 4: [13] Commented [TD52] Thokozane Dyosini 04/02/2021 04:17:00

THEME: MENTOR AND MENTEE RELATIONSHIP

DEVELOPMENT OF MENTOR QUALITY,

PHASES OF MENTORING

Page 4: [14] Commented [TD53] Thokozane Dyosini 04/02/2021 04:18:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

IMPACT OF EFFECTIVE INDUCTION AND MENTORSHIP ON NOVICE TEACHERS,

Page 4: [15] Commented [TD54] Thokozane Dyosini 04/02/2021 04:19:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

IMPACT OF EFFECTIVE INDUCTION AND MENTORSHIP ON NOVICE TEACHERS,

Page 4: [16] Commented [TD55] Thokozane Dyosini 04/02/2021 04:19:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

IMPACT OF EFFECTIVE INDUCTION AND MENTORSHIP ON NOVICE TEACHERS,

Page 4: [17] Commented [TD56] Thokozane Dyosini 04/02/2021 04:19:00

THEME: *MENTAL HEALTH ISSUES/AWARENESS/IMPLICATIONS FOR NOVICE TEACHERS*

IMPACT OF EFFECTIVE INDUCTION AND MENTORSHIP ON NOVICE TEACHERS,

Page 4: [18] Commented [TD57] Thokozane Dyosini 04/02/2021 04:28:00

THEME: *THE LOCAL GAP IN PRACTICE*

NOVICE TEACHERS CODE OF ETHICS.

Page 4: [19] Commented [TD58] Thokozane Dyosini 04/02/2021 04:29:00

THEME: *THE LOCAL GAP IN PRACTICE*

NOVICE TEACHERS CODE OF ETHICS.

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

8.9.6 Appendix F
LETTER TO THE PRINCIPAL, SGB CHAIR, ETC.
DATE:_____
Dear _____

My name is Thokozane Princess Dyosini I am a PhD Candidate in the School of Education at the University of the Witwatersrand.

My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

This study seeks to explore the provision, importance, implementation and sustainability of mentorship for beginner teachers in the foundation phase. This will be done using a qualitative research approach, through which the use of semi-structured interviews and a questionnaire will be employed. The questionnaire will be used to attain information from all the participants. The interviews will be audiotaped in order for the researcher to transcribe the interviews with excellence without missing or misinterpreting any of the given/spoken information.

The reason why I have chosen your school to participate in this research study is because your school has a good reputation for having good teachers and I would like to work together with you to complete this PhD Thesis. I am inviting your school to participate in this research to help me explore and understand mentorship for beginner teachers in the foundation phase.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty, as their participation is voluntary. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be safely kept on a USB and Google Drive to use as part of a Post-Doctoral project. If not used it will be destroyed between 3-5 years after completion of the study.

Please let me know if you require any further information. I look forward to your response at your earliest convenience.

Yours sincerely,

SIGNATURE: _____

NAME: Thokozane Princess Dyosini
ADDRESS:
EMAIL:

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

8.9.7 Appendix G
INFORMATION SHEET PRINCIPAL
DATE: _____
Dear _____

My name is Thokozane Princess Dyosini I am a PhD Candidate in the School of Education at the University of the Witwatersrand.

My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

This study seeks to explore the provision, importance, implementation and sustainability of mentorship for beginner teachers in the foundation phase. This will be done using a qualitative research approach, through which the use of semi-structured interviews and a questionnaire will be employed. The questionnaire will be used to attain information from all the participants. The interviews will be audiotaped in order for the researcher to transcribe the interviews with excellence without missing or misinterpreting any of the given/spoken information. Your role is to help inform this research from the principals' perspective.

The reason why I have chosen your school to participate in this research study is because your school has a good reputation for having good teachers and I would like to work together with you to complete this PhD Thesis. I am inviting you to participate in this research to help me explore and understand mentorship for beginner teachers in the foundation phase through your role as a principal.

You will not be advantaged or disadvantaged in any way as a principal. Be reassured that you can withdraw your permission at any time during this project without any penalty, as your participation is voluntary. There are no foreseeable risks in participating in this study. You will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be safely kept on a USB and Google Drive to use as part of a Post-Doctoral project. If not used it will be destroyed between 3-5 years after completion of the study.

Please let me know if you require any further information. I look forward to your response at your earliest convenience.

Yours sincerely,

SIGNATURE: _____

NAME: Thokozane Princess Dyosini
ADDRESS:
EMAIL:

8.9.8 Appendix H
PRINCIPAL'S CONSENT FORM

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:
My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

I, _____ give my consent for the following:

	Circle one
Permission to be audiotaped	
I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO
Permission to be interviewed	
I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO

Informed Consent
I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

8.9.9 Appendix I

INFORMATION SHEET HEAD OF DEPARTMENT
DATE: _____
Dear _____

My name is Thokozane Princess Dyosini I am a PhD Candidate in the School of Education at the University of the Witwatersrand.

My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

This study seeks to explore the provision, importance, implementation and sustainability of mentorship for beginner teachers in the foundation phase. This will be done using a qualitative research approach, through which the use of semi-structured interviews and a questionnaire will be employed. The questionnaire will be used to attain information from all the participants. The interviews will be audiotaped in order for the researcher to transcribe the interviews with excellence without missing or misinterpreting any of the given/spoken information. Your role is to help inform this research from the HODs' perspective.

The reason why I have chosen your school to participate in this research study is because your school has a good reputation for having good teachers and I would like to work together with you to complete this PhD Thesis. I am inviting you as an HOD to participate in this research to help me explore and understand mentorship for beginner teachers in the foundation phase from your role as an HOD.

You will not be advantaged or disadvantaged in any way as an HOD. Be reassured that you can withdraw your permission at any time during this project without any penalty, as your participation is voluntary. There are no foreseeable risks in participating in this study. You will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be safely kept on a USB and Google Drive to use as part of a Post-Doctoral project. If not used it will be destroyed between 3-5 years after completion of the study.

Please let me know if you require any further information. I look forward to your response at your earliest convenience.

Yours sincerely,

SIGNATURE: _____
NAME: Thokozane Princess Dyosini
ADDRESS:
EMAIL:

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

8.9.10 Appendix J

HEAD OF DEPARTMENT'S CONSENT FORM

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:
My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

I, _____ give my consent for the following:

	Circle one
Permission to be audiotaped	
I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO
Permission to be interviewed	
I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO

Informed Consent
I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

8.9.11 Appendix K

INFORMATION SHEET NOVICE TEACHERS
DATE: _____
Dear _____

My name is Thokozane Princess Dyosini I am a PhD Candidate in the School of Education at the University of the Witwatersrand.

My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

This study seeks to explore the provision, importance, implementation and sustainability of mentorship for beginner teachers in the foundation phase. This will be done using a qualitative research approach, through which the use of semi-structured interviews and a questionnaire will be employed. The questionnaire will be used to attain information from all the participants. The interviews will be audiotaped in order for the researcher to transcribe the interviews with excellence without missing or misinterpreting any of the given/spoken information. Your role is to help inform this research from the novice teachers' perspective.

The reason why I have chosen your school to participate in this research study is because your school has a good reputation for having good teachers and I would like to work together with you to complete this PhD Thesis. I am inviting you to participate in this research to help me explore and understand mentorship for beginner teachers in the foundation phase from your role as a novice teacher.

