#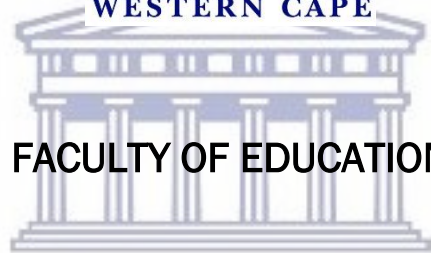 EXPLORING BEGINNER TEACHERS' PERCEPTIONS OF SCHOOL SUPPORT TO ENHANCE THEIR CAPABILITY SETS IN RELATION TO TEACHER EDUCATION POLICY

Thesis presented in partial fulfilment of the degree of Doctor in Education, University of the Western Cape.

FACULTY OF EDUCATION

BY

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KEY WORDS

Beginner teachers

Perceptions

School support

Competences

Teacher education policy

Capability Approach

Capability sets

Freedoms

Functionings

Mentoring

ABSTRACT

(Exploring beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy)

The National Policy Framework for Teacher Education and Development in South Africa of 2006 (NPF) outlines seven principles which underpin this policy as expressed in the *Norms and Standards for Educators* (2000). These principles require a teacher to be: a specialist in a particular learning area, subject or phase; a specialist in teaching, learning and assessment; a curriculum developer; a leader, administrator and manager; a scholar and lifelong learner; and a professional who plays a role in community development, citizenship education, and pastoral care. Beginner teachers have difficulty adapting to these new roles as they have not had efficient exposure to the actual, often harsh realities of the classroom situation as it unfolds on a daily basis.

A qualitative research approach is employed in the research study to explore beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy. Generally, a qualitative study lends itself to developing an understanding of a particular phenomenon of interest without formulating a hypothesis. In this explorative study, the investigation was underpinned by the elements of Amartya Sen's Capability Approach which include "Freedoms", "Unfreedoms", "Capabilities" and "Functionings" (Sen 1992). These elements were used to understand the nature of beginner teachers' competences and the impact of policy on their performance. In this regard, the achievement of quality learning outcomes concerning the basic competences of beginner teachers could be linked to Sen's vision for reaching achieved functionings (those valuable activities and situations that make up a person's well-being, which is also referred to as that which a person ultimately manages "to be and to do").

This empirical study provides considerable insight into beginner teachers' perceptions of school support to enhance their capability sets in relation to the competences in teacher education policy. Six novice high school teachers from three schools within three different education districts in the Western Cape were interviewed. These beginner teachers do not feel that enough school support is provided and that therefore, the expectation to fulfil the norms and standards for educators as prescribed in teacher education policy (NPF, 2006), should not be imposed on them. The findings have also revealed that those aspects identified

as the most challenging by beginner teachers (see 2.5.1 and 4.3.1.3) can be overcome and or managed given that they are provided with adequate support stemming from a structured and deliberate mentoring programme. It can thus be surmised that beginner teachers need guidance and support to give them a head start in their careers and equip them with tools for lifelong efficiency in and dedication to high quality teaching and learning.

Based on these findings, and as my original contribution to knowledge in the field of teacher education, I have developed a blended mentoring capability-based mentoring model of support for beginner teachers. This model incorporates modern technology as well as traditional one-on-one mentoring, constructed on the theoretical foundations of goal setting, career development, cognitive mentoring, reflective learning, reverse mentoring and co-operative mentoring. I plan on making regular contributions to the Western Cape Education Department's most recently developed ePortal (WCED, 2016) using the elements of this mentoring model. Apart from this, I also recommend the development of a dedicated, interactive mobile application in order to reach a wider audience of the WCED's intended niche market. Such an application will make sharing and acquiring of information more seamless, affordable and much more accessible. A further recommendation, based on the findings of the study, is that an explorative study be undertaken to investigate the collaboration among all stakeholders to ensure the smooth transition of beginner teachers into their first few years of teaching.

Appendices include a mind map of the mentoring model, correspondence to all stakeholders in request for endorsement and participation in the programme, mentoring contracts, a programme evaluation/feedback form and a link to the WCED's ePortal page.

DECLARATION

I, Dorothy Elizabeth Esau, declare that "Exploring beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy" is my work. It has not been submitted for any degree or examination to any other university, and that all sources I have used and quoted have been indicated and acknowledged through complete referencing.

Signed……………………………………   Date 10 November 2017

Dorothy Elizabeth Esau

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DEDICATION

I dedicate this work in loving memory of my late sister, Kathleen Magdalene Pretorius (nee Jacobs), and in honour of the legacy of my late father, Petrus Andreas Jacobs. I wish they could share this beautiful, empowering journey with me.

ACKNOWLEDGMENTS

Lastly, I would like to give honour to my **Heavenly Father** for the grace He has bestowed on me to be able to complete this work. Through Him and with Him all things are possible.

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<u>To whom it may concern</u>

I hereby submit this letter to verify that I have edited Dorothy Esau's proposal for her Ph.D. thesis: "Exploring beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy".

The editing process included copy-editing, proofreading, and formatting, which was done with special attention to meeting the guidelines for formatting, structure and referencing as set out in the *University of the Western Cape Thesis Guide* and the *APA referencing guide*.

Working as a book editor, I have more than 10 years' experience working for various publishing companies, which include Maskew Miller Longman, Cambridge University Press, Oxford University Press, and New Africa Books. Currently, I am a freelance editor for Oxford University Press Southern Africa, Higher Education section.

For more information about my professional profile, please refer to my LinkedIn page.

Yours sincerely

Ms Revenia Abrahams

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ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
ANC	African National Congress
CA	Capability Approach
CEPD	Centre for Education Policy Development
CNE	Christian National Education
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DEIC	Dutch East India Trading Company
DET	Department of Education and Training
DHET	Department of Higher Education and Training
DoE	Department of Education
DTE	Department of Teacher Education
FETs	Education and Training Colleges
GEAR	Growth, Employment and Redistribution
HDIs	Historically disadvantaged institutions
HIV	Human Immunodeficiency Virus
HMI	Her Majesty's Inspectors
HSRC	Human Sciences Research Council
INNOTE	Induction for Novice Teachers
INSET	In-Service Training of Teachers
IPET	Initial Professional Education of Teachers
IQMS	Integrated Quality Management System

NCHE	National Commission on Higher Education
NECC	National Education Crisis Committee
NEPI	National Education Policy Investigation (NEPI)
NFIE	National Foundation for the Improvement of Education
NPF	National Policy Framework for Teacher Education and Development in South Africa
NPFTED	National Policy Framework for Teacher Education
NQF	National Qualifications Framework
NSE	The Norms and Standards for Educators
NSTE	Norms and Standards for Teacher Education
PGDE	Post Graduate Diploma in Education
SAQA	South African Qualifications Authority
TBV	Transkei, Bophuthatswana and Venda
UNDESD	United Nations' Decade of Education for Sustainable Development International Implementation Scheme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UWC	University of the Western Cape
WCED	Western Cape Education Department
ZINTEC	Zimbabwe Integrated National Teacher Education Course

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1 CHAPTER 1: BACKGROUND FOR THE STUDY

1.1 INTRODUCTION

Recent studies have revealed that there is growing concern, globally, among novice teachers and their managers about the readiness of newly appointed teachers to deal and cope with the realities of teaching in the modern classroom. At the beginning of the chapter I outline a statement of the problem and rationale for focusing on beginner teachers and the school support they receive during their initial years of teaching followed by a literature review. Additionally, the chapter is locating the focus of the study within the research field, providing a description of some of the realities faced by beginner teachers in South African schools, with specific reference to high schools in the Western Cape. It is hoped that this sets the scene for developing a better understanding of the current *status quo*, and historic events and policy issues which impact the perceptions of beginner teachers. In the light of the above, and as a starting point, I shall first provide the statement of the problem of core matter to the study.

1.2 STATEMENT OF THE PROBLEM AND RATIONALE FOR THE STUDY

Education is the cornerstone of development and change in any society. It has therefore become crucial that teacher development and issues pertaining to the challenge of beginner teachers' preparedness to teach in the public school system in South Africa take priority on a society-wide basis. In this way, the need for supporting novice teachers would be addressed at all levels. The study is aimed at exploring beginner teachers' perceptions of school support to enhance the development of their capability sets in relation to the competences set out in teacher education policy, particularly the National Policy Framework for Teacher Education and Development in South Africa of 2006 (NPF). A qualitative research design is used, in line with the phenomenology research methodology, which lends itself to developing an understanding of a particular phenomenon. This combination of design and methodology will give full impetus to the study.

Various studies have been conducted in relation to the "readiness" of beginner teachers. A project called Induction for Novice Teachers (INNOTE) piloted a comprehensive induction and mentoring program with regard to research proven data under the auspices of the European Union. An important finding made during the data gathering process was that most induction systems seem to focus on "surviving the first year(s)". Professional development to promote excellence among teachers seems not to be a key focus of the different systems at school and government level (Wiegerová & Szimethová, 2011).

In 2006, the Human Sciences Research Council (HSRC) commissioned a research study conducted by Arends and Phurutse (2009) on the school readiness, skills and knowledge of beginner teachers in South Africa. One of the themes explored extensively by the research instruments in this study relates to system support given to beginner teachers. The findings of the study corroborated the importance of support as a major factor in determining their perceptions about their skills, knowledge and competences, and that these perceptions would in turn determine whether they remain in the profession for any length of time, if at all.

The concerns raised above and the motivation behind these research studies make it very evident that beginner teachers need guidance. Such guidance would be better achieved if there were structures in the school that support teacher education and practicum supervision in particular, with a clear conception of the co-operating teacher's roles (Stanulis and Russell, 2000). The framework of support should address the real needs of teachers in respect of classroom support and the provision of support from existing structures. Sinha (2012) refers to the importance of a well-trained and supported teacher corps given the fact that teacher status reflects the socio-cultural ethos of a society, and alludes to the fact that teachers should be the highest order of ethos in society. The government and community at large should endeavour to create conditions which will help motivate and inspire teachers along constructive and creative lines. "Teacher Education is a continuous process, and its pre-service and in-service components are inseparable" (Sinha, 2012). Teachers, on the other hand, should have the freedom to innovate and devise appropriate methods of communication and activities relevant to the needs and capabilities of the community.

The study is based on the ideas of Laureate Professor Amartya Sen who argues that well-being (living or doing well) is best understood in terms of capabilities. Sen's Capability Approach is concerned with being absolute in the space of capabilities such as education, nutrition and human dignity, but relative in the space of commodities, resources and income that are required to realise those capabilities (Sen, 1983). By and large education should assist a person to develop abilities to think critically and creatively, to solve problems, to make informed decisions, to cope, to manage new situations and to communicate effectively. According to the Capability Approach, education reflects enhanced capability, taking into account the interrelatedness of teaching, learning and human development (Sen & Quiggin 1992).

A qualitative research design based on phenomenology was used in the study. It is deemed appropriate because it manages to explain and interpret as well as allows for deep exploration of a phenomenon, which in this case is the perceptions beginner teachers have about their capability sets in relation to teacher education policy. In order to explore the phenomenon, semi-structured interviews and a policy document review were used. This is appropriate in this study as it can be used to determine the relationship between policy and goals and to which extent set goals can be achieved within the realm of the beginner teacher. The design will follow the path of initial interviews followed by an analysis of the National Policy Framework (NPF, 2006).

In a similar international research study to this, interview responses gathered from beginner teachers (Wiegerová & Szimethová, 2011), reveals the following:

a) Teachers from Finland and the Netherlands stated that it would be enough for them to get a couple of tips and that teachers should then be able to handle things on their own – that is what they studied for and that is why they are teachers.

b) Teachers are offered various training and seminars, but they don't always have the option to participate in them. In most cases, the school leadership decides what training sessions teachers should attend.

c) Teachers do not communicate with one another about various pedagogical strategies. They rather prepare individually and search for information they need on their own. Teachers would however welcome consultations of a professional nature mainly with colleagues or mentors. They would welcome help through

coaching; this refers to an activity where a more experienced colleague helps directly in a practical situation.

d) Teachers would also welcome a different system of classroom observations. They would want them to be perceived more as helping the beginner teacher in the first years rather than as proof of what the beginner teacher does not know.

e) The beginner teachers would welcome education in the area of working with parents. They would want to deal more with communication and conversational skills, as well as conflict resolution.

f) Beginner teachers would need more opportunities to learn about specific learning disabilities, mainly in the area of dysgraphia and dyslexia.

e) Teachers would welcome various meetings with beginner teachers during which they could exchange their experience.

Data collected during the study conducted by die HSRC about beginner teachers' readiness, skills and knowledge in South Africa, revealed that respondents were mostly confident and positive about their skills and knowledge acquired at universities, but the findings noted contradictions reported by similar studies and by school managers. The study provides possible explanations for these contradictions and "false sense of confidence" by beginner teachers, which include succumbing to the pressure of appearing to be coping and experiencing their teaching interactions as threatening to their sense of self. Furthermore, portraying competence may be a coping strategy; there may be an absence of self-reflection in the early stages of their career; or it might be that they are genuinely competent but the schools may be eroding their confidence and competence to incompetence and inexperience. The findings of the study call for differentiated intervention programmes and strategies to deal with the problems experienced by beginner teachers; prioritising school or district-based beginner teacher support; and focusing on ensuring that beginner teachers teach well and remain in the teaching profession. All of the information above clearly reveals the need for concerted and collaborative efforts among all stakeholders in the education process to improve the *status quo*.

1.3 LITERATURE REVIEW

A literature review provided a theoretical basis for the research and helped in determining the nature of the research study, which is located within the field of Teacher

Education and the role of the policy in this regard. It assisted in designing and developing possible questions for interviews and providing the most effective tools for the observation process.

Sen's Capability Approach links the achievement of quality learning outcomes with regard to the basic competences of beginner teachers to his vision for reaching achieved functionings, which refers to one's ability "to be or to do". Learning "to do" is linked to what actions a person takes, which relates to the manual, or psychomotor, skills for immediate needs and day to day functioning. In the case of an educational approach taking into account all four pillars of education (learning to know; learning to be; learning to live and learning to do), learning "to do" can also represent an achievement linked to "refined" functionings. In this instance, the implementation of policy plays a huge role.

A sustainable education system is one that efficiently utilises and distributes its resources to the benefit and the needs of its current stakeholders whilst, at the same time, building capacity to cater for the needs of generations to come. Such an initiative needs to be propelled and coordinated by national policy. The Capability Approach provides a way to conceptualise and evaluate both individual and social well-being, poverty and inequality. Though the approach is not able to explain these things, applying the Capability Approach to issues concerning education policy for improved social change will often require additional explanatory theories. Conceptualising education as an investment in human capital has different policy consequences than understanding education as a tool to expand people's capabilities. The kind of education that a capability perspective would recommend may be different (not only education that maximises one's chances in the labour market, but also education that empowers one in all dimensions of life), and an economic rationale for excluding certain groups from education may be undermined (Yates, 2007).

After 1990, when teacher education curricula underwent dramatic transformation, it became the direct responsibility of the Minister of Education as he had to determine "requirements for employment" of teachers. In the period from 1995 to 2000, teacher education qualifications were subject to Norms and Standards for Teacher Education (NSTE) which were declared national policy by the then Minister of Education, Prof S. M. E. Bhengu on 8 September 1995 (Lewin, Samuel & Sayed, 2003).

In 1997, the Department of Education appointed a technical committee that was commissioned to examine and revise the 1995 Norms and Standards for Teacher Education within the parameters set by the South African Qualifications Authority (SAQA), National Qualifications Framework (NQF), Curriculum 2005, and the regulations regarding the employment of educators. After a rigorous process of consultation and debate, the Norms and Standards for Educators (NSE) was introduced. The emphasis of the policy was to regulate performance in the schools, classrooms, management structures and support services of the schooling system. This new policy would contribute significantly to the implementation of Curriculum 2005 by training educators in knowledge, skills and values, in an effort to make learning in schools more relevant to the economic and social needs of South Africa. The policy defines seven roles that an educator must be able to perform, and describes in detail the knowledge, skills and values that are necessary to perform the roles successfully. These roles are defined as learning mediators; interpreters and designers of learning programmes; leaders, administrators and managers; scholars, researchers and lifelong learners; assessors; pastoral roles in the community; and the role of learning specialists in their fields (Lewin, 2007). In its entirety these roles are seen as constituting an overall picture of the knowledge, skills and values which can be seen as the hallmark of and best practice for a competent and professional educator.