You will not be advantaged or disadvantaged in any way as a novice teacher. Be reassured that you can withdraw your permission at any time during this project without any penalty, as your participation is voluntary. There are no foreseeable risks in participating in this study. You will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be safely kept on a USB and Google Drive to use as part of a Post-Doctoral project. If not used it will be destroyed between 3-5 years after completion of the study.

Please let me know if you require any further information. I look forward to your response at your earliest convenience.

Yours sincerely,

SIGNATURE: _____

NAME: Thokozane Princess Dyosini
ADDRESS:
EMAIL:

8.9.12 Appendix L
NOVICE TEACHER'S CONSENT FORM

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:
My research involves:
"Exploring and Understanding Mentorship for Beginner Foundation Phase Teachers from Six South African Primary Schools in Johannesburg".

I, _____ give my consent for the following:

	Circle one
Permission to be audiotaped	
I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO
Permission to be interviewed	
I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO
Permission for questionnaire	
I agree to fill in a question and answer sheet or write a test for this study.	YES/NO

Informed Consent
I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

8.9.13 Appendix M
TRANSCRIPTIONS: NOVICE TEACHER PARTICIPANTS

Novice Teacher A

1. What is your definition and perception of the term Mentorship in the context of education?

What I think it is, I feel like mentorship is having support more than anything, it is support from your supervisors, or support from senior teachers, teachers who have done this for a while and you know just guide you. Because honestly at university they teach you all the methodology but they don't really teach you how to teach reading and everything. It's different when you go to different schools and everything, so it's just support. Support from my supervisors and senior teachers and everything.

2. Are you currently receiving any professional support through mentorship as a beginner teacher?

Yes, my HOD. She is amazing she supports me through everything and also some of the other teachers are supportive, not all of them but you know there is that one teacher who goes out of their way to make sure that you are, and you're getting it and not getting left behind because there is a lot of administration things that you do, that you don't learn in university, then come here and they tell you this and that. Like learner profiles and doing them at the beginning of the year because for grade 1 we have to screen them, screenings and everything. It is just the little things like the administration and IQMS and the schedules and everything. You need them to help you and doing the register because at every school they do it a bit differently I am not sure, so then you need them to help you write it and how do you calculate and how do you fill in this learner profile and everything. So, it helps to have an HOD who is supportive.

3. What type of formal or informal professional support through mentorship are you receiving as a beginner teacher in the FP?

No, it is very informal, there is no guideline it just happens if you are lucky and a teacher takes liking to you or she feels, okay she needs help, then okay help you and it could be your grade head or whoever, they help you get better, they mentor you. But there is no formal thing at school, like the deputy principals – nothing, the principal – nothing. So it is basically up to your phase and the people in your grade or your team that will help you and mentor you. There is always that one person who will just put you under their wing, hopefully. Sometimes it's not the case because sometimes you meet a horrible team. Like me, I had a bit

of a supportive team, so I was lucky. Some teams are not as friendly.

4. What are your professional expectations with regard to professional support through mentorship as a beginner teacher in the FP?

I was expecting to have someone to sit down with me or a group or whatever, weekly or not even weekly, termly where we sit down and talk about this is what you do, here are the guidelines, here is the / this is how you do this and that and that and I dint even get that. I didn't get any proper support in my first year. I only stated getting support this year in my second year. My expectations now, I have brought them down, more than anything I have brought them down. Because now I know, that it is unrealistic to think they will coach you through everything, because they just throw you in the classroom and then you are in the deepened and that is it. So now I was just like, no – they have been brought down, I have more realistic expectations and I just know if I need help I need to go and ask and be open about the fact that I do not know how to teach this, please help me or how do you teach it, or whatever. So, it is more me going out there to the older teachers and asking them, please help me in this way. Or how do you teach time, because I struggle in some concepts and stuff.

5. What type of professional support through mentorship would you need to better support you in negotiating your professional identity as a beginner teacher in the FP?

Like a mini crash course. I would like there to be a policy, like the school policy to be honest this school does not really have anything I'm not really sure how discipline works at this school, we struggle with discipline in this class. So I would like them to have a policy saying that a child even in the foundation phase because they have got it from grade 4 to grade 7 that they get merits and demerits or from grade 3 I think. But in grade 1 and in grade 2 not really because the kids then get out of order, the only thing I can do is make them sit by the office. So, now I would like them to have a set guideline to help me, if the children are misbehaving this is what you do, if the parents are like this, this is what you do, if you're struggling in this aspect with a colleague this is how you approach it and you go to this person, you go to that person. But there is none of that, so I would like it if there was one person who is every term have a meeting as a staff, to brief us on how to do things and ten that one person will walk around. Helping the new teachers getting accustomed to how things are done in this school. Because they like to blame the new teachers if something goes wrong it like you guys didn't tell the new teachers, nut like they didn't tell us. I didn't know I had to do netball and that I

was going to do it by myself, so what must happen?

6. Who do you think would be in the best position to mentor you?

Currently, I feel like it would be a senior teacher, or a teacher – not a peer like f we are both post level 1 teachers. But someone who has been teaching grade 1 for 5 years or who has experience teaching in grade 1. My HOD helps but I don't think it's enough, but I need an HOD and a senior teacher.

7. Why would that be the best person to mentor you?

Because I feel like if a senior teacher is mentoring me they will teach me things that I didn't know. So like if I am struggling with teaching my kids how to read or something. Saying, like when I did this, I made errors and then that didn't work out so try this way, or use things that they have done before to kind of help me to get better with everything.

8. What characteristics and qualities are important in a mentor?

Caring, they need to be caring and firm, I believe, so then at some point some people don't want to do things, they need to be firm, they need to be caring, they need to want to do it. Not now being forced to do it and they don't like you or something. They make your experience a miserable experience and they go bad mouth you to everybody, saying things like, she can't do this, she can't do that you know. They need to just wat to do it, no one must be forced into doing it, they must be voluntary and people must just enjoy it and it must be fun. It mustn't be too serious. It must be serious when we need to be serious but we must be happy I don't want it to always be vicious in everything.

9. What expertise and skills are important in a mentor?

I think they might need a degree, because we have teachers who only have certificates and stuff, and I believe that you do need a degree but then having a certificate does not mean that you are a bad teacher, they have got many years of experience so they are able to tell me how to do things, how they have been doing things. Or if they have been teaching grade 1 for 10 years this is how they've been doing it in grade 1 for this long and everything. I do believe that they do need to have you know an education, university education to back it up so I can also be like... try go back to my notes, because I mostly go back to – because I am fresh out of varsity so I like to – oh so is this how you do this and this what my lecturers taught me and

everything. So it would be nice to have that background. But they also just need to have experience, it doesn't have to be a lot of experience but just experience in teaching grade 1 or experience in teaching in the foundation phase. Like 5 years, expecting 10 years is a lot, not everybody has been teaching grade 1 for 10 years. And also, it doesn't have to be grade 1, it can also be grade 2 teachers or whatever, just to help you – I don't know, to help you get better.

10. In your opinion, what would a good Mentorship programme entail?

They would, like I said, they would do it termly, and they would constantly be, giving us the school rules and guidelines, saying okay at school we can't do this, we can't do that you have to be here and do whatever, you know. When I got here nobody told me here is this or that, they threw me in the deep end. They threw me in the deep end with sports also, they just throw you in the deep end then they call up a meeting. At first, they don't. they just throw you in the deep end. The fact that they made me *grade head* in my second year of teaching. I was like, how are you guys making me the grade head when I'm still learning. I'm straight out of varsity and my first year is my year of errors, trials and everything. And this year was my year of okay, I think I get a bit of understanding, and I think next year will be my year of perfecting my skills or whatever. So they made me into the grade head in my second year of teaching, I was so shocked, but I managed, the year is over and I am not dead yet so it means everything is fine. But they just throw you in the deep end. They just put you in a classroom they say you were taught in university so just do it. Or they just put you on the netball field and they're like if you don't know the rules just google them. They don't sit you down and teach you how to play netball. Like I would have liked it if a senior teacher had come who has been teaching netball for 20 years to be like – this is how you teach netball to grade 1's because I have never taught netball to grade 1's. so teach them you do ball skills, you do this and you do hand eye co-ordination, you know try and get them to stand. But none of that was taught to us so we had to google and find our way through.

A goof mentorship programme would entail support in all aspects sports – they would tell us in athletics this is what we expect from you here are the exercises we do, as athletics teachers this is how many times you're supposed to meet up as grade 1's who are doing athletics that year or netball. Like in first term netball this is what you do and then second term you need to be ready for them to be playing netball or something you know. It is just the small things, just telling us what they expect and for sports, if you guys are going to an away game, make sure

you go to the office and ask them to please order/arrange transport for us. Because they didn't tell us that, I always thought that they know, so there is a netball co-ordinator because they are the older ones they already do it for you. Then I found out later that no, they don't, you have to go up there yourself and tell them tomorrow we have a match where ever and we need to get there and they have to arrange transport for us. So it's just that thing, I would lie to know what is expected of me as a netball teacher.
What is expected of me as a grade 1 teacher and how things work.

11. What should the duration of such a Mentorship programme be (days/weeks/months/quarterly/yearly)?

I feel like it could be two years, 2 years because your first year is very dark, it's very difficult because you don't know anything and second year you're are fixing all the mistakes you made in first year when you were teaching and you're trying to refine them and get them better and everything. So I feel like it would be nice to have it for two years, and then they just monitor you or just, if you need help you go again into the third year or something but at least two years so I can see that oaky I feel like I was well mentored and everything is going well.

12. What would be the most beneficial structure in terms of practical attendance/engagement (weekly/monthly/quarterly/yearly)?

So, well weekly we have our grade meetings so it would be nice if, like weekly, not even to have like meetings and talk about uhm, what we are doing in terms of like next weeks' prep, it would be nice to sit down and they tell you – okay and then they tell you, they started doing it towards the end of the year, like for English this is how you should do it, maybe not like that, maybe you should try another activity do it this way, do it that way, you know. And then also communicating through WhatsApp as well is nice. Because you can't always be meeting up because WhatsApp is nice, you can be like – hi I'm struggling with xyz please help me and then they help you in that way. It would be nice to constantly be in touch.

13. What challenges do you face as a beginner teacher in the FP?

A lot, the parents. The parents and the staff. Not more the parents but the staff. Like, staff politics, I didn't know staff politics were such a real thing until this yea. Because last year I was very to myself but this year having become the grade head and everything I felt a lot of resentment and anger from staff in particular. Like I don't know what's happening but the

staff is hectic. And the school doesn't really have proper guidelines, they are always missing paper, simple things like paper and we can't make copies for worksheets or whatever. Or we don't have this and we can't, I have to make all my posters and I am still trying to fix them and change them up this year you know and you can't make copies in this school because they don't want to print it out in colour. So I have to go and print it out myself in colour. With my own money. You see, they don't give you proper, I had to buy most of the resources that I have. The resources are a serious problem; we have no resources at all. Like, counters, we don't have, we have to use our crayons and stuff. There are a lot of politics and we don't have resources. Like all the books we have are mine, so I am trying to buy the little by little. Because if you ask them, they are going to take 3 years to do it. If you ask them to laminate they will take forever, you have to beg and constantly be asking, please can I have it, it's just the little things that make it more difficult to work nicely in the school. It would be nice if we had a friendlier staff when you are walking in the staff is very unfriendly, especially if you are new. I think they have this little initiation thing, I don't know what they do but they're just very unfriendly in the beginning and then they start getting better as the years go by but still, no one should feel like they are unwanted just because they are a Fundza student or they are straight out of varsity. It's just rough at this school

14. What are the positive features of being a beginner FP teacher?

Argh, the kids, the kids are the best. It's nice I won't lie, it's very challenging I won't lie, and its 40 of them so it's a lot. It's very constant, like oh my God. Constantly, here ma'am this, ma'am that. But it is so rewarding when you see them finally read. Because you see them come in grade 1 and they don't know how to read, then you see them towards the end of the year. You give them a passage and they just start reading, and you're like at least I am doing something. It's the kids, more than anything it's the kids. The other politics I can handle but if I have a good relationship with my kids and with my parents then its good. If I work well with the parents, then it's good. That's the positive I have had. Luckily this year I have had a good bunch of kids and a good bunch of parents, not all of them, but some of them have been very supportive, and very helpful and very understanding in different ways. And then some of them not at all, they're very angry, always trying to pick fights, you know how parents are, parents are parents they are very difficult to work with sometimes.

15. What is your understanding of mental health?

Oooh, Mental health is important. Mental health for me is, this year my mental health I won't lie, this school has been testing, it's been hard waking up in the morning and coming to work here because of all of the politics and everything that's going on in this school. So my understanding of mental health is, like how do you say this? Like, your wellbeing, not your physical wellbeing but mentally. You need to be okay physically and mentally. Like you need days sometimes, like you need a just day where you just want to take a break from everything and everybody and just relax. It could be during the week or whenever, not event during holidays it could be like, it's important, it's very important in teaching because it gets very sad and very dark with everything that goes on in this school. It's important man, like it's important that people understand it. Like it's not just depression and it's not just you know a person committing suicide but it's the little things that people do to you time and time again that really get to you and you say okay, I am not coping. And when you are not coping they rejoice in that fact that you are not coping. And then they say you are depressed even when you are not depressed and then they start throwing around rumours like, ahh this one is depressed or this one is like this. It's just – you need to break away sometimes and just leave them or whatever. But it is very important, like in this school, honestly waking up and coming here is just a mission because then I feel like I come for my kids. When you get up to the staff room it is always this and that. It's always you guys are not doing enough, there's never a you know what, there is never a person who comes up to you from higher management and tells you I see you, you're growing you're getting better at it, like you are doing well, just keep it up or do this and change that – nothing. It is always going to be your peer or supervisor, or your colleagues that are helping you or your HoD's saying you are doing a good job here. But it is never like the principal himself/herself saying I see you, I appreciate you, you are doing well. I am not asking for a round of applause, I am just asking for 'I see you, you're okay'.

16. Does being a novice teacher in the FP affect your mental health in any way? If YES, how? If NO, why?

Being a teacher, like being with my kids - no. It does affect me when it's the parents who come in and because you are young they will not understand everything that you do, they will question everything you do, like why are you doing this. Then they say you are too young, let me take my child out of and put him/her in an older teacher's class or whatever. Like this year I had a child who is autistic, non-verbal, can't speak. I tried to talk to the parents and the parents went crazy on me, and said that I am not qualified to tell them that their child is like

this, but I said sir, your child cannot communicate, and I expect that when we get to grade 1 that he is communicating with me. So please, what must I do? Then he goes to the principal and the principal takes his side it's just – you start doubting yourself as well. But the kids, no. the kids are absolutely amazing. It is just the outside factors. The multi-personalities in the classroom do affect me. I have very sensitive kids. So I try, at first if a child is sensitive I try to understand, he can't talk out loud so I try to understand where they come from. I try to understand that okay she is very shy or like this. And this one if you shout at him he's like this, he's going to cry, even if he is in the wrong. So with that one I try to be more firm, like if you don't want me to shout at you, or get into trouble then don't do this and that. Be better or whatever, but I try and mix and match them as the year goes by. I see this one is very quiet and this one is very what what, so I pair them up so their personalities complement each other because we have a lot of fights if they are too similar. There is no work being done, so it is difficult, but it does not affect my mental health.