In 2013, the Department of Basic Education (DBE) announced its latest strategy for turning education around. This is known as "Action Plan to 2014: Towards the Realisation of Schooling 2025", which aims to improve learning and the work of teachers. It entails a long-term plan for the basic education sector which will allow for the monitoring of progress against a set of measurable indicators covering all aspects of basic education such as: enrolments and retention of learners; teachers; infrastructure; school funding; learner well-being and school safety; mass literacy; and educational quality. Teacher education and development programmes have also been strengthened, including funding bursaries for trainee teachers. The plan is to bring educators, discipline specialists, education researchers and others with expertise into a collaborative process for developing standards inside teacher education practice, which is currently located in the 21 universities that offer teacher education.

In her announcement speech of this initiative, the Minister of Basic Education, Angie Motshega, made it clear that making sure that every young South African receives quality schooling is an urgent need, but that this cannot be realised overnight. She said that we need a clear vision of where we want to be in 2025, or before then, if possible, and that we must make sure that we move a bit closer to our vision every year, recognising that a large improvement is an accumulation of many smaller changes. The action plan sets out, among the 27 goals, the five goals pertaining specifically to teachers and teaching development (see Table 1.1).

The focus of this study is on the National Policy Framework for Teacher Education and Development in South Africa (NPF) of 2006. The principles underlying the policy are expressed in the Norms and Standards for Educators (2000), and the competences as set out in the NPF as well as the challenges of beginner teachers will be discussed in Chapter 3.

The rest of the chapter will be devoted to discussing the research questions, aims and objectives of the study as well as the methodology used to clarify the focus of the study.

Table 1-1: Action Plan to 2014: Towards the Realisation of Schooling 2025

GOALS	ACTION
Goal 14	Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.
Goal 15	Ensure that the availability and utilisation of teachers are such that excessively large classes can be avoided.
Goal 16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.
Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

1.4 MAIN RESEARCH QUESTION AND SUB-QUESTIONS

WHAT ARE BEGINNER TEACHERS' PERCEPTIONS OF SCHOOL SUPPORT TO ENHANCE THEIR CAPABILITY SETS IN RELATION TO TEACHER EDUCATION POLICY WITHIN THE CONSTRUCTS OF THE CAPABILITIES APPROACH?

i.   What are beginner teachers' perceptions of their competences in relation to teacher education policy?

ii.   What do beginner teachers identify as the most challenging aspects of their capability sets?

iii.   What is the nature of current school support programmes to enhance beginner teachers' capability sets?

iv.   What constitutes an effective school support programme for beginner teachers?

1.5 RESEARCH AIMS AND OBJECTIVES

The research project explores beginner teachers' perceptions of school support to enhance their capabilities in relation to teacher education policy within the constructs of the Capability Approach. In fulfilment of this general aim, the following specific research objectives were identified:

i.   To explore beginner teachers' perceptions of their competences in relation to teacher education policy.

ii.   To identify the aspects of their capability sets that beginner teachers find most challenging.

iii.   To investigate the nature of current school support programmes to enhance beginner teachers' capability sets.

iv.   To investigate what constitutes an effective school support programme for beginner teachers.

1.6 RESEARCH DESIGN

The research project was conducted as follows:

▪   A study of the literature

- The empirical investigation
- Research design
- Research methods
- Participants

1.6.1 The literature study

The study commenced with a review of the current literature which included literature available on INSET practices; the Capability Approach; the National Framework Policy (2006) document; global trends in in-service training programmes for beginner teachers; experiences, beliefs, practices and attitudes of beginner teachers; and components of an in-service training programme. Interpreting relevant literature and documents, has broadened the scope of knowledge and strengthened perceptions of the aims of the study.

1.6.2 The empirical investigation

1.6.2.1 Research design

The phemomenological research design was applied in the study as it lends itself to trying to understand a particular phenomenon. It should be noted at the outset that there are many "phenomenologies" and that I have chosen an explicit Heideggerian approach. As a result, the methodology that underpins the study is interpretive and hermeneutic, rather than following Husserl's more descriptive and eidetic methods (Hoy, 1993). For the purposes of clarity, it is important to note the use of the term "hermeneutic" in relation to Heidegger's hermeneutic turn, and not in allegiance to any particular hermeneutic school of thought. The following four steps were observed throughout the phenomenological study: a) bracketing – the isolation of the pure phenomenon versus what is already known of the phenomenon; b) intuiting – to remain open to the meaning attributed to the phenomenon by those who have experienced it; c) analysing – categorising and making sense of the essential meanings of the phenomenon; and d) describing – getting to understand and define the phenomenon (Van Manen, 1990).

1.6.2.2 Research method

The research design adopted for the study was qualitative, applying multi-method strategies which included structured, open-ended interviews and document reviews. A qualitative approach in research enables the natural flow of events and processes in a naturalistic, unobtrusive setting. The interactive nature of this type of research is appealing as it includes interactive, face-to-face methods, which is imperative for data collection and analysis. Rossman and Rallis (2003) offer five characteristics of qualitative research: qualitative research is naturalistic; it draws on multiple methods that respect the humanity of participants in the study; it focuses on context; it is emergent and evolving; and it is fundamentally interpretive. This worked perfectly with the study's objective to be unobtrusive, especially when the interviews were conducted. Furthermore, it provided for a deeper understanding of the dynamic nature of the beginner teacher's experiences in the classroom.

1.6.2.3 Participants

Purposeful sampling was used as the target population was "an information-rich group". According to McMillan and Schumacher (2010), researchers will initially search for information-rich informants, groups, places and events from which to select sub-units for more extensive study. A purposeful sampling strategy allows for the selection of small groups or individuals who are likely to be knowledgeable and informative about the phenomenon of interest. A sample of six beginner teachers (two each) from three high schools in the Western Cape was selected, based on the eight education departments of the Western Cape Education Department. Concern was raised that the small number of participants might influence the contextual factors of the teachers' perceptions. However, De Vos (2002) reports that purposeful sampling is based entirely on the judgment of the researcher as it is composed of elements that contain the most characteristics representative of the typical attributes of the entire population.
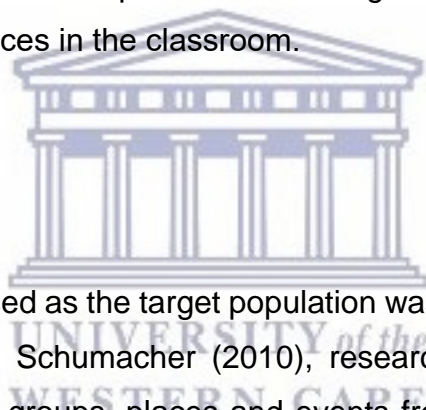
1.6.2.4Data gathering

Interviews (see 4.3.1) were conducted with the six beginner teachers on pre-arranged dates. The interview was considered appropriate as an enquiry method as confirmed by McNamara (1999) when he mentioned that interviews are particularly useful for getting the story behind a participant's experiences. The interviewer pursued detailed in-depth information around the topic. During this phase one interview each was conducted with the beginner teachers after school hours and at a neutral venue. The interviews lasted for approximately one hour each (see Appendix E for interview schedule). Prior to the interviews, the beginner teachers had an opportunity to familiarise themselves with the content of the policy document. The interviews were guided by and based on the reviewed literature that provided a great deal of information on how beginner teachers perceive the development of their capability sets against the NPF policy document. Interviews were widely used as the main data collecting instrument. During the interview process the researcher was able to apply excellent communication skills as the efficacy of data collection depends hugely on good listening skills. In order to achieve this, the researcher clearly identified the particular information that was sought through this method of enquiry. Cell phone technology was used to record the interviews which were backed up on an external drive. To facilitate effective data analysis, transcripts of the recordings were made as soon as possible following the interviews. This allowed for "completeness of the verbal interaction and provides material for reliability checks" (McMillan & Schumacher, 2010). Heideggerian's interpretive phenomenology provided a perspective for exploring the experiences of students and a lens for seeing the data (Pascal, Endacott & Lehmann, 2009).

The NPF (2006) policy document was used as a reference of comparative data in this study. The review of documents was appropriate as it is known as an unobtrusive method of inquiry and provided a rich framework from which participants operated (Marshall, Adams & Cameron, 1998).

Evidence from phenomenological research was derived from first-person reports of life experiences. The central principle to this approach determined the meaning that respondents attached to their experiences, and provided the study with comprehensive descriptions of such experiences. From these individual descriptions, general or

universal meanings − in other words, the essences of structures of the experience (Moustakas, 1994) – were derived.

1.6.2.5 Data analysis and reporting

Lending itself to being a continual process, data analysis took place during, rather than at the end of the qualitative research process. The process of data analysis was approached in a systematic, disciplined and transparent manner. Interpretation emerged from the data, from which explanations were continually developed, tested and refined. This explains the notion that the process of data analysis is fluid and can move back and forth between the following five steps which are widely used in a qualitative research design. Responses to interview questions underwent the following process for analysis (also refer to Appendix B for interview scale):

- Becoming familiar with the data.
- Focusing of the analysis.
- Categorising information.
- Identifying patterns and connections within and between categories.
- Interpreting the data.
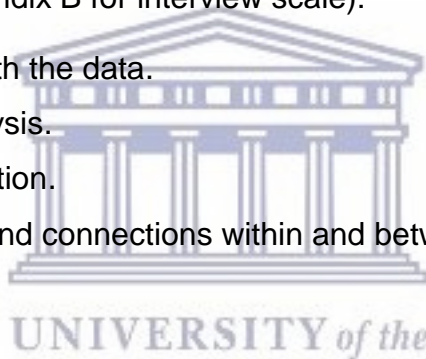
Empirical research involves the interpretation of data and a good deal of reporting of research could be classified as making interpretations claim (Arthur, 2012). In the research study, meaning and significance were attached to the analysis, and themes and connections were used to explain the study's findings. A key list was then drawn up of what was learnt through the study, and an outline was developed for presenting the results of the study. Gaps that were revealed during the study were identified and recommendations for further action were made.

1.6.2.6 Validity and reliability of the study

Validity and reliability of research are crucial in all social research regardless of disciplines and the method employed. Care was taken to make sure that the data gathered was accurate, authentic, and represent reality. Validity refers to the truthfulness of the researcher's claims and to the reality that these claims seek to represent (Kermansaravi, Navidian & Yaghoubinia, 2015).

1.7 DEMARCATION OF THE STUDY

There are currently over 500 public high schools in the Western Cape and for the purposes of practicability and feasibility of the study, it was not possible to include all high schools in the province in the study. Even though the possibility existed that the transferability may be impacted, the participants from three high schools (two beginner teachers each) seemed to have delivered the desired results.

1.8 ETHICAL CONSIDERATIONS

The University of the Western Cape's Research Policy (2009) was strictly observed throughout the entire research process. Aspects referring to the following guidelines were therefore adhered to: the process of consent was voluntary and participants were provided with detailed information to ensure informed consent; the entire process, including the method of data collection and the intended use thereof, was explained to participants when participants were requested to take part in the study; permission to undertake the study was obtained from the appropriate authorities, which include the Ethics Committee of the UWC and the Western Cape Education Department; an abstract containing a declaration of the research design and method for data collection accompanied these applications; and the privacy, confidentiality and anonymity of participants were respected and guaranteed. Furthermore, great care was taken with regard to confidentiality – participants' identities pertaining to all information collected in the course of the research remained confidential and will not be divulged to any other parties at any time. Permission was obtained for audio recordings done on a mobile phone. Voice recordings will be made available only on request for the university's assessment purposes of the research study and will be erased soon after completion and submission of the thesis. All other data was organised, stored and managed carefully in order to prevent loss, unauthorised access or divulgence of confidential information. Participants were informed of their right of refusal and the degree of confidentiality with which the data they provided will be handled. The findings of the research will be made available to the participants on their request. The researcher made sure to protect the integrity and reputation of the research by ensuring that the research was conducted to the highest standards. The process of selecting participants for the study was not based on gender, race, age, religion, social background or physical

abilities, but rather on the education district in which the school is situated. This benefitted the study in that it revealed varied perceptions of beginner teachers, which was based on their unique circumstances, namely the availability of resources, societal circumstances, and opportunities at the schools.

1.9 SIGNIFICANCE OF THE STUDY

With many schools across the country still deprived of resources, facilities and qualified teachers, the provision of quality education in South Africa remains a contentious issue. This much was acknowledged by the Department of Basic Education in a newspaper article dated January 30, 2014 ("Education quality 'needs to be improved'." *IOL News*). Modern South African classrooms are now more diverse than ever before, but newly appointed teachers and even those who have been in the profession for a long time are ill-equipped to deal with the growing demand for overall competence.

The study achieved in its aim to make a contribution with regard to the following:
- Providing the Western Cape Education Department with an empirically researched report on the perceptions of beginner teachers about their capability sets in relation to the teacher education policy.
- Developing a framework for a comprehensive programme of support to beginner teachers based on the findings of the study.

1.10 CHAPTER DIVISION

Chapter 1: Background of the study

The chapter provides introductory remarks which set the scene for the study. An introduction elaborates on the education dilemma and current situation of INSET in South Africa along with the government's commitment and requirements to improve the *status quo* of teaching in South Africa. The rationale, main aims and objectives of the study, research questions, research design and methodology as well as the division of chapters are introduced in Chapter 1.

Chapter 2: Literature study

Chapter 2 is focusing on the literature review which is the foundation on which the study is resting. An overview is provided of the following: definitions of terms; the Capability Approach; NPF (2006) policy document; experiences, beliefs, practices and attitudes of beginner teachers; global trends in teacher training and development; support and training for beginner teachers in South Africa; the components of an effective support programme for beginner teachers; a global perspective on teacher education programmes; challenges of beginner teachers in South Africa, and a mentoring approach to school support for beginner teachers.

Chapter 3: Research design and methodology

In this chapter the research design and methodology as underpinned by the phenomenological paradigm are exposited. Arguments for the use of this paradigm are put forward as this method lends itself to providing an understanding of a particular phenomenon of interest within its lived world. Phenomenology as a research methodology allows for using mixed qualitative methods, which will be employed in the research study. This is followed by a discussion of the research process and sampling procedures used at the relevant schools. Issues of validity and reliability are discussed, followed by a section elaborating on how the data analysis is done. The chapter ends with the ethical considerations involved in the study, including issues of consent, voluntary participation and privacy concerns.

Chapter 4: Report and discussion of the data

In this chapter, the focus is shifting to the results relating to research question 4. The aim is to present a richly descriptive, analytical account of beginner teachers' experiences during the first year of teaching. At the beginning of the chapter an analysis and presentation of the qualitative data, i.e. the interview responses of students that were presented verbatim, is discussed. This means that expressions, grammar and wording are presented as per the direct words of the respondents. Emerging themes that present itself are identified for recommendations of further action to take place.

Chapter 5: **The capabilities approach: an analysis of the data**

A detailed analysis of the data in relation to the capabilities approach, capability sets as well as policy relating to these.

Chapter 6: Development of a mentoring model for beginner teachers at high schools in the Western Cape

A mentoring model designed and developed by the researcher with the aim of contributing to knowledge in the field of teacher education will be presented in this chapter. The various elements of such a mentoring programme are discussed as well as the advantages and disadvantages thereof.

Chapter 7: Summary, findings and recommendations

This chapter provides a theoretical summary of the study and serves as a response to the main research question. Summarising the logic of the study, reflecting on the preceding chapters in relation to that which have been extrapolated from the study, and summarising the value added by the study, this is the final chapter. The chapter refers to the following aspects which are discussed in previous chapters:

- Current structure of support for the development of beginner teachers in South Africa.
- Beginner teachers' perceptions of support of their capabilities in relation to the competences of the teacher education policy.

Finally, a summary of the key findings of the research study are presented.

1.11 CONCLUSION

In conclusion, it is the perspective of the researcher that there is more research to be done on the topic as explained in this research study, and that this particular research project may become a theoretical foundation for further action and enquiry into the nature and value of the implementation of a support programme for beginner teachers. If successful as a pilot project, this research would make a profound and meaningful contribution to the development and preparedness of new teachers as well as an overall improvement in the quality of teaching and learning. It is also hoped that as an extension thereof, it will contribute to improved appreciation for and understanding of the importance of a support programme incorporating teacher training and its all-permeating outcomes.