17. Does the support or lack thereof affect the state of your mental health in a negative or positive way? Please elaborate.

It's the lack of support, it affects my mental health in a negative way, because I just feel like, acknowledge, or make me feel appreciated. They will never tell you when you are doing something good, but they will run to tell you that you did something wrong or when you fix your mistake they don't run and tell you, you fixed your mistake, thank you for fixing it. But the moment you do something else that is wrong they will run and rejoice in the fact that you are not performing well or that you made a mistake here and there. They don't understand that you are still a very new teacher, straight out of university so tell us – that this is not how we do it, this is how we do it, or this is now how we do it here this is how we do it. Just tell us, it's just those little things. It does affect me mentally. I would like to be appreciated once in a while. It makes me feel like I am not doing the right thing, like am doing the worst job in the world like – what are you doing? You can't teach, you can't do anything. They never tell you if your kids are performing well, nothing. So it would be nice to be told you are doing a good job, you are trying here, last year you were/ you are getting a bit better here, I'm not saying that with everything, but just once in a while.

18. What is the perception of being a teacher? How is it different to the reality of being a

teacher?

The perception is - Oh, your classroom is beautiful, and I always thought being a teacher was – not easy but that it would be fun. Like you get to do cool artistic things and you get to be creative in your classroom and you get to do this, and do that. Then I realised later on that actually, no, the department doesn't allow extra time, because of curriculum coverage, you have to have covered a certain amount of work over this time, just pushing the kids. I always thought I would be able to do those focus time teaching with some learners on the carpet and some here but because the class size is so large it is difficult to maintain like order and quietness in the classroom. But you push, I thought I was going to have a helper. Especially in grade, I was going to have like an assistant teacher to just help me. Especially when we are doing sentences, to help me with the like spelling of words it would be nice, but now you have to spell like 100 words in a day for each individual child and you go, it is a lot. It would be nice to have someone to help you there, help you mark, I would've loved an assistant, but there's just none of that. It's just you.

19. What was your motivation in becoming a teacher, why did you become a teacher?

I became a teacher because that is what I applied for, I won't lie. But then once I got into it and I went for my first teaching practical's', then I was just like I actually really like this and I stuck with it and I loved working with the kids. And also, another reason I took teaching was because I saw teaching as a way of travel, I could teach in different countries, anywhere in South Africa and just leave the country. It was once of my motivations in becoming a teacher, just going anywhere and then come back, travel with my degree.

8.9.14 Appendix N
TRANSCRIPTIONS: HEAD OF DEPARTMENT INTERVIEW PARTICIPANTS

Head of Department (HOD) A

1. What is your understanding of "mentorship" in the context of education?

Mentorship would be leading from experience, and sometimes not necessarily just experience but if you want to be a good mentor you might even go and research stuff to help the person or the individual wherever they may be. It is about supporting, going alongside somebody and making them feel like 'you know what, you can do this' that's how I understand and would define mentorship

2. What are your expectations for novice teachers coming to teach at your school?

The novice teacher must be able to fit into the school setting. Maintain discipline in the classroom, do duties per a duty roster, teach effectively and if the novice teacher experiences challenges then the teacher must request assistance. Assist with subject planning with guidance from the HOD or colleagues in the Grade. The teacher also needs to be punctual.

3. How are these expectations communicated?

These expectations are communicated verbally via a meeting with the HOD of the Phase on becoming a teacher at the school and Grade meetings that take place generally on a weekly basis.

4. Do you feel that novice teachers come into the schooling system knowing how do to the things that are expected of them? Do you feel they are well prepared from their initial teacher education/university?

No, I think that they possibly know some of the expectations but not necessarily all of what's expected. I feel that teachers being trained do not have enough time spent in a school setting. I think that if that is increased then novice teachers could be a bit more prepared for teaching and also be more effective in their role as a teacher.

5. Do you have a formal induction/mentorship programme at your school for novice teachers?

No, we do not have any formal mentorship programme at this school for our new teachers

6. What type of support do you provide for the novice teachers at your school? Are there any formal mentors given to novice teachers in their first year of teaching?

If I have to take a new teacher into the department, we have a system in place to assist that teacher. We have a grade leader; each grade has a grade leader. The grade leader supports the head of department (HoD) so when there are issues in the grade they will also assist. So for example, we have a new teacher in grade 2 so she will be assisted by the grade leader as to what expectations are, how things need to run, because one of the things that we picked up is that methodology isn't focused on sufficiently at universities. So they have the head knowledge and the practical side lacks a bit so we need to kind of assist with experience as to how things need to run. So then we would have meetings, so we would usually have grade meetings weekly. So everyone will sit down and discuss what is planned for the following week and then we would talk about if there are issues, what needs to be done. If someone doesn't understand anything, it is explained there and we obviously have our policies that we have for our subjects in foundation phase and then we have assessment policy and things like that which all the teachers have copies of. So when you are new you will be handed a copy of those policies so that you are kept abreast of what the expectations are. And then what I do is I do class visits every term, we have about 14 teachers so I split it like 7 one term 7 the other but you do have sometimes like a teacher is unwell or other things come up then I may not go to them, but we rearrange to have a class visit at another time. And with class visits there are tools that are completed, that will be feedback to them which will be areas they can work on. Suggestions I can give as to how they can improve in the areas because there's no point telling the they're doing something wrong if you if you can't tell them how it needs to be done. So we have all that in place, and we have a very collaborative way of doing things, so it's not where people work independently, so a lot of knowledge shared. So what we do in the foundation phase, each teacher is responsible or is like a subject lead if I can put it that way. So that teacher is in charge, if you are in charge of maths you run with the maths planning, if it is English, you run with the English planning and we share across the grade so that there is standardization that means everyone is covering the similar subject matter and then we also have a tool that I use for the planning, it also has a check box. The check box is for the teacher to tick off, let me give you an example. They can tick off the teacher reflection it was successful or challenging, then go back my class didn't do too well here and I need to go back. So at the end of every week a teacher should be going back and checking and ticking this list. It informs them and the planning for the next week. That's just something we thought that would work. And the grade planning I just put this template together where we have the weekly lesson plan, the break down for each subject is the break down from CAPS.

There is a weekly planning sheet like the old days how we used to do it where you take your time table for the week and plan according to your specific timetable it jots down what you are doing, and when you are doing it. So you immediately know so I'm busy with my English now I need to move on to maths and the it kind of gives you a guide and I find this very helpful especially for young teachers because it helps the keep pace, because time management can be quite difficult in the beginning, so that helps and guide of guides you the time and how long the lesson is, whether it is a double lesson or a single lesson, and then what I have done there as well, this is the break down for grade 2's, the expectation is from GDE and how many lessons and if we meet the requirements. I think that sometimes if you just have your ducks in a row it makes life easier for everybody. I prefer working that way. There is sufficient guidance if I can put it that way. So what happened was I went into one of the teacher's classrooms and I picked up that because we swap for Zulu, she comes to my class to teach Zulu, I go to her class to teach maths so that we can swap out because at the moment the department hasn't allocated a Zulu teacher to the school so she helps in grade 3 just to accommodate it just so we don't have a situation where we are waiting on the department to do something for us, we've got things going in the meantime. Apparently we are supposed to be sharing a Zulu teacher with another school, but he other school only has a place as to how they're using the teacher and we need to have the teacher at least two days a week so the department has been informed because for out two novice teachers, it is adding to their load and we are trying to sort that out, while we are still waiting for the department to give us feedback because that will lighten their load, that teacher will focus on Zulu and my thinking is if they come for two days then she is here, it's not about shuffling from this school to that school, it's just not going to work that way. So then the Zulu teacher would rather spend two days here and two days at the other school and then one day for admin which should work quite well. So I gave this suggestion through to the department and we are just waiting now for something to be finalized. But with regards to the novice teachers they have support at our school I can't say for sure at other schools, but at our school we had to make a plan for things to work and to kind of bring them up to speed where ever they may be unfamiliar or lacking. And the other thing that I do or that I suggested to the teachers where I picked up issues is I will go in and model lessons for her (the novice) for handwriting for example what needs to be done, for what needs to be done I will model a lesson for maths and whatever needs to be done or any other area where she feels she needs to have help in. So I just feel that whatever way we can assist them to quickly get onto their feet, because ultimately it's the child that is our focus so we can environment, the department is there but

they have so many schools to attend to, so as much as they try to do what they can on their end they also battle with having sufficient staff to get around. And I think that our problems can be seen as minor compared to the problems at other schools. The dynamics are different.

7. In your opinion, what are some of the challenges that face novice teachers? How can these challenges be solved by you as the HOD?

Well as I said the problems that I have encountered are getting used to what is expected at the school. Because firstly, they need to feel welcomed, so when someone comes into my phase I will welcome them at our meetings, meetings that happen regularly, so then at least they are kept above board as to what is happening, because my role as head of department is to relay information from GDE to the teachers and likewise from teachers to GDE. And so I need to know and be timeous in what information I get to deliver to them so what I do is that I have a WhatsApp group, where I inform teachers of anything that is urgent, and then I try my level best to inform them we have meetings on Wednesday mornings usually, and I will try inform them by the Monday so they can plan their lives if there is a need for a meeting on that Wednesday and we will then meet and discuss what needs to be discussed whatever the information is that I am trying to relay to them. So they have been given timeous notice to come to attend the meetings. Meetings are done and minuted, so whatever they may have missed, you know sometimes you can sit in a meeting and your mind wonders off or whatever, it is minuted, I try and have a meeting on a Wednesday, by Thursday the minutes should be out and in their lockers so that I try and do it as speedily as possible because often there's things and deadlines to meet, so they have as much time to prepare and do the best they can for whatever is being expected from GDE. So then we also have the grade meetings which I run weekly, or should be run weekly, which is also minuted and registers are also kept for all the meetings that are done, so that there is evidence, and if they are not present then I would note the reason, if they are on corridor duty, because we have corridor duty in the morning, and that's why it's more so important that you minute everything so that the teachers can read up on anything that's missed if they are late or whatever.

8. What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?

I would say what helps is having team builds, so I started that in fact to become a little bit more robust with that. I try to have team builds like once a term, and I have a very open-door

policy and I do not restrict any of the teachers. If you have an idea and it works, and it will work well at our school I will try and support and run with the idea. A team building would be to build a nice reform amongst the teachers and it's not just a fun session so I link it to an area that I think the teachers can grow in. So, my last team build was on collaboration and the importance of collaboration in the workplace. And so, I explained to them what collaboration means and how Silos can destroy an environment. So Silos are people who are very independent workers don't like to share they just get on with what they need to do, and in a school environment that doesn't work well, especially because there are a lot of children we are trying to reach and everyone is not at the same level of experience so the more we share the more children ultimately we will reach and a better standard of education will be given out and so that's why I thought that will be the best way to start. So what I thought was, you know the say "without a vision, a person basically perishes". So I thought I need to let them know what my vison is as head of department, what is my vison for the phase, so that their missions can link to my vision, so that is what I had the actual workshop on, we spoke on collaboration then I made them go into their groups, and they had to tell me how their mission, I gave them my vision statement, they had to come up with a mission statement and what they will do, on point form to match my vision. And so I have got that now on A3 sheets and I am going to run off those A3 sheets and hand to them, so they can now have something to refer to, going to a workshop and putting down fancy ideas is fine, but running with it is the other hard part, and so they can look at what actually needs to be done and they can go in bite size pieces and try and progress and improve. So that was done as a grade, so they split up into their different grades and that is when they did their mission statements to match my vision statements and they contributed to the points we put there. It's something they chose to do; it is not something I am enforcing on them. I am hoping they will be more keen to make it happen, what I will do now, or I might even do it at the beginning of next year, is look back at how much of this did we manage to achieve. What were their hurdles? What can we do better so that they can try and reach more of what they want to achieve so we can do more.

9. Who do you think should provide the said support that would better aid the professional success of novice teachers in the FP?

You are basically asking me who would be the best to put these things in place? Personally, I feel there are things that can start from department level, the department needs to tell universities that these are our expectations, these are the areas that teachers are lacking in,

these are the areas that you need to put more time into and more teaching into, and more lectures into. If they are saying methodology is not being focused on enough, then they need to spent more time on that. They need to have more time on the practical level where student teachers can come into the school and maybe spend even if it's part of their qualifications, for you to qualify you need to put in a term at a school where you need to put in the practice, it shouldn't just be for doctors where they put in an internship, it should be for any profession you're in, so that when you walk into a classroom you can feel confident, you can feel like you know what you are doing, because it's very different when you do it in theory and when you do it's practice because the dynamics at school is so different from just university life and what they tell you to expect. Experience is the best teacher, so it can start from the department level and from school level, when you are doing your planning they can have a policy in place about how to induct the teachers coming in. We have it, it's not as formal as having a policy in place but we do have a system, there's a hand over that happens for the new teacher coming in, there's also the grade leader there as a support system and the HoD. If they don't feel they are getting the satisfaction they need from the grade leader they come to the head of department, and if they're still not getting satisfaction they can go up the ladder until they are satisfied. And that is encouraged, if you don't feel that your needs are being satisfied, it's our children ultimately that are going to suffer, because if the teacher is not confident in the classroom then it will impact the learners and impact learning, so if the school can assist and likewise the HoD in the school and grade leaders can all be a support structure to those teachers that are coming in. Senior teachers and Head of Department because they have experience and would know of their own practices that helped them address various situations. More or less the grade head, and if the grade head cannot assist they will then escalate to the HoD and if I find that they still need help or there are gaps I will probably go higher up. Because somethings you might need, for example training of teacher or rather further training of teachers and development, I might need approval from the deputy principal who is in charge of academics and so then I will obviously look at that so that whoever needs to be incorporated or involved even if it's the SGB, so we can actually go the route needed so that we can achieve results sooner rather than later. Also, the importance of covering content and class management guidance will be useful.

10. In your opinion, what would a good mentorship programme for novice teachers in the FP entail?

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Guidance on how things work at school. School issues such as discipline, etc and how to handle such situations. Information on school policies. Also, the importance of covering content and class management guidance will be useful.