Figure 6.1 provides an illustration of the mentoring model developed in answer to the aims and objectives of the study.
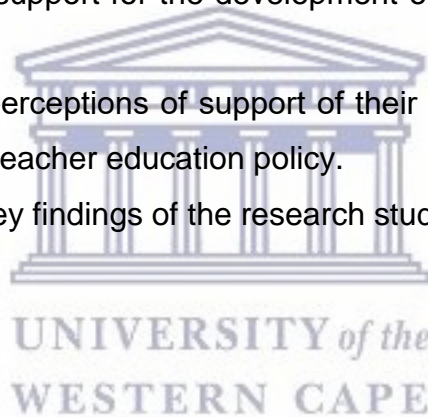
2 CHAPTER 2: LITERATURE STUDY

2.1 INTRODUCTION

In recent years there has been a deliberate shift by scholars and authors from using the term "teacher training" to using the term "teacher education". They argue that "the development of teachers should not be solely concerned with training (to teach), as this runs the risk of neglecting both a whole tradition of teacher preparation and a whole area of school and schooling" (Graves, 1996). The term "teacher education" is also more inclusive with reference to the full range of competencies that a teacher should acquire to become a teacher in the true sense of the word. This encompasses having knowledge of the subject matter and the ability to impart it; the capability and skill to manage and control a classroom with an ever-increasing and diverse learner community with various behavioural issues and learning styles; and the ability to deal with the administrative load. The term "teacher education" thus allows for a historical investigation of all these areas related to teacher competence.

In this context, the research question of the study is to explore beginner teachers' perceptions of their competences in relation to teacher education policy; to identify the aspects of their capability sets that beginner teachers find most challenging; to further investigate the nature of current school support programmes to enhance beginner teachers' capability sets and to investigate what constitutes an effective school support programme for beginner teachers. These policies will be linked specifically to the Capability Approach as developed by Amartya Sen (1992). This chapter will therefore present a study of the literature which provides the background to, and inform the theoretical frame work for the study. In an effort to answer these research questions it is necessary not only to put in place strategies to support beginner teachers, but to investigate, monitor and evaluate the impact of the policies as it will determine their capabilities sets in relation thereto.

Even though the literature study covers a wide variety of issues relating to teacher education, this chapter focuses mainly on supporting and developing the beginner teachers' competence in relation to teacher education policy.

2.2 PROVISION OF EDUCATION IN SOUTH AFRICA – AN HISTORICAL PERSPECTIVE

In this section, the data extrapolated from the literature study substantiates the assertion by Booyse, Le Roux, Seroto, & Wolhuter, 2013; Maarman, 2009; Wolhuter, 2014 that both history of education as a discipline and the historiography of South African education are controversial and that teacher education programmes have been severely marginalised. By highlighting the history of teacher education and the challenges that were experienced over the course of history in this literature study, it not only hopes to bring about an appreciation of the importance of teacher education across the generations but also to foster greater understanding of past events that shaped the current education systems, theories and policies relating to teacher education. If, therefore, there is an assumption that beginner teachers need more support in order to acquire the competencies as set out in the current teacher education policy, it would necessitate a comprehensive study of the history of teacher education. Given this information, it is important for the study to investigate how past people, experiences and influences have impacted on the modern perspective of teacher education as it is known today.
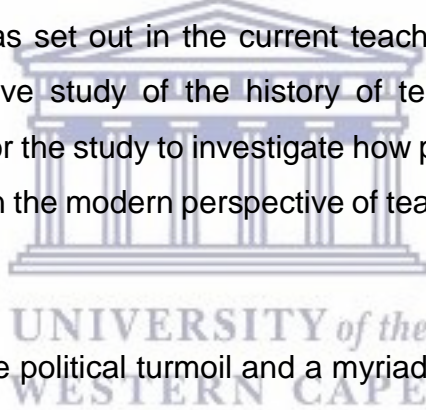
In addition to and amidst the political turmoil and a myriad of challenges brought about by the new democratic dispensation in South Africa, the past two decades have also been characterised by education, and specifically teacher education, being the subject of considerable change. Transforming education, with its roots deeply entrenched in colonialism, is one of the greatest challenges faced by South African society. Meerkotter & Van den Berg (1994) aptly note that "education has no meaning if it merely denotes the redecoration of what is essentially Euro-American-centred education". The need therefore exists to develop a schooling system as true as possible to the South African context, which closely represents a young democracy with its unique blend of diversity.

However, the issue of policy change and implementation has always been a contentious one. According to Haddad and Demsky (1995), education policy development should be based on solid knowledge along three dimensions:

i. A diagnosis of the sector itself drawing on data, research, experience and international knowledge;

ii. Contextual analysis of the economic, political, demographic, social and cultural conditions and prospects; and

iii. An assessment of the interest groups, their rationalities and roles in educational change, and the processes through which trade-offs are accomplished among them.

This contextual analysis may be influenced by external sources, but for the analysis to be effective it should be internalised and locally owned. The study willy therefore focus on how the above dimensions were included over the years of policy development and how these policies culminated into what beginner teachers are assessed against in current teacher education policies. An important aspect of this section is related to the research aim of investigating the nature of current school support programmes to enhance beginner teachers' capability sets.

For decades the experiences of practice teaching occurred during the last year of the preparation programme and lasted approximately six to eight weeks. According to European Trade Union Committee for Education (2008), teacher education has always provided opportunities for prospective teachers to do practice teaching in school settings while still in their preparation programmes. They state that in many of these programmes this was the only experience that prospective teachers had in schools or with learners. The typical experience included a mentee-mentor system where a student teacher would be placed in the care of a more experienced teacher for guidance and support. In addition to this, a teacher education faculty member would provide a minimum of three visits to observe how the prospective teacher teaches.

Woodring (2006) describes the oldest form of teacher education as: "… the observation and emulation of a master. Plato learned to teach by sitting at the feet of Socrates and Aristotle learned from Plato". Learning was not only done through instruction but also by means of reciting ancient myths and stories which students would learn by rote. Students acquired skills by observing their elders who were fishers, artisans, lawyers, etc. and would emulate what they saw (Ducharme & Ducharme, 2002).

In the past decade, the issue of teacher education, specifically initial teacher education, has been a topic of interest across the world. Many changes have taken place in respect of not only the long overdue acknowledgement and recognition of the capacity of schools, but also teacher competence and issues relating to the development of newly appointed teachers. This section of the chapter will therefore take a closer look at the history of teacher education and how it has been shaped through the course of history with regard to different trends and models used across the world.

For the purpose of the study, the provision of education in South African will be divided into five significant phases which will be discussed in detail below. The timeframes for these phases are:

- Pre-colonial education–1652
- 1652–1910
- 1910–1948
- The Apartheid era (1948–1994)
- 1994–Today
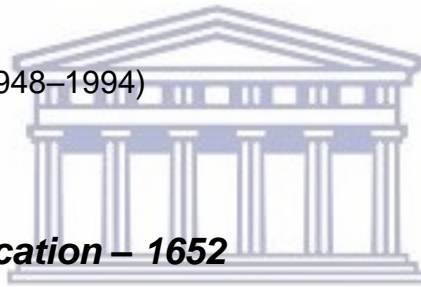
2.2.1 Pre-colonial education – 1652

The era before the British Settlers descended on South Africa was mainly characterised by subsistence farming and no formal schooling. However, it should not be assumed that no education was taking place at the time. "All societies have ways of teaching people the specific knowledge that the society values" (Christie, 1985). The transfer of skills and knowledge was part of the daily life of the hunter-gathering Khoi and herding San people as well as other indigenous tribes. Acquiring skills and knowledge was aimed at satisfying the basic needs of the group, such as nutrition and security (Booyse et al., 2013). Young people learned how to work through experience by doing tasks and from observing how older members in the community worked; they learned about their history and traditions through songs, poems and storytelling. Rock paintings and engravings created by the small bands of the San hunter-gatherers were used as a means of communication and expression. Religious and cultural rituals performed by the people in the Cape Colony also had an impact on the provision of education. The sun and moon were important determinants for the manifestation of a supreme being associated with heaven (Booyse et al., 2013). Other indigenous groups believed in the

power of ancestry which moulded their social constructs and living world. Language learning was also an important part of the "curriculum".

Education was reflected through cultural ceremonies, ornaments, pictures, crafts, musical instruments, weaponry, tools and utensils (Booyse et al., 2013). Laws, moral principles and obligations to ancestral spirits and others were also part of indigenous education. A pastoralist lifestyle, herding sheep and cattle were later adopted by the Khoisan people. At around the same time, Bantu-speaking agropastoralists began arriving in Southern Africa. Regional trade and craft specialisation were brought about by gaining valuable knowledge and skills in metallurgy and the processing of iron, copper, tin and gold in the mining sector. In archaeological sites such as Mapungubwe and Thulamela in the Limpopo Valley, evidence of sophisticated political and material cultures exists, which has partially become part of the East African trading economy (www.gov.za, 2016).

Given the above information in relation to the significance of teacher education today, and even with little or no formal education that took place at the time, the importance of transferring skills and knowledge through mentorship still took centre stage. Adults had the responsibility of transferring cultural values and skills. They used proverbs, tales, folklore and songs to explain relationships between ancestors and gods, and these were also used as moral and educational mechanisms to inculcate value systems.

2.2.2 1652 – 1910

After 1652, Europeans from different countries began to settle at the Cape. The first settlers were part of a trading company called the Dutch East India Trading Company (DEIC). The trading post attracted different groups of people to the Cape. During this time there were very few schools at the Cape. The DEIC did not give much attention to education. Schooling was not free, nor compulsory. Not all white children attended school and the first school in the Cape was for slaves who were mostly adults (Hartshorne, 1992). When the British took over the Cape from the Dutch in 1815, they set up a system of government control in the Cape that was similar to British colonies in other parts of the worlds. Colonial education meant that English became the official

language and numerous attempts were made to anglicise the church, the government and schools.

The initial approach was "education for all" under James Rose-Innes. However, his successor, Langham Dale, resorted to segregation because of the economic and social system the British already inherited from the Dutch; so it was under British rule that schooling became segregated. Although the provision of schooling became better organised, education developed along the lines of social class – richer parents would send their children to private schools and secondary schooling was only available to those who could pay for it. After 1893, schooling was subsidised but still not compulsory. The great inequalities between town and country meant that many "trekboer" children received very little education (Christie, 1985). Most African people did not receive any education at all or did not attend school regularly. Subsequently, there were a few well-educated Africans who could take up positions as teachers or other professionals. Education continued to be provided along racial lines.

The colonial government became involved in the supply of education to white children and for such schools teachers were imported from the Netherlands and, after 1810, from England. At the same time, as in Europe, a pupil-teacher system developed (i.e. a monitorial system, similar to the schools of Lancaster and Bell in England). Eventually, from the schools which served as centres of apprenticeship, teachers' training colleges evolved. This occurred towards the end of the 19th century, in the major towns of Cape Town, Wellington, Grahamstown and Robertson (Behr, 1988). Education for non-white South Africans was originally provided for only by missionary organisations. From the beginning of the 19th century, missionaries from Europe came to South Africa in large numbers, so much so that, according to Christie (1985), by the end of the 19th century, there were more missionaries in South Africa than anywhere else in the world. The typical mission station invariably included a school (Wolhuter, 2014). To train teachers, mission schools also employed the monitorial system which was later supplemented by mission teacher training colleges. The first college was established at Genadendal (a Moravian mission station) in 1838 – long before there were any white teacher training colleges. In 1874, the pupil-teacher system, as practised in the Cape, was adopted by the Inspector-General of Education, the Rev. John Brebner (Behr, 1988). The legislature of the Orange Free State decided to establish a teachers' training college in

Bloemfontein (the capital of the Orange Free State) in 1898, but the outbreak of the South African war in 1899 prevented this plan from being carried out until 1902. Teachers were also imported from the Netherlands but after the Transvaal became a British colony in 1902, the colonial administration was reluctant to continue importing teachers from the Netherlands. As a consequence, the Pretoria Normal College (a teachers' training college) was established.

After the Anglo-Boer war, the British developed a system of free compulsory education for whites as well as university and technical education and teacher training. Black education was still not made free, nor was it made compulsory. Between 1906 and 1922, the state funded the establishment of 184 mission schools which now made it possible for black children to attend schools free of charge. Approximately 310 teachers and nearly 10 000 pupils were recorded to have attended these missions schools. In retaliation and as a defence mechanism against the anglicising of missionaries in the South African Education system, Christian National Education (CNE) was implemented in the former Transvaal and Orange Free State provinces since1878 but especially since 1902. CNE has originated in the 15th century in Europe where Christianity played an important role in the establishment of the first schools in especially the Netherlands, Germany, France and Scotland. The ideas of the Reformist Martin Luther had a large influence on the educational philosophy of the Afrikaner. Luther accentuated two reasons for sending children to school: to prepare them for the Christian ministry and to become "well-educated boys and young men for the state management". Afrikaans was accepted as language of instruction and was implemented and promulgated, until the early 1990s, as part of an ideology rather than a philosophy applied to all spheres of life (Van Eeden & Vermeulen, 2011).

During this period, little formality or uniformity of curriculum, examinations and qualifications existed in African teacher training until the early years of the 20th century. There were huge differences between institutions. According to Hartshorne (1992), Table 2.1 below compares the teacher education qualifications in Natal at the time to more modern educational levels:

Table 2-1: Teacher education qualification levels in Natal

NATAL

TEACHER EDUCATION QUALIFICATION	EQUAL TO LEVEL OF EDUCATION
Third Class Teacher's Certificate	Standard 4
Second Class Teacher's Certificate	Standard 5
First Class Teacher's Certificate	Standard 6

In Cape Town, the initial entrance requirement for a Third Class Certificate was Standard 4, which increased to Standard 6 by 1901. After Standard 6, student teachers in the Cape went on to do a three-year teacher's course which was known as a T3.

Only a few students completed this course and those who failed went into the schools as unqualified teachers. Provision for African teachers at secondary level was very limited, as the only teacher training they were able to obtain was at some of the better mission schools like Lovedale (Kallaway, 2002).

A pupil-teacher system, modelled on the British pattern, was introduced, but the system did not produce many teachers Natal depended heavily on imported teachers from England and Scotland. (Behr, 1988). A teachers' training college was established in Pietermaritzburg (the Natal capital) in 1909 but, as was the case in Bloemfontein and Pretoria, the college catered for the white section of the population only (Wolhuter, 2014).

Until 1910, teacher training in the Cape continued to be the function of the mission churches, with limited state intervention in the form of grants-in-aid for teacher training which became available from 1841. The sentiments of the Committee of the Privy Council on Education were made clear in a memorandum issued in 1847, which suggested that future teachers should first be apprentices from 13 to 19 years of age at "the day school of industry" and then admitted to normal schools. The main objective with this training was "formation of character". It would be strongly condemned if an apprentice teacher was seen as separate to his or her own class of society just because he or she was dressed in formal clothing. This notion was reiterated by Langham Dale, Superintendent-General of Education in 1863, who reported: "We require Native

teachers without that over-refinement which elevates the individual too much above his fellows" (Hartshorne, 1992).

Bearing the above information in mind, it can thus be argued that, given this period in which emerging apprenticeships were prevalent, "it will take more than the exchange of information typical of 'make and take' top-down centralized models for professional development programmes" as stated in Butler and Leahy (2005), if significant change were to be brought about in support for beginner teachers. Research findings indicate that informal contact and communication between teachers is the most prevalent form of transferring knowledge (Hooker, 2008).

2.2.3 1910 – 1948

The American influence on the South African education system has made its mark when Dr C. T. Loram from the Teachers College at Columbia University, New York, was tasked to supervise and inspect the four existing African teacher training schools in Natal in 1917 (Bond & Russel, 2003). Loram started revising the approach to teacher training, and the three main features of his plan were:

  i.   student teachers should be consulted in drawing up the syllabuses;
  ii. professional training for student teachers, rather than focusing on traditional academic subjects, should be implemented; and
  iii. there should be a shift to "industrial subjects" for primary school learners.

In 1935, the interdepartmental Committee on Native Education was appointed, which recommended the training of women teachers to supervise and advise small groups of primary schools, especially where there were unqualified teachers. The committee also recommended that training courses in the four provinces should be coordinated and a uniform policy established for admission to the courses. Between 1935 and 1948, the number of training colleges as well as students in South Africa increased phenomenally. When the National Party came into power in 1948, changes in educational policy and leadership could not be averted.