11. What should the duration of such a mentorship programme be?

I would not put a time span on it but probably a term so that new teachers have sufficient time to experience possible problems and have a mentor to assist them through difficult situations, you might have an idea because it varies from person to person. Some people are quick to catch on, some people may need more time, some people may need the holding of a hand longer and then you just need to go with the ability of that individual, and then obviously, usually about a term will give a person how things run from a beginning of a term to the end of a term and then you could probably have another term where the person would be able to execute what they have learnt. So in six months the person will have a fair idea of how things should run. I would say in the first term they will know how things run, in the second term how they are coping and where the gaps are and then you can start addressing. After a full year – because terms vary from each other, expectations from GDE are different from each other, so then you can give the persona year with support obviously then they can have a feel of how things transpire from one term to the next, then you can support and give proper support throughout the year, then they can say, you know what I can manage this grade, because it takes a whole year to actually be with a learner from beginning to end. Some teachers catch on quickly then they just use their own creativity and just move on, some teachers need a little bit more time to execute.

12. What would be the most beneficial structure in terms of practical attendance/engagement?

I would say working in school is convenient so it's not out of their private time as well and so having time in admin periods if both individuals the one who is advising and the one needing advice it works they can use an admin period, or they can use time after school where they can actually sit together because why it is nice to have the school environment, if you have to show them examples of things it is right there, if you need to show them apparatus its right there, and also if it means using a couple of learners from aftercare or whatever that is around and if you want to model something then they're right there, you can use it and I think it will be a lot more beneficial and helpful that way. So the school environment I would say.

13. What is your understanding of mental health?

Mental Health in my opinion is the state of mind of an individual and the individuals ability to now their own capabilities and their ability to fit into society well.

14. How does mental health affect the teaching in a school as an HoD/novice teacher?

Your mental health is important and if your mental health is poor then you may be less understanding of others needing your assistance and result in you being ineffective as a teacher.

15. Does being the HoD affect your mental health in any way? If YES, how? If NO, why? (dealing with disappointment)

It depends on the individual. If you are easily offended by negative scenarios or not and if you are able to think on your feet and work through emotions quickly or not. Being able to put others first can be helpful if you have to deal with the needs of others whilst you have needs of your own. Be an HOD means leading by example and trying to do the best for your department and that sometimes means putting the needs of others before yours. Sometimes you have to make difficult decisions to benefit the client, our learners which may sometimes mean more work for teachers.

16. Does the support or lack thereof from your school leadership affect the state of your mental health in a negative or positive way? Please elaborate.

Not receiving support from the school management can be frustrating and could be upsetting but if you are able to put situations to management in a tactful way to benefit our learners then management is generally helpful.

17. What is the perception of being a teacher? How is it different to the reality of being a teacher? (professionalism of a teacher – respect, status of teaching).

My perception of a teacher is that it is a well-respected profession. My experience is similar. If anything, I think that having gone through the Covid-19 pandemic that parents realized how much hard work is involved in educating our children and they have gained a new respect for the profession.

18. What was your motivation in becoming a teacher, why did you become a teacher?

I became a teacher because I liked working with children and being able to impact young minds and help them strive to be the best that they can be.

8.9.15 Appendix O
TRANSCRIPTIONS: PRINCIPAL PARTICIPANTS

Principal A

1. What is your understanding of "mentorship" in the context of education?

Uhm, so a mentor needs to be somebody who is consistent with their guiding and how they guide not just telling you need to do this, a mentor needs to take somebody through that process of how do we do this, how do we enter marks this is what we do. You can't just say well I have told them, that is not mentorship. Also I would put mentorship and coaching kind of in the same bracket because you have got to take what they know and help them to achieve what outcomes you want. So it's quite a responsible job I think, perhaps we don't give the mentors enough time to work with the mentee.

2. What are your expectations for novice teachers coming to teach at your school?

I think one expects them to be qualified and to be able to do the actual practical teaching, you know they come into the system as somebody who has been trained, whilst we know there needs to be support, but the basics they need to come with that.

3. How are these expectations communicated to the novice teacher?

I think one has the interview, and if you have accepted them there is a meeting there is a discussion around what they will be teaching, because one doesn't expect them to teach anything they are not qualified to teach but they are expected to teach those kinds of subjects. There is a support structure, here we have a mentor teacher that mentors the first years. If its Foundation Phase they would have a Foundation Phase mentor if they were teaching science they would have somebody from the science to mentor the. We try to keep it subject specific for them.

4. Do you feel that novice teachers come in knowing how do to the things that are expected of them? Do you feel they are well prepared from their initial teacher education/university?

I do think that it depends on the person so it's not across the board that you get people who are not prepared, but they certainly don't know the basic nuances of classroom teaching so whilst they are equipped subject wise or for the curriculum but they certainly not equipped to deal with 30 children or more. They are not equipped to deal with time because I think that is one of the hardest things they find is the how do I fit it into a period per say. So, things like

filling in the school register, ordering lunch, all these little things that come over and above teaching the curriculum – they are not really aware or prepared for that part of the school.

5. What type of support do you provide for the novice teachers at your school as the principal?

So we have an induction programme, new staff are taken through that and just to kind of get an understanding of the school, the ethos, values that we hold at this school. Then they are given a mentor, in the case that they are Foundation Phase – we are a small school, we have seven classes in the Foundation Phase so the HOD takes on the main mentoring role with those teachers. So we normally pair them up with a more experienced teacher, so the other grade 1 teacher would be somebody who is experienced so they have that interaction on that level but with the HOD overseeing. It's about within the first month, the ideal was also to meet with the principal one on one which has its pros and cons because sometimes they feel intimidated by the principal taking the, I would meet with them every week initially then depending on the need handover. I think with a novice teacher they need support for the whole year, you learn and there are different things that happen throughout the year so you can't cover everything - how do we cover our final reports or whatever in the first month, so it's very much an on-going process. Because they would be doing a lot of things for the first time.

6. What type of formal or informal professional support through mentorship is available for novice teachers in the FP at your school?

It is not very structured, it leans much more to the informal, I would think possibly that it needs to be more structured. Have a few tick boxes you know, I understand about break duty, I understand about those kinds of things.

7. In your opinion, what are some of the challenges that novice teachers face in their early years?

I definitely think their time management. I think that it's a big worry because within that falls how to manage your two hours home time where you should be doing your marking or be doing your preparation so the idea that teachers finish by 15h00 is not true. But I think sometimes for the novice teacher they, this is a time to go out and they start to fall short on marking. I find marking is a very difficult concept for them to really understand. So they either over or under mark, so I have found that with some teachers that the only thing they

can fit in is their marking because they do it so slowly and so in-depth that it doesn't allow them for any other activities. The other thing I think is part of the socialisation of mixing with new staff, obviously staff that are older and more experienced. Sometimes there is a bit of intimidation coming in with them, and they are scared to ask, I find that. So if one thinks of a mentorship programme the mentor needs to know what are the questions they need to ask and cover those sort of things because they are very shy they don't want to feel that they don't know what they are doing. But knowing what you are doing comes through experience, knowing how to handle something knowing how to manage things comes through experience. There is very much a hierarchy in power of different positions, and often the tasks that others don't want to do – she's the first year so you know, so they sometimes get overloaded on some of the things. I find that here, more on the sports a younger teacher is fitter and they are allocated those duties, which is probably in hindsight is not helpful for them.