What is very evident of this phase is that it was characterised by continued growth in the number of teacher training institutions and student teachers as well as the restructuring of curricula for course content and the way these institutions were subsidised by the

state. During this period, the number of teachers also doubled from approximately 10 000 in 1910 to 20 000 in 1921. These increases were mainly brought about by increased spending on and provision of facilities for teacher training (Booyse et al., 2013). This has significance for looking at the perceptions of beginner teachers today since the general sentiment is that given the fact that the quality of support and provision of resources for teacher development have been placed on the back burner, the provision of schooling has also deteriorated in recent times.

2.2.4 The apartheid era

2.2.4.1 The period 1949–1960

After the election of the Nationalist Party in 1948 and the subsequent strengthening of apartheid policies in the 1950s, the racially divided teacher education became entrenched in various forms of differentiation and discrimination. In 1949, the Eiselen Commission was appointed to look after African education. The Commission recommended "resorting to radical measures" for the effective reform of Bantu education. With the passing of the Bantu Education Act in 1953, all schools for Africans had to be registered with the government, which led to the closing down of almost all mission schools. This was the beginning of the infamous system of apartheid education followed by protests by black teachers and students (Christie, 1985).

After 1948, teacher training colleges mushroomed in the homelands. The establishment of these colleges were driven not only by the need for trained teachers in the enrolment boom which followed the establishment of the Ministry of Bantu Education, but also by two other factors. Firstly, teacher training was one of the few avenues of higher education and upward social mobility available to African people, which led to a high individual demand for teacher training education. Secondly, for the political leaders of the homelands, building colleges of education quickly became a source of status and patronage (Parker, 2002). By 1981, there were 37 training colleges for black teachers (Vos & Barnard, 1984), reaching a peak of 120 by 1994 (Parker, 2002). This led to the undesirable situation of a steady supply of unemployed teachers by the early 1990s, while at the same time black schools had many unqualified or underqualified teachers who had acquired their tenured positions before the onset of the surplus of teachers.

Besides colleges, the black universities (by 1994 every homeland had a university) also trained secondary school teachers. Pupil-teacher training was also phased out for "coloureds" and replaced by colleges of education which trained both primary and secondary school teachers. The University of the Western Cape which was established for the "coloured" population group in 1961 also trained secondary school teachers (Wolhuter, 2014).

2.2.4.2 The period 1960–1980

As part of the broader policy of apartheid or separate development, training provided for blacks were to be separate and distinct from that provided for other sectors of the South African student teaching population. These institutions were to be built in the homelands, not in the urban areas. By 1970, the number of training colleges had been reduced from 45 to 33. By 1980, there were 55 teacher training colleges, 18 of which were in the newly established "independent" homelands of Transkei, Bophuthatswana and Venda (TBV). Hartshorne (1992) also draws from his personal experience, while visiting these colleges, that it was difficult to assess the quality of teacher education as there had been no standardised level of competencies.
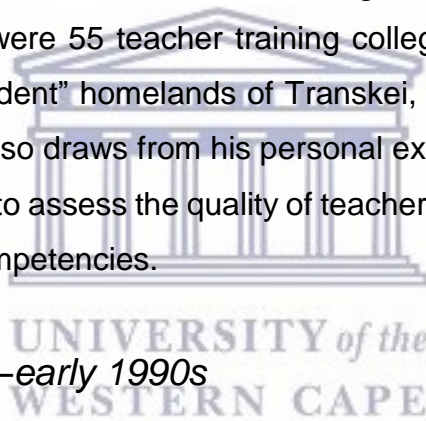
2.2.4.3 The period 1980–early 1990s

In 1981, the HSRC (De Lange) Committee of Investigation into education recommended that more black teachers be trained to keep pace with the kind of programme the HSRC report had in mind. The number of black teachers had to increase to about 240 000 by the year 2000. By 1988, this number had grown to about 170 000. In 1983, there was a rapid increase in the number of colleges under the Department of Education and Training (DET) with a marked improvement in the qualifications of black staff. This was due to the higher entry requirements for teacher training.

A centralised in-service training model adopted by the DET was introduced in 1980. The DET built a well-equipped in-service college in Soshanguwe where it offered courses which were well attended by teachers. Subsequently, in 1986, there was a move to the modular American "competency-based" instruction model where a student first had to master 90 percent of the material before they could move onto the next module. This

was the introduction of the "efficiency" approach in teacher education (Hartshorne, 1992).

This era has been dominated by a focus on the education of black people and resistance against the seemingly inferior levels of education provided to the non-white population of South Africa. Not only was provision of schooling hampered by financial constraints and a shortage of teachers but teachers and students were no longer willing to compromise their educational standards due to disparity and discrimination based on race. Policy makers were brought to the realisation that their often "sound education policy" (Booyse et al., 2013) created more problems and were more detrimental rather than beneficial to the status quo of the country's education system at the time. It is therefore important that policy makers are sensitive to the needs and desires of the teaching community.

2.2.5 The period 1994–today

By the end of the apartheid era, there were 19 different departments responsible for teacher education in South Africa. Colleges overseen by the Department of Education and Training (DET) and Bantustan departments of education were responsible for training African primary school teachers. It is estimated that there were more than 120 primary school teachers' colleges within the Bantustans alone. In an attempt to redress the past, the department of education introduced the merger system involving various institutions. The costing for such an initiative was inadequate, and insufficient funding created further inequality. In some cases, particularly in the former Bantustans, poverty-stricken institutions were combined to make one large, equally poor one. African secondary school teachers were mainly trained in the Bantustan-based universities (Cezula, 2015).

In the policy-making context, debate raged around the degree of flexibility that should be given to colleges (Chisholm, 2009). Teacher education colleges now had less autonomy than universities or technikons. A council for each institution dealt with administrative, financial and academic matters, and was directly responsible to a government ministry of education. Curricula and examinations were controlled by provincial departments in white colleges, the House of Delegates for Indian students, the House of Representatives for "coloured" students, and by DET or homeland

departments of education in the case of the colleges of education for black students. This control meant that many teacher education colleges for African student teachers operated essentially as secondary schools rather than as tertiary institutions (Gordon, 2009).

The post-apartheid government of 1994 inherited one of the most unequal societies in the world. Decades of social and economic discrimination against black South Africans left a legacy of income inequality along racial lines (Jansen & Taylor, 2003). In 1994, there were many colleges for training teachers, all of which were administered along racial and ethnic lines by provincial administrations and by various "separate development" political structures. Drastic measures to redress and reshape these inequalities were taken and as a result a single national department of education was created. The creation of non-discriminatory school environments into which access was gained on the basis of criteria other than race or religion was also a very significant achievement of the new government. This was followed by the creation of new institutional typologies as one of the most recent accomplishments; this includes the creation of 50 Further Education and Training Colleges (FETs) out of 150, the incorporation of colleges of education into universities, and the merging of technikons and universities in various combinations (Booyse et al., 2013). The number of Education graduates has more than doubled over 10 years (see Table 2.2). In 1994, there were 85 220 graduates in the field of Education. By 2004, there was a total of 184 827 graduates captured on the NLRD who had achieved an NQF Level 6–8 qualification in the field of Education.

Table 2-2: Availability of graduates in the field of Education (1994, 1999, 2004)

NQF	1994	1999	2004
6	1 937	4 839	6 051
7	78 525	121 018	169 138
8	4 758	7 302	9 638
TOTAL	85 220	133 159	184 827

Source: SAQA (2007)

- Level 6 consists of national diplomas and three-year first degrees.
- Level 7 contains all higher diplomas, post-graduate diplomas, four-year degrees (including B Tech degrees) and honours degrees.
- Level 8 includes master's degrees and diplomas, laureate diplomas and doctoral degrees.

2.3 TEACHER EDUCATION POLICIES IN SOUTH   AFRICA   FROM 1960 ONWARDS AND ITS IMPACT

2.3.1 Development of teacher education policies

Due to the global economic order (Hofmeyr & Hall, 1996; Jansen &Taylor, 2003), South Africa has aligned its teacher education policies with the international order and the national dialogue accommodates international debates about teacher quality. Consequently, teacher education, initial professional education of teachers (IPET) and continuing professional teacher development (CPTD) (DoE, 2007) are attracting unprecedented attention. South Africa's National Policy Framework for Teacher Education (NPFTED) (DoE, 2006), and the Department of Higher Education and Training's (DHET) and Department of Basic Education's (DBE) Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011–2015 (DBE & DHET, 2011) show that impressive progress has been made in education legislation, policy development, curriculum reform and the implementation thereof.

The following timeline (Booyse et al., 2013) provides us with a deeper understanding of how policies and policy changes took place from 1960 to 1994:

1960 – became the watershed year in South African politics: continuous political wrangling, protest action and radical demands intensified as black consciousness and resistance against white domination increased

1962 – National Advisory Education Council was established

1963 – Wentzel Commission of Enquiry on differentiation in the Orange Free State

– Lighton Commission of Enquiry on differentiation in Natal

– Coloured Persons' Education Act 47

– Advisory Board for Bantu Education was established

– Control of education in Transkei transferred

1964 – Robbertse Committee to investigate differentiation

1965 – Indian Education Act 61

1967 – National Education Policy Act 39

– Educational Services Act 41

1968 – New primary school syllabi introduced in black schools

1971 – National policy on differentiation announced; introduced in 1973

– Proclamation issued about concepts used in National Education Policy Act

– First separate schools for Indians in Port Elizabeth

1976 – Soweto unrest

– Justice Cillié appointed to investigate unrest; report made available in 1980

1979 – Education and Training Act 90

1980 – HSRC requested to investigate guidelines for education policy; report made available

1983 – White Paper on provision of education

1984 – National Policy for General Education Affairs Act 76

1985 – Soweto Parents' Crisis Committee formed and First National Consultative

– Conference held (people's education)

1986 – National Education Policy Amendment Act (House of Assembly) 103

– Education Affairs Act (House of Assembly) 70

– National Education Crisis Committee founded

– Second National Consultative Conference held in March

– Reports that PE syllabi for English and History have been completed

1987 – All meetings by NECC prohibited

– United National Teachers' Union founded in November

1988 – Unity achieved by a large number of teachers' organisations

– More organisations (mainly 'coloured') restricted by government

1989 – Church organisation become fully involved in education struggle

– Fourth National Consultative Conference held by NECC2

1990 – National Education Policy Investigation (NEPI)

1991 – Education Renewal Strategy Discussion Document

1992 – ANC Centre for Education Policy and Development established

– Joint working Group on education established

– Decision to establish National Education and Training Forum

– Government implements new models for white schools

1993 – Education Renewal Strategy: Management Solutions for Education in SA

– National Education Policy Conference in December

– Teachers launch national strike in August

1994 – Policy Framework for Education and Training was established

In the early and mid-1990s, debate raged around the degree of flexibility that should be given to colleges. The National Commission on Higher Education (NCHE) proposed that they be incorporated into universities. Policy research with college interests in mind advised that they be restructured rather than expanded or closed. The College Council of Education Rectors of South Africa was of the view that colleges should retain a degree of autonomy, and should be given councils and senates where they did not have them; in addition, a National Council for Teacher Education should be formed to set in place a process for colleges which did not have the capacity to become fully fledged institutions of higher education (Chisholm, 2009).

In the 1990s, many colleges of education were closed; from 2001, the remainder were incorporated into the faculties, schools and departments of education at universities. Teacher education was also affected by the massive restructuring of the university sector through a complicated process of mergers and incorporations that took place from 2002 to 2005. The result was not only a transformed tertiary sector but also a significant reduction in the number of institutions offering teacher education programmes.

Policies implemented from 1996 onwards intended to transform the teacher education system so that it could meet the democratic and equity ideals of the new South Africa. Policy recommendations by the democratic movement and the guidelines of the new Constitution meant that teacher education became part of the tertiary sector – that is, education that takes place after secondary school. A single national teacher education system was achieved through two interrelated, and extremely complex, processes.

The formal incorporation of colleges of education into existing universities and universities of technology reduced the number of universities and universities of technology offering teacher education qualifications from 32 to 26. Teacher education curriculum changes started to put pressure on institutions with the introduction of the

Norms and Standards for Teacher Education in 1997. This introduced a national core curriculum based on seven roles of teachers and linked teacher education to the National Qualifications Framework (NQF). Outcomes-based education, which was introduced in 1997, also presupposed the existence of well-qualified teachers who were experts in their subject matter. Ironically, the processes aimed at ensuring that such teachers came into existence were highly complex and short-circuited by the complexities and unintended consequences of absorption and merger (Chisholm, 2009).

In 1997, the White Paper 3 on higher education – A Programme for the Transformation of Higher Education was published by the Department of Education. It proposed the general principles and values for change in the tertiary sector. A government review of macroeconomic policy led to the introduction of the Growth, Employment and Redistribution (GEAR) strategy and its tight fiscal framework. This had a direct bearing on the tertiary sector. There was also uncertainty about funding arrangements for subsidising students, and this made it difficult for tertiary institutions to plan their budgets. By 2000, the viability of a number of universities and technikons were threatened; only a few were financially healthy, and the rest experienced financial difficulties due to weak management, inefficient administration and declining enrolments from 1998 to 2000 (Gordon, 2009). To deal with this, the Department of Education (DoE), in partnership with the Council on Higher Education (CHE), continued with the restructuring of the sector. The aim was to enhance institutional capacity to produce quality education.

A report by the CHE − The Shape and Size of the Higher Education System – presented to the Department of Education in 2000, confirmed the serious plight of many institutions, particularly historically disadvantaged institutions (HDIs). In response to this, the National Plan for Higher Education in South Africa was announced in 2001, which provided for the restructuring of the higher education sector. Basically, this national initiative focused on reducing the number of institutions in an attempt to improve the efficiency of the system. A new higher education funding framework followed in 2003, which placed teacher education in the lowest subsidy category. As a result teacher education was regarded as somehow less important than other university faculties. These changes radically transformed the higher education landscape. As of 1

January 2005, the public higher education sector consists of 23 higher education institutions. These institutions are now sorted into three categories:

i.   eleven "traditional" research-focused universities;

ii.   six universities of technology (formerly technikons); and

iii. six new "comprehensive" universities combining academic and vocationally oriented education which are aimed at enhancing student access and market responsiveness and expanding research opportunities.

The National Plan for Higher Education of 2001 provided for the establishment of national institutes in the two provinces that had lacked provision of higher education, the Northern Cape and Mpumalanga. These institutes were established in 2003 and 2006, respectively. They serve as the administrative and governance hubs for higher education programmes provided in their provinces by higher education institutions which are based in one of the other seven provinces. Naturally, this process has had an enormous impact, not only on tertiary education as a whole, but also specifically on the education of teachers. The impact of these policies on teaching and teacher education will be discussed below.
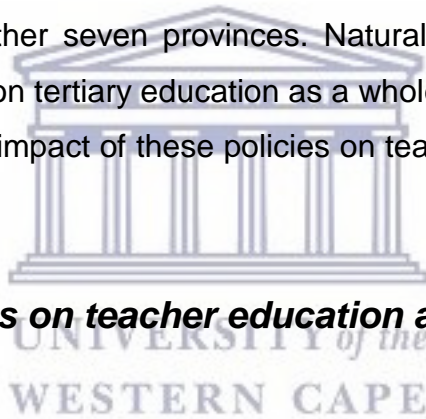
2.3.2 Impact of policies on teacher education and development

"Policy is text and action, words and deeds; it is what is enacted as well as what is intended" (Ball, 1994). This view of "policy" is an important springboard for the ways we might think about policy problematisation. In particular, Ball's notion of enactment signals the ways policy interacts with thinking and practice, or the "collective efforts of interpretation and translation (creative enactment) and the policies are enacted in material conditions, with varying resources, in relation to particular 'problems' that are constructed nationally and locally" (Ball, Maguire, Braun & Hoskins, 2011).

In pre-democratic South Africa, for many black teachers neither their school education nor their teacher training obliged them to study Mathematics or Science. Teachers were required to teach a new curriculum and exhibit a set of competencies that the most highly skilled professionals anywhere in the developed world would have found difficult to demonstrate in the context of the many discrepancies in the manner in which schools

were funded and resourced throughout South Africa. Poorly equipped schools situated in rural areas were the most negatively affected.

Even before apartheid ended, various stakeholder groups were already thinking about new education policies. These initiatives were the first steps in building an inspirational vision of post-apartheid South Africa's education and training system. The National Education Policy Initiative (NEPI), a project carried out by the National Education Co-ordinating Committee (NECC) between 1990 and 1992, began a process of policy debate. NEPI critically examined policy options in all areas of education, based on the ideals of the broad democratic movement. There was consultation with all major stakeholders, including teacher organisations, organisations in the democratic movement, civic organisations and teacher educators. Working groups of education and training stakeholders developed discussion papers covering most areas of education. The working group on the teacher education system recommended that the colleges of education should play a central role in training teachers. They also recommended that policy should take both urban and rural needs into account, and capacity-building measures should focus on rural black colleges. A suggestion to close poorly functioning colleges was rejected on the grounds that this would waste existing resources.

In 1993, the African National Congress established the Centre for Education Policy Development (CEPD) to prepare new education policies for a post-apartheid South Africa. There was overwhelming agreement within the ANC and among other sections of the liberation movement, including organisations of education stakeholders, on three issues: the inequalities created by apartheid were very deep, and equality could only come about through a completely transformed system of education and training; transformation of education would take time because the education cycle is long and the benefits of good education accumulate over a lifetime. This, as a matter of urgency, needed some immediate steps to be taken to achieve redress.

The development of a broad vision for transforming education was spearheaded by the CEPD and captured in the ANC's publication, A Policy Framework for Education and Training. Published in January 1994, it was commonly known as the Yellow Book because of the colour of its cover. Policy details were elaborated in the Implementation Plan for Education and Training also published in 1994. In the Yellow Book it was

proposed that the national government would have central responsibility for the provision of higher education, and that the national system of higher education would consist of universities, technikons and teacher training colleges. Teacher education should ensure unity of purpose and standards across the sector. This would all be led by a national Ministry of Education and Training. Eventually, two separate ministries were created – Education and Labour.

Transformation of teacher education in South Africa, following the election of the new democratic government in 1994, was an extremely complex process, which eventually led to the incorporation of teacher training institutions into universities. The first White Paper on Education and Training, published by the Department of Education in 1995, recommended an investigation that became known as the Teacher Audit. The Audit set out to analyse teacher supply, demand and use in order to develop models for future needs. All teacher education institutions and programmes were assessed in terms of staffing, governance and the quality of their programmes. The authors pointed out that the teacher training system was fragmented as there was no collaboration between the many different education systems responsible for teacher education. Common problems were inadequate governance and administrative systems, the poor quality of teaching and learning, and low output rates. Institutions located in geographically isolated rural areas were not cost effective because enrolments were low.

Mary Metcalfe, chairperson of the Dean's Forum, commented in a Sunday Times article in 2008 on the quality of education that had been offered in colleges; the article was titled "Stick to Realistic Solutions to Meet the Demand for Teachers". She pointed out the extreme unevenness of teaching and learning programmes. Metcalfe maintained that, in many colleges, teachers were not taught to their full potential because curricula represented the worst of "Bantu Education" and did not extend subject knowledge beyond matric. However, she admitted, the system had some strengths – colleges had provided a network of sites that catered for both urban and rural teacher training needs due to their broad geographical locations; also, some colleges had demonstrated innovation and change.

A discussion document arising from the Teacher Audit argued for a thorough evaluation and transformation of teacher education based on the principles of Open Learning, with

existing colleges becoming the contact nodes or central points within an open learning system. Quality rather than quantity, it said, should be at the heart of a teacher education system. The authors of the Audit agreed with recommendations in the Yellow Book that the college sector should remain one of the sectors responsible for teacher education. Soon after the publication of the Audit, provinces announced plans to rationalise the teaching profession. They closed colleges, stopped awarding new bursaries to students studying at colleges and universities, and offered severance packages for "excess" teachers. It was anticipated that teachers would be redistributed from areas of "oversupply" to those of "undersupply" – from white to black, and from urban to rural, peri-urban and informal settlement areas − by "rightsizing" schools on the basis of new national guidelines for learner–teacher ratios. Chisholm (2009) points out that this highly contested policy of laying off teachers did not work. It was excessively costly and did not improve equity by deploying teachers to areas of need.

The Teacher Development Summit, held in July 2009, was a ground breaking event which, for the first time, brought together all the stakeholders from across the teacher education and development sector in South Africa, with the primary goal of highlighting and addressing the challenges being experienced in teacher education and development, especially by teachers. Emanating from this summit was the announcement of a new framework called an Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025) by the Department of Higher Education and Training and the Department of Basic Education (DHET & DBE, 2011). This framework should be understood as part of an ongoing, dynamic planning process, which will continue to rely on the input of all teacher education and development stakeholders, and through which the quality of teacher education and development will be improved over time.

The framework seeks to support continuous professional development of teachers to adopt new orientations and approaches, and to improve their subject content knowledge, pedagogical content knowledge, practice and situational knowledge through a recognised, accredited system of continuous professional development, and through systems that support the establishment of professional learning communities. Significant to this strategic initiative is the commitment to content-rich, pedagogically sound continuous professional development courses for teachers. To provide these, the

DHET and DBE will draw on available specialist knowledge of the specific focus areas, including expertise provided by NGOs and other specialist groups. District Teacher Development Centres will be established, with associated professional learning communities to provide ongoing professional development support for teachers.

The UN Decade of Education for Sustainable Development (UNDESD) (2005–2014) International Implementation Scheme (UNESCO 2005) and the UNDESD strategy for the second half of the Decade emphasise teacher education and the quality of education. According to UNESCO, the UN Decade of Education for Sustainable Development seeks to improve the relevance and quality of teacher education, and ultimately through this the relevance and quality of the education offered to learners in schools. South Africa is a UNESCO member state and also a signatory to the Education for Sustainable Development (ESD) Strategy for Sub-Saharan Africa, which commits the South African government to integrating ESD principles and practices into the education and training system, including teacher education. In the light of the above, the plan to take INSET forward has many dimensions raising various key questions that remain to be answered, which include:

- Have the unique and specific needs of and the induction process for beginner teachers been addressed?
- What process will be followed to specify what educators should know and how will these gaps be identified?
- Has enough attention been given to the practicality of certain aspects of INSET such as the actual organising of the training, e.g. taking teachers from the classrooms and the process of finding replacement for these teachers, travel costs, service providers, assessment practices, etc.?
- Is there any contingency plan in place if educators simply do not have the aptitude, ability or inclination to upgrade their skills so as to be able to teach the prescribed curriculum properly?
- Are there any "secondary" indicators that can be used to monitor the implementation of specific INSET programmes?
- Is enough attention given to training the support structure for teacher development?

A national enquiry into educational provision in South Africa was conducted by the Human Science Research Council (HSRC) in 1981. This resulted in the HSRC Report on Education Provision in the Republic of South Africa (HSRC, 1981), commonly known as the De Lange Report. Although this was the first thorough national inquiry into education to have been held in South Africa, it neglected to make an in-depth study of teacher education (Hartshorne, 1992). Siddiqui (1991) asserts that the third phase of the teacher education continuum, namely in-service education and training, is supposed to be the longest and the relatively more important stage. Several research studies have confirmed the positive contribution of INSET and its significant role in improving the quality of education. It is suggested that once the teacher has settled down in his or her job, the activities of INSET may start taking place. These will include all activities which novice teachers undertake in order to refurbish their professional knowledge and competence to manage their professional responsibilities.

Despite all these changes the achievement of significant change in educators' practice takes time and many supportive elements are required. This posed daunting challenges for the teacher as pressure for change and to perform was on, but the means to achieve it were inadequate. Coupled with this was a sequence of measures aimed at evaluating teacher performance to which salary provision and modes of career advancement were linked. A rewards-and-sanctions approach was adopted as a guiding tool for teacher remuneration. These various factors gave rise to problems associated with attitudes and behaviour displayed by teachers that were detrimental to positive professional engagement and good performance. If a conscientious teacher is faced with a set of objectives for which he or she does not have the capacity, and is therefore unable to deliver on, the result is likely to be feelings of guilt, inadequacy, low self-esteem, and alienation. The teaching profession in South Africa is facing many problems. Some of these are rooted in the experiences of the early years of national policy formation and have left their mark. Any future policy on teacher education and the teaching career now needs to examine the issues in a comprehensive way, rather than focus on specific issues whose resolution might appear straightforward.

In Carrim (2003), Jansen explicitly states that every education policy document contains powerful images of the idealised teacher. He adds that whether explicit or implied, whether conscious or unconscious, policy makers hold preferred and cherished images

about the end-user of an education policy, that is, about the teacher. In his view, policy is often conveyed through drastic role changes for the teacher without addressing the practitioner directly. The voice of the teacher, in this instance the beginner teacher, is therefore not heard. In this regard, the Capability Approach can change perceptions since it is interested in the development of the person as an end in itself instead of merely a means to an end or achieving an institutional goal. At national level it is therefore essential that "government officials have an incentive to pay attention to what people want and demand" (Pellissery & Bergh, 2007), and at grass-roots level public debate may be instrumental in "improving effectiveness because the analysis of needs is more accurate, or because the local information is more accurate, or because participation motivates local contributions of resources and attention" (Alkire, 2005). Jansen (Lewin, Sayed & Samuel, 2003) therefore urges policy makers to critically assess the following three questions regarding teacher change and development in the classrooms of developing countries:

i.   What are the dominant images of teachers in education policy documents?
ii. How do these images of teachers in policy compare with the lives of teachers in practice?
iii. What are the implications of discordant "images" and "identities" for teacher education reform and research?

Furthermore, a sustainable education system is one that efficiently utilises and distributes its resources to the benefit and the needs of its current stakeholders whilst, at the same time, building capacity to cater for the needs of generations to come. Such an initiative needs to be coordinated by a national policy that can propel it in the right direction.

"Notwithstanding the improved qualification profile of the teaching force", the majority of educators are not yet sufficiently equipped to meet the needs of a 21st century environment and their poor conceptual and content knowledge is a direct contributor to low levels of learner achievement (Department of Education, 2006). Limited empirically-based studies on the development of beginner teachers in relation to the policy relating to their basic competence and the interpretations of such policies and practices currently exist in South Africa. Evidently, these policies have had limited effects on the transactions that take place during the initial year(s) of teaching. This, inevitably, brings

about more profound questioning of the nature, efficacy and purpose of initial teacher development and support in South African schools, which leads to the next section where the challenges of beginner teachers will be discussed**.**

Teacher education policies, like most others, necessarily go through many stages and phases between the time they are originally conceived to when they come to have an effect on what students actually learn during their training, which might even change in regard to what is expected of them as professionals in and around the classroom. Only when we start exploring the origins and implications of policy change, will we begin to recognise the complexity of the policy process and its various facets. The purpose of looking into the development issues pertaining to teacher education includes: monitoring the evolution and change in educational policies and their effect on educational planning requirements; highlighting current issues of educational planning and analysing policies in the context of their unique historical and societal setting; and disseminating methodologies of planning which can be applied in the context of the teacher education field. This section of the chapter directly addresses the research aim of exploring beginner teacher's perceptions of their competences in relation to current teacher education policy.
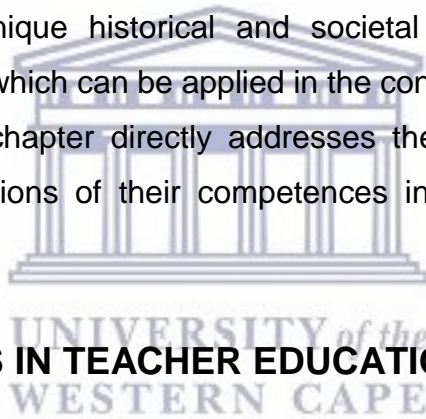
2.4 GLOBAL TRENDS IN TEACHER EDUCATION

In this section, the history of teacher education in England, Switzerland, China and Zimbabwe is reviewed in an attempt to have a broader and more diverse historical view on international trends in order to shed light on which of these countries' programmes can provide us with information regarding international best practices. The motivation for the choice of England and Switzerland as comparative countries is that most of the influences on teacher education in South Africa stem from European education systems which were based on the perception of training teachers for public education for the "lower orders" to teach "respect for property and authority" (Hartshorne 1992). In exploring the historical development of teacher education over the years, it is hoped to provide clarity on one of the research questions of this study which is: What constitutes an effective school support system for beginner teachers in South Africa?

With regard to China, teacher education is an important part of the Chinese socialist education system. In the past 50 years of development, since the founding of the People's Republic of China, the government has given priority and great attention to teacher education at different levels. On the whole, China has established a teacher education system that meets the needs of basic education of different types and at different levels. The system caters for the specific Chinese context and consists of independent teacher training institutions as the principle parts supplemented by other educational organisations. It is believed that South Africa with its unique diversity can learn much from such an outlook prioritising teacher education on such a high level. As far as Zimbabwe is concerned, despite its political and economic turmoil, UN research has shown that Zimbabwe is one of the most literate countries in Africa.

In order to remain competitive in this new international context, a nation is obliged to continuously take stock of the quality of its national education project (Holik, 2013). One way to achieve this is to compare the national education system of one country with the national education systems of other countries. Looking at the education systems in other countries, also assists in obtaining information about international best practice and exploring support programmes for beginner teachers used internationally that can be utilised in the South African context. One important factor to acknowledge, as an example, is the fact that South Africa and Namibia are the only two Sub-Saharan African countries where the present minimum educational level for teaching is a four-year university degree (Wolhuter, 2014).

2.4.1 England

Examples of informal teacher apprenticeships can be found throughout English history. Teaching used to be a family trade passed on through generations. In 1846, however, a formal system of pupil-teacher apprenticeship was established under the Minutes of the Committee of Council. Pupils as young as 13 years old could be assigned as apprentices and could teach in schools at a payment under instruction from masters and mistresses during the day. The master or mistress would receive a fixed amount of money per apprentice. At the end of the apprenticeship, candidates would have to compete for the Queen's Scholarships from which they would receive the necessary

funds to enable them to proceed to training college where they would be awarded a teacher's qualification (Graves, 1996).

The first training colleges in England were those established in London at the start of the 19th century to train teachers in what was known as the "monitorial" system of teaching. This method was also known as the method of mutual instruction or the Bell-Lancaster method, named after Dr Andrew Bell and Joseph Lancaster, the independent founders of this system. By 1860, three broad approaches to teacher education had emerged in the colleges: pastoral simplicity; service and humility of character formation; and a seminary mentality. In 1888, the Cross Commission called for the establishment of day training facilities and Circular 287 was accepted in May 1890, which set out detailed procedures and the conduct governing the establishment of such facilities. Students would have to complete a two-year course but in 1911 provision for a four-year course was made. The apprenticeship model of training characterised the first century of formalised professional preparation. This model was refined under the pupil-teacher centre regime of the late 19th and early 20th centuries and evident in residual forms of school-based training in the bursar, rural pupil teacher and student teacher schemes until 1939.
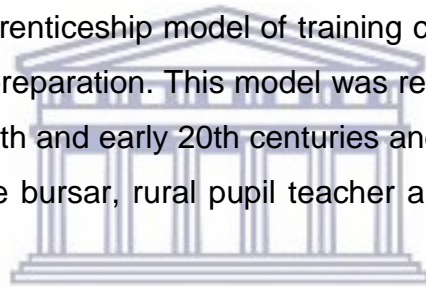
During World War II there was a great teacher shortage and between 1944 and 1951 over 35 000 ex-servicemen and women were trained under the Emergency Recruitment and Training of Teachers Scheme (Showers & Joyce, 1996). This prompted a new search for teachers and the introduction of new apprenticeship methods. In 1972, the James Report suggested that schools be more involved in planning and supervising practical work and in the early 1980s, Her Majesty's Inspectors (HMI) proposed the strengthening of partnerships between schools and training institutions. These were carried through in practice with the well-known partnership initiatives of the Oxford internship scheme and the Sussex partnership model. Developments since 1992 have a well-established historical legacy. In 1990, the Council of Europe commissioned a study of measure adopted in the member countries to support and guide beginner teachers who were often discouraged on their first encounter with classroom reality (Bourdoncle & Louvet, 1991). One of the recommendations was that the Council of Europe sponsors university summer schools for teacher educators to allow them to explore issues such as qualifications, induction and professional development.