8. How can these challenges be addressed by you as the principal?

Just through listening to your questions I do think that it needs to be quite a formal process, formal in a more structured way, I think there needs to be a time set aside specifically for the mentorship programme and plan everything, that its planned in the year plan that this day, this time done at this time you know what you are going to be doing. The first year makes or breaks the teachers and you will see after those have a bad experience that after three years they are moving out of the teaching profession. It's rare also that they speak to people especially with interns because it's almost like you are a classroom nanny of some sort, they expect those things that they don't like doing – the laminating, photocopying, marking all the things they don't want to do. There is no real educational value that you gain as an intern because you are often not given any real opportunities to teach so it is a difficult situation, which can really break ones' confidence.

9. What form of professional support structures do you think would better aid novice teachers in negotiating their professional identities in their communities of practice?

I think that within the district, possibly in a district position have somebody who goes around to schools and who works with a group of schools and supports those new teachers in a structured programme. Like using coaching, coaching them through the tasks, and the little nuances that come out of every school because schools are different. What I find quite helpful is a whole group all in the same boat and just talking about their experiences because even as

a principal that is the most valuable meetings that we have are when you are with people in the same boat and then some of them have encountered the same things so they in-tern are coaching and giving the answers to the others so I really think that has a lot of value. University needs to prepare novices for the reality that teachers schools year ends the week after they close formally for the students because they have to prepare for the next year you know it's not that you just come, unless we change it so that teachers come in a week before schools start and that might be a bit more productive.

10. Who do you think should provide the said support that would better aid the professional success of novice teachers in the FP?

I don't think and I personally don't feel that districts are that supportive of schools, I think that should be their role, they should be the direct support that schools need. But it's like the psychological services that schools need and things like that, schools are ignored. It possibly needs to come further up as a section of the department of education where they are part of that plan. It could even be the universities, so schools being attached to a university so they use us for teaching practice/experience, so perhaps in their way giving back to, or where their work with the students continues even for 6 months creating that kind of a person/position within the university that goes out.

11. Who would be in the best position to mentor novice teachers in the FP at the grassroots level? Why?

Uhm, the best teaching is if there is a new grade 1 teacher it is best to pair them with a more experienced grade 1 teacher, and if its subject specific they need to be with the teacher in their subject of expertise, and having the HoD oversee that mentorship, and furthermore, the principal will also then check in on how that is filtering down.

I think a lot of the culture of the school comes, and you can learn that from the person who is doing the same thing as you, so the grade teacher working with you is ideal in the situation. Because our school is smaller so our InterSen Phase is much more subject specific so I know in bigger schools they would have a grade 5 teacher and that type of thing. But somebody who is doing something similar if not the same kind of job that you're doing then you know what the expectations are, its sometimes the principal sometimes the principal doesn't know the routines, and there are lots of routines within the grades within the phases and things like that. It's not part of the principals' job description to know all the routines as I have my own

set of specific job requirements. And the deputy is very much on curriculum, so the curriculum side comes from that, so generally the novice teachers are stronger on curriculum because they've studied that and it's the other things like behaviour that are difficult you know, but it's all very idealistic until you get one child in the class who is disruptive all the time. How do you deal with that? That's where the burnout and lack of support or the teachers own – I've had a teacher who ended up hitting a child, but it was through the frustration of and ongoing and felt that this child was just roading his confidence and eventually the teacher is disciplined. But in actual fact they aren't supported to be able to cope with the other side of teaching.

We have a wellness committee, and we once a month our staff development or staff meeting is a wellness programme. So the others we do curriculum stuff and IT and things like that, but once a month we have a wellness meeting, which looks at things like this, like talking about where you come from and that's been quite a big success. That even things like financial management, because now all of a sudden you are earning money and again you don't know how to manage that money. And so we find that in that first year these new teachers are having to deal with debt, they get their first credit card, they don't really understand how credit works and so you're dealing with all of that. As well as the health side because when you're a first year teacher it's the first time you are really exposed to the different germs that come with having a group of people in your class, your system has to become immune to those things, so in the first year you're not feeling so well and you've got this load. So having a wellness group has really worked well for our school. So I oversee the wellness programme, but we have what we call a champion, she champions wellness in this school. She would do, we would talk and say we want to do this financial literacy and we all go out for a walk, and do some fitness and picnics, we have even done a Master Chef, with our everybody, our whole staff even the ground staff and teachers and whatever. And in that way in the kitchen we also get to know each other and learn how to try and bring the new person into the staff. I must say, now that I am thinking of it that's been one of our success programmes. And we give our staff lunch, simple lunch, a roll with a filling and a fruit every day. Because again those are things when you don't know if your staff members have got food at home. So that is part of it, we try to teach them a bit of health, we have had a dietary somebody come in and we even get our blood pressure and all of those kinds of things. So there is such scope really and it's the thing that makes the teachers feel supported, we also have a social worker at our school – part time she comes only 10 hours a week. But that is

also open to the staff and they can make private appointments for themselves with her if they are dealing with issues and things like that. And again I have found that it works quite well, because the new teacher doesn't want to come and say I am being beaten or whatever but through the social worker we are able to provide support like that.

12. In your opinion, what would a good mentorship programme for novice teachers in the FP entail?

If I can just speak from experience here, we set aside a Monday afternoon here, we don't have extra murals on a Monday afternoon so every Monday is staff development, and it has been divided so in one staff development there will be curriculum, the next will be IT because that is also the future. I must say generally novice teachers know how to teach us the technology but they learn through that how to use the technology in the curriculum. Then we have a wellness one and then an outside somebody coming in, so trying to cover all the different aspects of teaching and I think that maybe having just one mentor is not the right way to go. Or then the mentor who introduces, and makes sure that they are then able to cover all the requirements. I must say I don't think our district curriculum support is very good so our teachers don't, the district is good with HoD's and passing down information, but if you are invited to an English meeting it's really a waste of time. So it must happen, and the school must identify that this is what we need.

13. What should the duration of such a mentorship programme be?

I think it's a little bit like coaching, initially quite intense, then taper off according to the needs. So they may only need you at the second half of the year, once a month and that type of thing. I think initially it would be, it is imperative that they have that support right from the beginning and then according to the need, because the needs differ.

14. What would be the most beneficial structure in terms of practical attendance/engagement? (days/weeks/months/terms/years)?

I think it could work just being a one-year programme, I think your second year you have done that big learning curve and the shift and you understand, provided you stay in the same school you understand the little nuances of that school, the expectations and how they do things. And said we said in the beginning, that possibly the most difficult part, understanding how the school does things, it's not about the curriculum per say. If universities could take their students back for professional development once they are in-service and see what we

need in the classroom they would be able to see the shortfalls of their programmes because they don't see that. They come in for teaching prac, they see one lesson and it's always an isolated lesson, they get a little bit of input from the teacher but there is not actually what really are the shortfalls and I don't think things like behaviour how do deal with or the teaching of different styles of behaviour management so that they come in and can at least say I can try, that's not working, I need to try be more like this or I need to be more assertive and those kinds of things. I think linking with the colleges and universities would be a good idea.

15. What is your understanding of mental health in the context of education?

Mental health is to me it goes with wellness, and mental health dictates to who we are as teachers and so if there is something that is upsetting one's mental health that can be stress related, it can be not sleeping, sleep deprived it can be the financial side, it can be loneliness. Coming in, schools are lonely places if you are not in the right clique and so you are isolated, that in itself created depression. It can be overuse of medication. So for me mental health is – there are so many aspects and as human beings we all react differently to different situations. So, uhm, it's key that teachers are able to have a stability, if one could measure what was – what's the ideal/ the ideal is to be confident in yourself, your own personal wellbeing of course – if I am okay in the world. Because if you are okay you can help others to be okay, and that is the children and if you are not that is what impacts on teaching and learning.