The interest in England as a country of choice in this study is because England was found to be one of the top systems with a strong improvement trajectory in a study conducted by McKinsey & Company between May 2006 and March 2007 (Barber & Mourshed, 2007). The study was undertaken to understand why the world's top performing school systems perform so very much better than most others and why some educational reforms succeed so spectacularly, when most others fail. It is the assumption that English education authorities have managed to make strategic policy interventions that quickly and effectively transformed the status of the teaching profession. As a result teaching became the most popular profession among undergraduates and graduates in just five years. Kutcy and Schulz (2006) reports that exactly the opposite is true in the case of South Africa where there seems to be high levels of frustration among especially beginner teachers about the politics and policies of the school system, and how these frustrations impact on their personal lives. Additionally, Adams (2003) also reports new teachers' enthusiasm waning within five years. These findings may be useful as the backdrop for the research aim when investigating the factors that constitute an effective school support programme for beginner teachers.
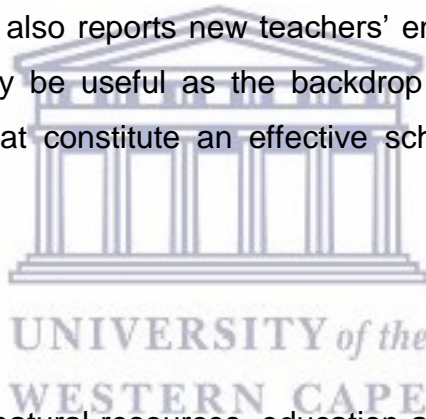
2.4.2 Switzerland

 Since Switzerland has no natural resources, education and knowledge have become very important resources; therefore, Switzerland claims to have one of the world's best education systems. Over the past two decades, attempts to link teacher development more closely with the implementation of educational policies have coincided with the decentralisation of decision-making and a focus on school level in particular. Professional development and educational reform have not always gone hand in hand, and large-scale and centralised curriculum development projects in the 1960s and early 1970s were later seen as having been largely ineffective at improving classroom practice. One missing link was the sense of ownership by the various stakeholders in the process. In later years, Switzerland with its rich variety of activities characterised the notion to which the nation subscribes, known as "Berufseinführung" – the leading into the profession (Hopkins & Harris, 2013).

The process for beginner teachers was very clearly evident and involved highly experienced colleagues who were specially trained for their counselling and mentoring role. The beginner teacher was and is still seen as an adult learner who has a large say in the content of the induction activities. Emphasis is thus on the development of the individual as a whole as well as the development of an effective and self-confident teacher.

According to Darling-Hammond, Wei & Andree (2010), once teachers are hired in Switzerland, resources are efficiently allocated to schools to support mentoring through the mandatory induction programs for novices. These induction programs generally include: (1) release time for new teachers and mentor teachers to participate in coaching and other induction activities; and (2) training for mentor teachers. This is in stark contrast to the experiences of beginner teachers in South Africa, where there is reportedly an absence of supportive supervision and a perceived lack of professional development opportunities, which lead to disturbingly high levels of teacher attrition (Dale-Jones, 2014). This information is crucial in investigating existing school-based programmes in South African schools to enhance the capability sets of beginner teachers.
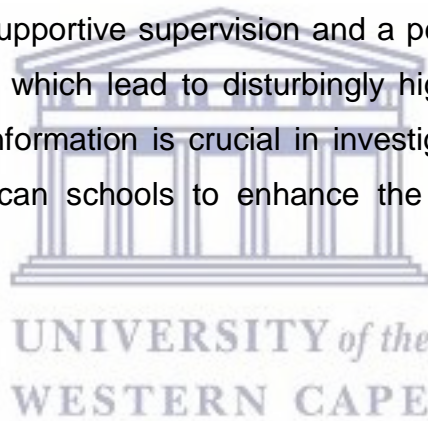
2.4.3 China

Like in many other countries, the teaching faculties in Chinese universities have been blamed for their strong emphasis on academic disciplinary training and their limited attention to pedagogy. This often reflects a long-standing belief that teachers cannot be prepared by university programmes alone but that they become teachers and learn to teach only after they enter teaching positions at schools and learn by and from doing the job (Britton, Paine & Raizen, 2003).

While in the past labour policies and regulations restricting internal migration prohibited non-residents of Shanghai from being appointed to public sector jobs in Shanghai, the labour market has changed. Graduates without teacher qualifications as well as teachers from districts outside of Shanghai can now find positions in Shanghai schools. Previously, prospective teachers were mainly Shanghai young people, trained (for four years) at one of the two teacher education universities. Shanghai is China's largest city

by population and, with its 16 districts, the Teacher and Staff Training Section formulated policies for K-12 teacher promotion and in-service professional development of which training for novice teachers is a component. In many places where schools were able to do so, they lightened the workloads of beginner teachers. Some school principals were however opposed to this particular practice, saying new teachers need to understand and be able to cope with the full range of responsibilities at the onset of their careers.

Institutionally, pre-service education and induction are now separate and are offered by different providers (the teacher education universities for pre-service education and districts for induction). There is no formal responsibility for lecturers to be involved with their graduates once they enter the teaching profession, nor to monitor or support their work. There is also no regular system of follow-up or evaluation as teacher education graduates go into schools. Induction practices vary depending on the learner, as schools and districts provide support to all novices, and are tailor-made for teachers who come without formal pre-service training and those who show signs of excellence early on. This is consistent with the findings of Musarurwa (2011). Each new teacher works with a mentor and both mentor and mentee are provided with a handbook, unique to each district in the province. They keep a record of activities and the growth and development of the novice teacher.

It is furthermore understood that Chinese people have a history and tradition of respecting teachers and attaching importance to education since the very ancient times (Darling-Hammond et al., 2010). This fact leaves much to be desired for in the South African context where a lack of parental involvement, school governance and discipline, and the growing, increasingly ambiguous roles educators are expected to fulfil are some of the contributing factors to the reported low morale of beginner teachers. Along with the voluntary turnover, the stressful nature of the job means that attrition due to illness and mortality is high. Illness-related attrition rose from 7% in 1997–98 to 17.7% in 2003–04. Significant contributing factors include HIV/AIDS, depression, fatigue-related illnesses and burnout (Laurence, 2015). This seemingly apathetic stance towards beginner teachers can be a contributing factor to the perceptions beginner teachers have of the level of support they receive from all stakeholders in the education discourse in South Africa.

2.4.4 Zimbabwe

When Zimbabwe attained its independence in 1980, the country faced political, economic, and social challenges to build a new nation. Education was prioritised at both primary and secondary levels. The demand for teachers far exceeded the supply from the country's conventional colleges which called for unconventional measures to be taken by the government. The changes that were undertaken had reinforced and built on teachers' knowledge and experience only.

It was not until the late 1980s that Zimbabwe had seen major changes in their teacher education curriculum. The ZINTEC teacher-training model (Zimbabwe Integrated National Teacher Education Course) was designed to fill the gap in primary school teacher supply through a form of teacher apprenticeship. A "two year in, two year out" model was adopted by teacher education colleges. The student teacher's first year was spent in college and focused on core subject knowledge and pedagogy, with considerable use of role-playing. Year two was spent in school with a partial workload. Year three was spent back in college to focus on extending subject and teaching knowledge, while also dealing with problems identified in year two during teaching practice. Year four was spent in school with an almost regular teacher workload and some supervision. In recent years, this model has been modified, but a considerable part of the teaching course (more than 50% for trainee primary teachers) is still spent under supervision in school (Chivore, 1985). This model has a number of advantages over the systems used by most universities across the world. Student teachers do practice teaching in a "real" school, as part of the teaching staff compliment. Here they get an opportunity to experience all aspects of teaching and learning. Deploying students and newly qualified teachers to rural schools not only benefits the student teacher but it also provides the Ministry of Education with a means to fill staffing gaps in these areas.

The following statistics provided by Chivore (1985) shows that most of Zimbabwe's teachers are trained through the country's 15 teacher training colleges, of which 12 are state-owned and the other three are church-related institutions. Of the 15 colleges, 12 are primary teacher training colleges and three are for secondary teacher training. Together, by 2007, they were producing a combined total of over18 000 teachers a year

of which 78% were primary and 22% secondary school teachers (National Status of Education in Zimbabwe 2008 Report). Another sizable number is trained through the various universities that offer the PGDE (Postgraduate Diploma in Education) or other degrees with an education component. The University of Zimbabwe's Department of Teacher Education runs a scheme of association with all the 15 teacher training colleges, besides training its own teachers in the Faculty of Education. The scheme of association allows it to be the certification authority and maintain the required standard of tuition. However, each of the colleges designs its own syllabus for approval by DTE (Department of Teacher Education). The ZINTEC and the Zimbabwe-Cuba Teacher Education Programme are some of the most notable features of teacher education in Zimbabwe (Prew, 2012).

In justification of why the South African system should be compared to Zimbabwe in respect of teacher education, Dardagan (2013) responds as follows: In the 1950s the policies in the two countries were diametrically opposed. In the then Southern Rhodesia, Sir Garfield Todd and his wife, Grace – who is an unsung hero – developed an outstanding curriculum. At the same time the nationalists in South Africa were devising Bantu education. In Southern Rhodesia – and eventually spreading to the whole of what became Rhodesia – education was open to all people. If you were black and clever you could make it to the top just like anyone else. In South Africa they wanted to keep black people as labourers. Even at the height of the war in Zimbabwe, education was never disrupted.

From the above it is evident that issues such as radical reform, financial turmoil as well as societal challenges brought about by political transformation and policy formulations do not necessarily justify the education reform measures that were implemented in South Africa, which mainly occurred at the cost of teacher development and education itself.

2.5 CHALLENGES OF BEGINNER TEACHERS IN SOUTH AFRICA

The   Global Competiveness Report reported that in 2015 South Africa spent approximately 20 percent of its budget on education, or 6.4 percent of the gross domestic product (GDP) – considerably more than many other emerging market economies but despite this it still performs dismally in international comparisons. South

Africa's education system was also ranked 138th out of 140 countries in the world (Sala-i-Martín, 2015). In reference to this, Prew (2010) refers to the South African education system as a high-cost, low-performance system that does not compare favourably with education systems in other African countries, or in similar developing economies.

South African schools should therefore work towards a major shift in order to deliver responsible, participatory and reflective citizens that contribute to an emerging democracy. The role of teachers in providing this kind of quality education and ensuring that learners fulfil their educational potential can never be underestimated. However, the efforts of teachers in South Africa are often hampered by a variety of educational and non-educational factors, which make teaching and learning a challenging task, especially for less-experienced novice teachers.

2.5.1 Increased workload of teachers

The dilemma of an ever-increasing workload is a huge problem for beginner teachers, often feeling that they are overburdened with unnecessary administrative and assessment tasks as well as extra-mural duties on top of having to manage their classes. More often than not, even before they are properly introduced to and inducted into the school community. This state of affairs might be the reason for teacher absenteeism, abscondment, resignation, and even the high death rate among teachers. The contradicting policies of the department of education undermine the normal working conditions, such as principals are not allocated any subjects because they are managers. Teachers end up being the victims of poor planning by policy makers (Holborn, 2013). Weston (2014) reports that, according to a survey on the issue of teacher workload, only a third of a teacher's time is spent teaching. The survey also reveals that teachers suggested the tasks they would much rather spend more time on are those to improve teaching and learning, such as lesson planning, sourcing, creating resources, one-to-one feedback for learners and collaborative time with colleagues.

2.5.2 Overcrowded classrooms

In 2013 it was reported that there were 42 KwaZulu-Natal schools with more than 90 learners in a classroom, 254 schools at which the classroom average was 60 learners

and 934 schools at which the average was 55 (Mathevula & Uwizeyimana, 2014). With alarming conditions such as these, there can be little meaningful teaching and learning taking place. From the figures reflected in Table 2.3 below it can be deduced that, from 2013 to 2015, the number of learners increased by 2.8% nationally, while the number of educators and schools decreased by 2.1% and 0.1%, respectively. KwaZulu-Natal was the only province that experienced a drop in learner, educator and school numbers. In this and in other provinces in the country, principals can testify to the fact that parents pressurise schools to admit their children even when classrooms are full. Harley & Wedekind (2004) said that this was an "impossible scenario for teachers to deal with" and that the acceptable teacher-learner ratio was between 1:25 and 1:35.

Table 2-3: *Number of learners, educators and schools in the ordinary school sector, by province, from 2013 to 2015*

Province	Learners			Educators			Schools		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Eastern Cape	1 938 078	1 946 885	1 953 397	66 007	64 258	64 256	5 733	5 732	5 727
Free State	664 508	672 290	682 704	24 475	24 552	23 661	1 396	1 376	1 332
Gauteng	2 129 526	2 191 475	2 262 319	74 823	77 265	79 354	2 649	2 721	2 780
KwaZulu-Natal	2 866 570	2 901 697	2 881 518	96 057	95 560	86 493	6 156	6 151	6 137
Limpopo	1 714 832	1 720 585	1 753 734	57 108	57 256	55 930	4 067	4 076	4 045
Mpumalanga	1 052 807	1 057 788	1 079 280	34 936	35 000	35 153	1 885	1 867	1 862
Northern Cape	282 631	289 004	290 139	8 972	9 182	9 162	573	577	581
North West	788 261	800 316	813 873	26 194	26 086	25 126	1 606	1 570	1 544
Western Cape	1 052 435	1 075 396	1 097 509	36 451	35 931	36 958	1 655	1 671	1 683
South Africa	12 489 648	12 655 436	12 814 473	425 023	425 090	416 093	25 720	25 741	25 691

Sources:
2013: As published in Education Statistics in South Africa 2013.
2014: As published in School Realities 2014

2.5.3 Limited resources

In South Africa, and most specifically in township and rural schools, there is a lack of basic amenities, infrastructure and learning resources which is testimony of the failure of the education departments to deliver on their core responsibilities. Resources are being used in a non-efficient manner with little accountability and transparency. With regard to funding, actual spending on education was reduced between 1996 and 2002,

after which an actual 18% increase occurred in 2007. While spending on education in South Africa is 5% of the GDP, it is below the UNESCO benchmark of 6%. There are considerable inefficiencies in textbook procurement, feeding schemes and scholar transport, and the proportion of provincial budgets spent on education has decreased. Many schools are suffering an infrastructure backlog as indicated below:

- 42% of schools are overcrowded
- 12.2% are without water
- 5.9% are without toilets
- 16.6% are without electricity
- 79% are without libraries
- 68% are without computers
- 60% are without laboratories

These statistics were released by the National Education Infrastructure Management System (NEIMS) in 2008 and are unfortunately the realities faced by teachers in South African schools on a daily basis. In the face of this, curriculum and policy demands are enforced on beginner teachers without concern for their daily struggles.

2.5.4 Constant changes in curriculum and policy

One of the major problems teachers have been faced with in South Africa is curriculum changes. This puts extra strain on teachers as it involves extra time spent on training sessions and workshops. Within a space of 13 years, there have been four curricula (OBE, RNCS, NCS, and currently Caps). Often the duration of training for new curricula is three to five days only. "Some subject advisers are not even clear about these changes. Our directors and the department expect best outcomes whereas their ideas are theory vs implementation, age-cohort vs learning" (Eastern Cape Teachers, 2014). This has resulted in massive demoralisation and disillusionment among teachers and a negative and worsening perception of the teaching profession.

2.5.5 Failure to meet academic outcomes due to absenteeism

Learners often stay absent for long periods at any given time and this has a negative impact on their performance. Although no valid reasons are offered for absenteeism,

there are several causes, but one of the main reasons why learners miss school is due to a lack of interest on their part (Holborn, 2013). This lack of interest can be attributed to the fact that many learners are frustrated because they do not understand the content presented to them. The frustration on the part of such learners is often due to the fact that they have not mastered the three basic Rs of education - the ability to Read and wRite, and to understand aRithmetic (Sala-i-Martín, 2015). Teachers therefore struggle to motivate learners and have to provide extra support and intervention to those who skip classes, often at their own costs. This situation can be challenging for new teachers struggling to cope with an already heavy workload (see 2.5.1).

2.5.6 Poverty and lack of parental involvement

Many learners in South African townships and rural areas come from families affected by poverty and hunger, and parents with little or no education themselves. About two-thirds of South African children do not live in the same household as their biological parents. Poverty and adult illiteracy often prevent parents who are present from getting more involved in their children's education. Parents are often missing in interventions, explain Rosenberg, Wilson, Heady and Sindelar (2004). Parents play a huge role, but I think often parents don't have the knowledge of how to help.