16. How does mental health affect the teaching of your novice teachers here at your school?

I think it affects in a way that their levels of tolerance are impaired, I have found that when I have teachers that are really stressed then they become less kind, they become shouty, they become frustrated, and that can lead in instances to alcohol abuse some of them turn to alcohol to drugs to different things. I also think that it creates absenteeism, so we get the can't face the job on Monday, so Mondays become the day you know. I don't know, I would say that you want to see how it manifests itself and affects... the teachers are exposed to society and the ills of society always live out within the school. So dealing with a child that is neglected, no food comes to school without food without lunch. And those things the novice teacher especially have to put a lot of emotion, a lot of emotional stuff goes into trying to support the children in your class. And illness, our teachers are exposed to children that are ill you never thought you ever had to deal with somebody you have to see every day and they

are ill. Grief, parents and learners that pass away, there is a lot of trauma that comes in. Even just a child coming in or a parent saying we were hijacked last week, please watch this child. And because the school is that environment and is a safe space, often those children act out when they have been traumatised. The abuse from home, the different also, in the circumstances of the children. So you have a class of thirty children and each one comes from a different home situation and that also weighs heavily on a new teacher. They sometimes get over involved in trying to support the child and support the family. Another, can I just add there – is communication, communication skills are not taught at university and yet a teaching job, you have to communicate with the parents. So you've got abusive parents who don't want to take ownership so it's that also. Those skills of learning how to communicate with the parents' side, and even and also how to communicate with the other abusive teachers because there is always, and in this hierarchy there is always the personality and the bully at school. And so the written communication, so don't open yourself. There are lots of rules that have to come in for a novice teacher. How do you respond to this one who is criticizing you because their child hasn't done something? We haven't even touched on the administration side of teaching because that's also so important to keep that paper trail of who is here, where, when. I have met and I have discussed this, keep a note because it does come up and it comes back to bite you many times. It feels like everyone is always trying to catch you out, I don't think is it the intention of trying to catch you out, but a school – the skillset needed as a teacher is so vast because it's not just classroom. It's driven with all these people so the human relations part is huge and it's very much if the school gets blamed for something, someone in the school will find out who did it, never went on duty, you know. So I suppose it does create a toxic environment. Teachers don't know how to cope with it, hence the substance abuse, the medication, drugs and alcohol.

17. Do you have any measures in place to support the mental health of your novice teachers?

We have a wellness committee, once a month our staff development is a wellness programme, so the others we do curriculum stuff, IT and things like that. But once a month we have a wellness staff meeting, which looks at things like this, talking about yourself, where you come from, what you know. That has been a big success that, even things like financial management, because now all of a sudden you are earning money and again you do not know how to manage that money. So, we find that within that first year these new teachers are having to deal with debt, they get their first credit card, they don't really

understand how credit and that works and you find you are dealing with all of that. As well as the health side, when you are a first year teacher it is the first time you are really exposed to different germs that come with a group of people being in your class and you find that, your system has to become immune to those things. So first year you are not feeling so well and you have also got this workload. So having wellness group has really worked really well. I oversee the wellness committee, then I have someone champion it, doing things like financial literacy or if we all want to go out for a walk and do some fitness, we have had picnics, we even did like a master chef competition with everybody our whole staff, ground staff, teachers and whatever and in that way in the kitchen you also get to know each other and to try and bring that new person into the staff. So, that has been one of our success programmes. And we give our staff lunch, simple lunch, but a roll with a filling, every day, and a fruit, because those are things when you don't know if your staff members have got food at home so that is part of it. We try to teach them a bit of health, we have had a dietary somebody come in, we have even had our blood pressure done and all of those kinds of things. So there's such scope really and it makes the teachers feel supported. We also, have a social worker who comes part-time 10 hours a week, which is also open to the staff, so the staff can make private appointments with her, for themselves if they are dealing with issues and things like that, which I find have worked quite well because again the new teacher doesn't want to come and say 'hey I am being beaten ' or whatever, but to the social worker we are able to offer support like that.

18. Does being the principal affect your mental health in any way? If YES, how? If NO, why? (dealing with disappointment).

It definitely affects my mental health. The stress levels are huge because everything and I mean everything in the school environment, the buck stops with you. You are accountable for what the children do, what the parents do, what the teachers do or don't do, so you are accountable for absolutely everything from finances to pass rates to break duty. See even within the structure of the school if there is a pole that is in the wrong place or if it is a fence that is broken and somebody cuts themselves, it ultimately comes back to the principal. So that, for me, that was very daunting that I was accountable for things that I didn't even know possible that could happen. As you get older you learn these coping mechanisms and things that step in but for myself, I have a coach and a therapist so that are outside of the department so that I can debrief and get the support that I need for my own mental health. So it is possibly part of the toxic-ness at a school is because it's not just for the novice teacher but

there is not enough support structure. You have one little grade 2 boy who touches a little girl and it's like your fault. What are you doing in your school/ what are you teaching/ we are not teaching them that, this is natural development, you are, it's a very sensational thing because education is very political so they try to gain points or blame somebody and the principal takes the knock from that and so the principal digs down into the school to shame and blame. Social media also affects my school. I mean it's a whole new game because from grade 5 when they start to explore with social media parents give their children phones because it's not safe and they need to know where their children are, you know all those things. Then the bullying starts and the bullying – they are in this group and they talk about that and then we have got the parents of this one. They are also, especially grade 7 they explore with sexuality, they are on social media so sometimes the porn sites are investigated and you know. These are things that creep in. I do believe that schools mirror the state of the society. So when we have got violence in our society it acts out in schools. If we have got people complaining about their hair, it acts out ins school. If the community wants – it's all equality that I believe in but like one school was in huge trouble around the Muslim girls wearing scarfs so it comes into the school. And it's a very stressful kind of environment.

19. What is the perception of being a teacher? How is it different to the reality of being a teacher? (professionalism of a teacher – respect, status of teaching).

I think the perception is that you are excited and you want to go and impart knowledge and you want to see these children taking in that knowledge. The reality is that children don't learn at the same rate and they don't learn in the same style so your enthusiasm can easily be diverted by the response and the reaction of the children you are teaching. And then it's all the other administration things that come in that prevent you from doing that very thing that you like, working with the children, watching then learn , creating resources and things. The time is taken away from that to fulfil all these other silly little tasks that we have to monitor, like children going to the toilet and who is not in class and who is where and what. If teachers were allowed that freedom to really teach and make the classrooms interesting the children wouldn't be bunking and they wouldn't be roaming around. And you know very well which classes children don't want to be in and its all of those things that impact. So I think as a novice teacher you come with this excitement of I'm going to teach reading and you get to a class where five of the learners can read really well and the rest don't like it or some have left their books behind so your passion is interrupted and I think a lot of us live on the passion. The passion is what drives us so that gets eroded until there is nothing left.

8.9.16 Appendix P

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6 March 2022

TO WHOM IT MAY CONCERN

I certify that I have edited the Doctoral thesis

EXPLORING AND UNDERSTANDING MENTORSHIP AND INDUCTION FOR NOVICE FOUNDATION PHASE TEACHERS FROM SIX SOUTH AFRICAN PRIMARY SCHOOLS IN JOHANNESBURG

by

Thokozane Dyosini

However, the correction of all errors/missing information remains the responsibility of the student.

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BA HED