In certain communities parents' attitudes towards education are hugely debilitating to their children's educational journey – this is in accordance with Holborn (2013) stating that "Socioeconomic factors go down through generations and starkly affect education for children". For teaching and learning to run effectively, there needs to be close partnership in schools between parents, the community, and the school – a partnership which fosters the following: mutual trust and respect; shared decision-making; a common vision; open communication; and good team work (Potgieter, Visser, Van der Bank, Mothata & Squelch, 1997). However, international research has shown that the educational level of parents and their socioeconomic status have a huge impact on their involvement in schools (Singh, Mbokodi & Msila, 2004). This is the case in many South African communities where parents shift the responsibility of parenthood onto the school, either because they feel that they are not able to make a contribution to the education of their children or because they themselves never reached the level of education their children are at. Another reason cited for the non-involvement of parents

in their children's schooling is that parents are too afraid to challenge the status quo of the school because they fear victimisation of their child or even that their child might fail, so they just end up having to accept things even though they do not agree with decisions taken (Mncube, 2007). This is the reason why, in many cases, school governing bodies (SGBs) merely rubber-stamp decisions taken by previously white-dominated SGBs at former white schools. Parents often feel that a "good" parent is one who does not ask too many questions and does not involve himself or herself in professional matters of the school (Mncube, 2005).

Other reasons arising from research indicate parents' levels of difficulty to attend meetings. Meetings are often held at night and because parents mostly have to walk long distances to the school, they simply do not attend. The streets of impoverished communities where gangsterism and violence are the order of the day are often too dangerous for parents to walk around at night. Furthermore, when parents are called in to the school during the day, they have to obtain permission from their employers to attend these meetings. In most cases their employers refuse to give them time off (Mncube, 2009).

If beginner teachers do not have an opportunity to interact with parents in a meaningful way, chances are they will not have the opportunity to get more knowledge of the challenges they are met with every day and will therefore not be fully equipped to deal with these challenges in a meaningful way.

2.5.7 Learners with social behavioural challenges, a lack of discipline and violence at schools

The well-being of young people in South Africa is threatened through crime and violence in schools. A study on security in Durban schools found that "schools are places where drugs, thugs, and weapons move as freely through the gates as the pupils" (Van der Berg, 2008).

Currently, there is a total lack of discipline in schools. It has deteriorated so radically that, in some instances, learners severely injure teachers and fellow learners at school,

sometimes to the extent that the crime "kills them" (Berger, 2003). Despite national efforts to restore a culture of learning and teaching, incidents of theft, vandalism, burglary, rape and even murder are reported on school grounds (Berger, 2003). However, teaching and learning should actually start at home with a disciplined upbringing which could be developed in future years.

A recent study conducted in Eastern Cape schools has revealed that the escalation of violence in South African schools has rapidly and increasingly turned schools into arenas of violence, not only among learners but also between teachers and learners, and between schools and gangs. About 91% of the respondents said crime and violence in their communities translated into violence in schools. About 90% said ill-discipline was the second leading cause of school violence. Approximately 80% of the respondents said violence in schools leads to chaos and lost time. Other respondents listed depression, poor academic performance, loss of concentration and bunking classes as side-effects associated with school violence (Ncontsa & Shumba, 2013).

According to the Western Cape Education Department (WCED, 2003), gangs appear to be targeting the arrival and departure times of educators and learners deliberately, waiting for learners at the school gate. This brings with it a terrorising "fear factor" which not only traumatises learners and parents but also makes beginner teachers to reconsider their choice of career.

Learners with social behavioural problems are often labelled as the 'bad apples' in the school and later as the 'thugs' of society because of their delinquent behaviour and refusal to accept rules. It is, however, essential for all involved in the education process to be slow to label these young people, but rather to get a full awareness of their typical behaviours which include:

- Oppositional and defiant behaviour
- Aggression (frequent outbursts of anger)
- Withdrawn behaviour
- Weak self-concept which leads to low self-esteem
- Deliberate self-harm
- A tendency to blame others and adapt a 'victim' mentality

- Truancy and disruption of procedures
- Lack of empathy and/or respect for others
- Low threshold for tolerance
- Frequent lying
- Tendency to use drugs, including cigarettes and alcohol, at a very early age
- A tendency to run away from home
- Suicidal tendencies – although these are more rare.

A large body of empirical evidence supports the notion of the lack of generally acceptable classification of the different types of social-behavioural problems as it is seldom, if ever, that children display the behaviour characteristics of only one category. This makes diagnosis and classification a difficult task. Quay and his associates (Hallahan & Kauffman, 1991; Heward & Orlansky, 1980; Kapp, 1991) distinguish four categories or dimensions of interrelated traits or behaviour characteristics, namely:

- behaviour disturbances,

- anxiety withdrawal,

- immaturity

- socialized aggression

Learners with social behavioural problems may display emotional and behaviour problems due to various reasons but for the sake of clarity Kapp (1991) identified the following factors that may cause the emotional state of learners with social behavioural challenges:

- *Biological factors* (behaviour influenced by genetic, developmental, nutritional, neurological and biochemical factors)
- *Family factors* relate to the child's educational situation at home. Disturbed family relationships and educational deficiencies.
- *School factors.* The following factors at school might aide unfavourable experiences at school, like the conduct of classmates, unrealistic academic expectations, conflict with a teacher, classroom management style of the teacher and the way in which discipline is maintained.

Working with learners with social-behavioural problems can be difficult at times, and, at other times, quite joyful and rewarding. These learners often demonstrate a significant discrepancy between academic achievement and intellectual abilities in one or more of the areas of oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, reasoning or spelling. Learners who have difficulty learning always present a challenge to teachers working with them. The challenge: how do I help these students to reach their potential? Once in an educational situation inadequate teaching strategies appear to be a contributing factor to the persistence of learning problems. Many teachers fail to apply the necessary skills to teach effectively as there is a general ignorance about ways in which high school learners with social-behavioural problem learn.

A great deal of intervention is required to ensure maximum classroom participation and academic success of these learners. Kapp (1991) refers to the conscious and purposeful intervention of teachers as "orthopedagogics" which literally means to lead or to guide the child, in other words, to bring up or educate the child. The Greek prefix orthos means straight. Combined with other words it gains the connotation of straightening or correcting.

The term 'orthopedagogics' thus inadvertently suggests the practising of the science of correcting the problematic aspects regarding the child's academic and/or social development. Others believe that where effective intervention strategies and the appropriate teaching styles are used, the learner with social behavioural challenges can best be accommodated and be afforded an equal opportunity to his 'mainstream' adolescent peers to achieve academic success.

Effective teaching practices are those which provide students with the maximum opportunity to learn, lead to effective lessons and increase learner achievement levels.

Teachers need to be willing to experiment with new strategies, learn from experiences and be open-minded in their consideration of teaching strategies. It is imperative to analyse our own teaching style against the learning styles of your learners. Self-reflection is an important part of turning lessons into pleasurable, positive learning centres for these learners. The amount and degree of teacher-learner interaction are important variables frequently associated with learners with social behavioural problems.

Many beginner teachers believe that they can model real class teaching precisely on what and how they were taught or prepared at institutions of higher learning, only to be exposed to the real teaching situation which encompasses much more than what is taught at universities, or at any other institution tasked with teacher training.

2.5.8 Lack of existing behavioural treatment interventions

There have been escalating concerns about student behaviour in school in recent years. Since 1994, the Phi Delta Kappa/Gallup poll has shown school discipline and violence to be the public's biggest concern regarding public schools (Jones, Dohrn & Dunn, 2004).

In South Africa specifically, since 1995 when corporal punishment was outlawed, it became essential for teachers to be equipped with classroom management skills. Teachers had to find other ways of disciplining or "sanctioning" learners. (Cowley, 2006). Although the debate continues as to whether it was the right decision to do away with it, both in the home and at school, education theorists are almost unanimous in their condemnation of corporal or physical punishment due to the dangers of abuse.

Arguments against its application include that: corporal punishment is barbaric, it violates the rights of children (enshrined in South Africa's Bill of Rights), it perpetuates the scourge of violence and that it is uncontrollable and can cause grievous bodily harm when inflicted on a learner (Gawe, Jacobs & Vakalisa, 1996).

On the other hand, many parents, teachers and religious groups argue that the ever-growing disregard for authority by young people can be traced back to when corporal punishment was abolished in schools. They feel that measures such as detention and other more subtle ways of punishment are not effective and that it takes away the duty of parents and teachers to discipline those in their care. There have been cases where teachers who contravened the School's Act on this issue, have been prosecuted in a court of law.

Since the scrapping of corporal punishment, a sense of despair seems to have taken over amongst teachers in South Africa. The findings of a study indicated that more than 65% of teachers, out of a sample population of 80 respondents from schools located in

Bloemfontein in the Free State (alone), claimed that discipline at schools had deteriorated, and that their passion for teaching and the joy they had once found in their work, had been adversely affected since the decision had come in to effect. Amongst the many reasons for low morale, cited by the teachers, lack of discipline was clearly the most prevalent and common concern, and generally seemed to be attributed to the abolition of corporal punishment. Jacobs et al., (2011) therefore argue that classroom management is the orchestration of classroom life that involves planning and organising classroom procedures, maximising efficiency, monitoring learner progress, anticipating potential problems and solving problems when they occur. It thus becomes essential for teachers to have the necessary knowledge and skills to effectively manage a classroom where arrays of social behavioural challenges manifestations occur almost on a daily basis.

In considering various techniques to assist with behaviour change, the primary focus should always be on effectiveness. It is important to bear in mind that behaviour modification is no quick-fix but that any strategies introduced should be well-planned, sustainable and have a high level of consistency.

In a series of workshops at schools in the Western Cape, the Developmental Approach to positive behaviour based on the 'Circle of Courage' model was presented which entails the following (Borman, 2012):

- Children develop a sense of importance when they are nurtured in an environment that supports their need to belong - attachments.
- Children develop a sense of competence when they are given enough opportunities for mastery - achievements.
- Children also develop a sense of power/control when they are encouraged to express their independence (a sense of inner control) - autonomy.
- Virtue and Altruism is demonstrated by them showing generosity - altruism.

This model is based on the Reclaiming Philosophy that looks at the resilience of children:

- Children at risk also have strengths and resilience;
- They need a willingness of people to care for them or to promote their best interest, especially when caught up in the cycle of trouble and/or rejection;
- Positive attachments, e.g. educators can compensate for problems in families;

- Children have the ability to achieve despite their difficulties and these children can develop coping skills for stressors and have the ability to solve problems.

Borman (2012) continues to say discipline should not only be considered when the learner has done something wrong but it should assist the teacher to restructure the teacher-learner relationship in such a way that it creates effective classroom management and simultaneously helps learners to develop positive self-image and a clearer sense of responsibility.

This model maintains that learners are motivated to learn if they feel happy and safe. This creates a sense of belonging, acceptance and empowerment, which in turn, stimulates their growth and development as responsible young people.

The model suggests that teachers should create a structured, yet positive climate in the classroom and that they are supportive to the needs of learners with social behavioural challenges. Good management strategies should be employed to help learners acquire skills to think critically and solve problems.

Classroom management strategies should be able to assist learners in accepting responsibility, to develop a regard for rules and boundaries and to also encourage sensitivity for the needs of others and in doing so, guide them into developing a healthy positive self-concept.

The Developmental Approach to positive behaviour uses a simple six-point problem solving strategy:

NEUTRALISE FEELINGS & THINKING – REFLECT – RESTORE – COMMIT – PRAISE and THANKS (see figure 2.1).
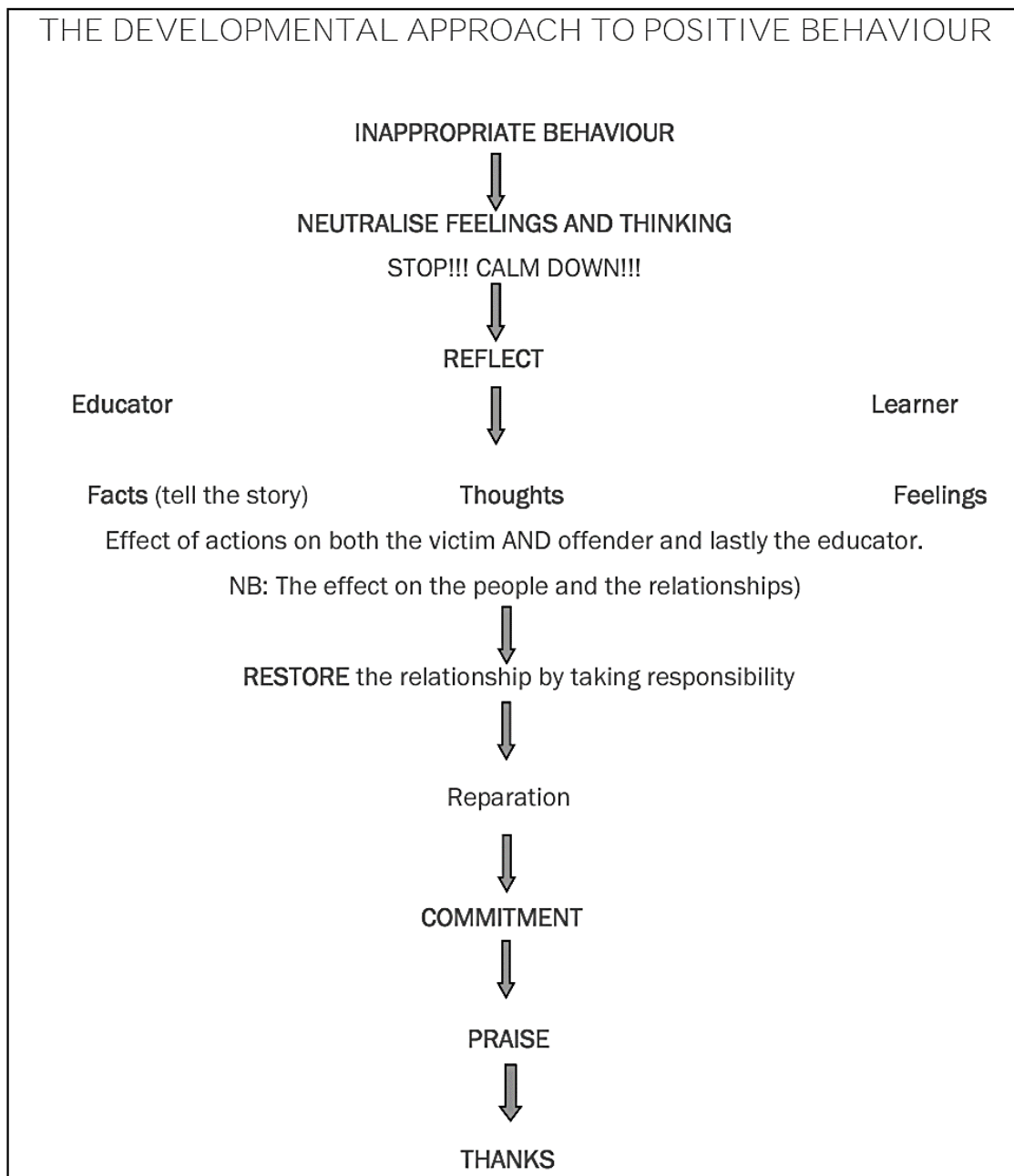
Figure 2-1: Developmental approach to positive behaviour

An aspect that this approach supports, is the fact that teachers should, at all cost, avoid handling conflict situations in a group or in class as learners with social behavioural challenges are often 'ring leaders' and that they thrive on an audience. It also supports the notion that teachers should refrain from "making a scene" by using sarcasm, demeaning comments or aggression towards learners in distress. Teachers often do this in order to boost his/her own side of the conflict. It is suggested that learners should be pulled aside, away from the 'crime scene', spoken to in a respectful manner, that

he/she completely did not expect to be treated, and be explained the consequences of his/her actions and how it makes others feel. A good strategy that this model uses is to let learners assess their own feelings and express it. In this way they find a sense of empathy with how others might feel.

The outcomes that this model pre-supposes are that it increases learners and educators understanding of conflict, it increases awareness about controlling one's response, it helps in understanding the triggers of conflict, it helps in the discovery of alternate responses in conflict situations and learners learn to accept responsibility for the behaviour.

We have three points of criticism against this model: Firstly, there are no conversations around consequences for undesirable behaviour of the learner. According to Cullinan (2002) a consequence may weaken the probability of recurrence. The model in itself seems to be a suggestion to method corrective behaviour or behaviour modification. Secondly, no mention is made of interventions for learners with social withdrawal problems, especially as it is also viewed as a high-incidence behavioural problem. "Early interventions to increase pro-social behaviour or to modify withdrawn behaviour have produced significant improvements in the quantity and quality of children's interactions as well as in their skill generalisation and overall peer acceptance. (Rosenberg , et al., 2004). Lastly it can be argued that this intervention approach is not pre-emptive or preventative but that it is rather reactive. It does not anticipate and attempt to prevent the situation; rather it waits for the undesirable behaviour to happen for it to operate in its entirety. Rather than taking a reactive stance where the focus is on dealing with problem behaviours after they occur, the focus shifts to preventing the occurrence of problem behaviours. And as the old saying goes, "An ounce of prevention is worth a pound of cure" (Reid & Johnson, 2011).

Positive Reinforcement Programmes, according to Polloway, Patton, Sema and Bailey (2013), is the most pedagogically sound method of providing consequences to increase appropriate behaviour. They reduced the term to its simplest form as the supplying of a desirable consequence after appropriate behaviour.

The Premack Principle (Premack, 1959) also often referred to as "Grandma's law" because it is reminiscent of the traditional dinner table remark, "If you eat your vegetable, then you can have your dessert" (Polloway et al., 2013).

A very good example of where this principle can be used is when most learners would rather be kicking ball out on the field during a Life Orientation lesson than be doing a class activity on 'eating healthily' – for them rather being outside and kicking ball is a behaviour that happens reliably (they learn to like ball-kicking all on their own and it is something they will do willingly without any interference from their teachers - so, teachers might condition learners to finish their class activity by rewarding hard work with ball-kicking.

Contingency contracting for behavioural change is a popular and effective method for giving students some responsibility for changing their behaviour. This is a mutual agreement: The student agrees to behave in a certain fashion or to do a certain task at or within a given period of time, and the teacher agrees to deliver specific kinds of support during the contract and a particular payoff when the contract has been fulfilled (Hammil & Bartel, 2004). A behavioural contract should clearly state the payoffs.

Although contracts are usually associated with individuals, contingency contracting can also be handled efficiently and effectively within a large class setting.

Group contingencies involves peer-mediated interventions and can include independent contingencies, for instance: all members of the group work individually toward reinforcement which will be provided on an individual basis. So reinforcement is contingent on the performance of a group of students. (Polloway et al., 2013).

Contracting is a beneficial approach to behaviour modification whether individually implemented or in a group. It spells out in detail the desired behaviours, there are precise expectations and it encourages teachers and learners to work closely together, thus fostering better understanding about expectations and behavioural patterns, it cultivates mutual understanding and good teacher-learner relationships.

Token Economies is a simulated economic system based on token reinforcers. Tokens such as plastic counters or play money are obtained and some system by which students and teachers agree on the amount of work required for certain payment is established. Finally, because the tokens have no intrinsic value, a set of rewards must

be obtained for which the tokens may be traded at a later date. The teacher begins to reinforce students for appropriate behaviour and correctly completed assignments and students are offered the opportunity to trade for rewards once a week or so (Bender, 2004).

Token economies are best viewed as a cycle whereby for example an individual goes from;

- having no tokens and therefore no access to items or activities they desire;

- the individual engages in, or performs one or more desired behaviours or in some circumstances, refrains from engaging in certain undesirable behaviours;

- the individual thereby earns and is awarded tokens for engaging in said behaviours; and

- the individual exchanges earned tokens for access to desired items, activities or privileges and then returns back to step 1. (See figure 2.2).
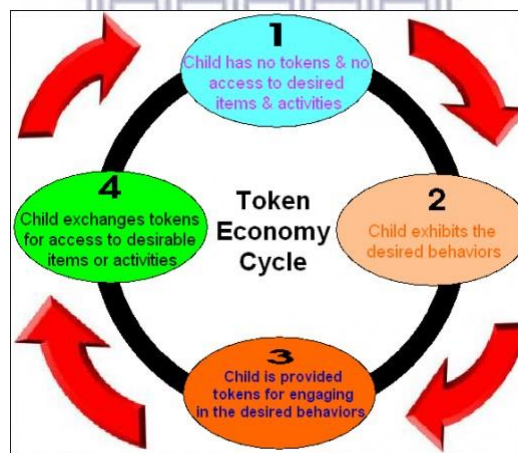
Figure 2-2: Token Economy Cycle

For learners with existing high levels of anxiety, those who struggle with mathematical concepts or have comprehension deficits, this approach can do more harm than good, as it might increase the anxiety levels of some learners and this might lead to even more added anger, stress or worse, social behavioural challenges. The system can become confusing or too difficult for some learners to comprehend and they might lose interest fast. Learners might start out motivated but lose interest fast. Some learners just don't

care if they earn any tokens or not. The token economy system does require investments of time and effort to start and maintain. (Cullinan, 2002).

2.5.9 A lack of classroom management skills

A teacher's lack of confidence in his or her classroom management skills can be a major deterrent to his or her ability to be an effective educator. In fact, statistics show that more than 58% of first year teachers wish they had gained more practical training before beginning their first year of teaching. This number increases to 61% immediately following their first year. Even teachers who elect to work with learners with and at risk for emotional and behavioural disorders (EBD) report difficulty in managing learners' behaviour efficiently. It has therefore become imperative that teachers acquire the knowledge, skills and ultimately the confidence to work with learners with social behavioural problems. Ultimately most teachers would like to reach that euphoric state in their classroom where they can establish and maintain a pleasant learning environment in which students behave civilised and responsibly and where the teacher is able to teach without disruption. Unfortunately this is mostly not the case. At the end of the day the teacher's knowledge about social behavioural problems and his/her approach to the learners" discipline will determine how much he/she is empowered in the classroom.

The responsibility of maintaining the decorum of the class, creating a positive environment and ensuring that the educational process continues unabated, rest almost squarely on the shoulders of the teacher; even more so the case when teaching learners with social behavioural problems. The teaching strategies that a teacher chooses to adopt, is crucial in turning his/her classroom into a place of excellence. Jim Kauffman (2001) is an American educationalist who has made significant contributions to the field of education. He rightfully states: The school, like the family and biological factors, does not operate unilaterally to determine students' emotional and behavioural development, but we can identify classroom conditions and teachers reactions to pupil behaviour that make behavioural difficulties more likely to occur or that could be changed to reduce the likelihood of acting out and other types of emotional and behavioural problems.

Classroom management and the implementing of effective teaching strategies are no 'quick fixes' to the challenges teachers face when dealing with behavioural problems.

However, if educators thoughtfully use the strategies to support their larger educational goals, they might find that these are useful tools in supporting their larger educational goals.

Throughout the years, a large body of literature and numerous theories on teaching styles and learning styles have been developed; it is therefore essential that beginner teachers are supported and guided into developing most effective teaching styles when approaching learners with social behavioural challenges. There also exist many instructional design models which are prescriptive models made for classroom teaching but novice teachers need support in this and experienced ones need to keep reviewing their respective teaching strategies in an effort to upgrade their knowledge and improve their teaching methodologies. Cullinan (2002) affirming this notion: In recent years, remarkable changes have occurred in professional perspectives on emotional and behaviour disorder of children and adolescents. The role of educators in serving students with emotional and behaviour disorders has been prominent for several decades, but it must be strengthened, expanded and linked with other service efforts for these young people. To achieve this, educators must remain informed about significant changes.

Managing a classroom filled with learners with a diverse number of social behavioural challenges has become a much contentious topic. Classroom management, particularly has become a tool for the teacher to use in encouraging learner involvement and co-operation in the classroom. In this way, a more constructive and productive educational environment can be created. Rules, routines and expectations are all necessary and in most cases essential components in social behavioural challenges management, can all prove futile if not correctly communicated to the whole school community. Many researchers like Cullinan (2002) agree that a teacher's expectations about his/her student's potential and behaviour may affect his/her performance as a teacher for better or for worse. Teachers expectations should not be unrealistic and without any preceding caching. Learners with social behavioural challenges need boundaries within which they should operate. An effective way of setting these boundaries is to create rules, routines and schedules in conjunction with learners. It is important that these are taught, constantly reminded of and monitored consistently. Behaviours and concepts are learned best by frequent reminders of appraisals, rewards or consequences thereof.

While teaching these rules, routines and expectations, teachers should provide on-going reminders and be consistent in order to ensure sustainability of the rules that were introduced. Parents, colleagues, facilitators, as well as non-teaching staff should all be aware of these rules, routines and expectations in order to ensure consistency in standards. Strategies should be designed to defuse the situations or non-compliance with the set rules. On-going engagement and class disruptions should not be entertained.

Some theorists believe that interventions based on social learning principles are preferable because they have practicality for teachers. Still, others believe that an integrated model applied to the spectrum of events in the educational life a student with social behavioural challenges will result in a better outcome (Werts, Culatta & Tompkins, 2007).

Implementing effective classroom management strategies is more than just a superficial collection of interesting mannerisms used to create an impression. In his publication Teaching with Style, in Anthony F. Grasha (1996) noted that the integration of teaching and learning styles is best viewed as a pervasive quality that plays an important role in several aspects of teaching. Personal qualities guide and direct the selection of instructional processes. Thus, strategy becomes the mechanism responsible for how we convey the substance of our disciplines. Style also reflects on the teacher's presence and the nature and quality of his or her encounter with the learners. The efficacy with which we apply teaching strategies as teachers has two effects on learners. It may facilitate or hinder their ability to acquire content and skills and it influences the learning styles our students adopt (Grasha, 1996).

Professionals like psychiatrists, psychologists, psychotherapists and other professionals used to be exclusively tasked with the development of healthy social-behavioural skills but as of recent teachers have become involved in the formal development of these skills. The following are strategies that have been developed and implemented by teachers, each one of which offers a unique and individual alternative for specific difficulties. Precise measurement techniques and emphasis on the role of the teacher as primary agent of positive behaviour change in the classroom are two pivotal aspects when looking at managing learner behaviour. According to Wallace and McLoughlin

(1979) behaviour modification refers to any systematic arrangement of environmental events that produces a specific change in observable behaviour.

The following strategies are commonly known to concentrate on specific, exhibited behaviours, especially in the classroom situation.

- *Modification* involves reinforcement and punishment. *Reinforces* can either be positive (wanting to achieve or retains) or negative (wanting to escape or avoid). For instance when a teacher, wanting to encourage punctuality, praises those who arrive early, the likelihood that punctuality will increase in some cases, is good. *Punishment or consequences* is the withdrawing of an experience or object providing a pleasant experience after problematic behaviour. An example: when a teacher gives detention for failure to do homework, the occurrence will most probably decrease. Modification is widely recognised as an effective classroom management tool which can be easily understood and efficiently applied by teachers working with learners with social behavioural challenges.
- *Token Economies*. This system uses tokens/symbols to encourage desired behaviour. Object such as star stickers, play money or 'smiley faces' are used with basic rules attached to the token system. This strategy might become time-consuming and needs careful planning, implementing and close monitoring.
- *Contracts.* Contingency contracting is a strategy that uses the arrangement between the teacher and learner that the learner gets to do something he wants to do after completing a task or behaviour in a certain manner expected by the teacher. Contracts can either be verbal or written. This is an effective method of giving students some responsibility for changing their own behaviour (Brown, 1986).
- *Life Space Interview (LSI).* This is a psycho-educationally oriented technique suggested by Redl (1950). This is a therapeutic approach in which a student's social-behavioural problems are discussed with a teacher immediately after a crisis situation. Each party involved gets a chance to give his/her own version or interpretation of the situation; they are then questioned by the teacher to determine the actual cause of the situation. The situation is evaluated by the teacher and the learners are given an opportunity to suggest ways in which to resolve the problem. If an amicable agreement can be found, the process is

completed. If not, the teacher makes suggestions and a plan is developed that can be implemented, should the same problem occur.

- *Bibliotherapy.* This strategy uses various reading materials to make learners understand their own problems. Learners read about how the characters in the materials deal with their problems and they can therefore reflect, identify and improve on their own social-behavioural problems. This also helps learners to realise that they are not the only people experiencing specific situations or behaviours. Teachers need to work closely with the school librarian, school psychologists and guidance councillors before implementing this strategy in order to establish the effectiveness thereof.

- *Social Skills Training.* Although a variety of educational procedures, techniques and materials continue to be developed in order to improve social skills of learners with social behavioural challenges, Cartledge and Milburn (1995), however, point out that these skills are basically learnt through observating, imitating and getting feedback. The desired effect with this strategy is reproduction of the stimulus through imitation. Hazel and Schumaker (1988, p. 293) identified, among others, the following desired social skills included in available curricula: "complimenting others and accepting compliments, accepting and giving criticism, accepting "no", accepting tasks, active listening, answering questions, apologizing, asking for feedback, asking questions, body basics, conversation, following instructions, giving help, giving rationales, goodbye skills, greeting, interrupting correctly, introducing yourself, joining group activities, making friends, negotiation, persuasion, problem solving, responding to teasing, resisting peer pressure, saying thanks, and starting activities with others".

It must be noted that there is no right or wrong teaching strategy and that we will be exploring the different approaches to find one or a combination thereof best suited for the creation of maximum classroom experience and to strive to ensure academic excellence for learners with social behavioural challenges. The efficacy with which teachers display teaching strategies, their presence, nature and quality of their interaction with learners with social behavioural challenges and their understanding and proficiency of effective teaching and learning has become a focal point in school communities.

Teachers need to be willing to experiment with new strategies, learn from experiences and be open-minded in their consideration of teaching strategies. It is imperative to analyse our own teaching style against the learning styles of your learners. Self-reflection is an important part of turning lessons into pleasurable, positive learning centres for learners with social behavioural challenges.

Novice teachers find themselves in a difficult predicament at their initial stages of teaching. Whitaker (2000) therefore notes that it is important to give beginner teachers the best possible start in the teaching profession since their input is vital for promoting learning in others. This entails thorough preparation and induction into the school community and whole and deliberate efforts to alleviate the factors inhibiting effective teaching and learning, which leads to the next section where mentoring will be discussed as an option or strategy for support.

2.5.10   A lack of effective teaching/instructional strategies

The challenge of providing appropriate, effective education can best be met by resourceful and knowledgeable teachers. Resourceful teachers recognise they are ultimately responsible for implementing educational practices skilfully and effectively, resourceful teachers persevere until either desired results occur or it becomes apparent that different practices are needed (Cullinan, 2002).

In order to effectively instruct students, it is important to understand the characteristics of effective teachers. Good and Brophy (1986) identified six variables important for effective teacher presentation or instruction: structure, clarity, redundancy, enthusiasm, appropriate rate and maximum engagement. From the aforementioned Mastopieri and Scruggs (2000) then created the acronym SCREAM (Jones, et al., 2004).

The physical setup of the actual classroom can hugely affect learning and is therefore a vital consideration. It may have dramatic effects on behaviour and may even create a more positive climate in the classroom, more conducive for teaching and learning to take place. The student's physical location in the classroom is also important – they should be away from high-traffic areas and potential distractions such as a doorway, window, or pencil sharpener. It's best to seat them near the teacher. A teacher's physical proximity can have a positive effect on students' behaviour. It allows for easier and more

frequent monitoring and feedback. (Reid & Johnson, 2011). Constant monitoring of learners with social behavioural challenges is crucial as this can prevent engagement in inappropriate behaviours and can prevent the escalation of minor misbehaviour.

Learners can easily become bored and unengaged with tasks, try to escape the tasks and will fail to see how theory and reality links if teachers use ineffective teaching strategies. Jones et al., (2004) focus on research-based approaches to instruction that motivate students to learn and result in academic and behaviour achievement gains.

There is a small but growing body of research that has shown that strategy instruction can dramatically improve the academic performance of students with social behavioural challenges. A strategy can be defined as a series of ordered steps that allows one to accomplish a task (Reid & Johnson, 2011). Strategies are beneficial in that they help both the teacher and the learner to focus their efforts and attention. This approach is particularly useful for learners who become overwhelmed and easily lose interest if a task seems huge and insurmountable to them. They will postpone the task simply because they think that they will not be able to complete it.

The strategies-based approach breaks up a complex task into smaller chunks and makes it seem much more 'do-able'. The instruction to write an essay on "My Role Model" might seem vague, difficult and even impossible for a grade 8 learner, but breaking it up for them in smaller chunks as follows, might make it more approachable:

1. *Go onto the internet and do research on a person that you admire or that you aspire to be like.*
2. *Jot down important issues about his life (date and place of birth, schools he/she attended, family life, career, accomplishments and contribution to society)*
3. *After you have gathered all the information about this person, break your information up into an introduction, body and conclusion.*
4. *In your body, mention which of the things mentioned about the person make you like him/her so much.*
5. *Your essay should have approximately 250 – 300 words and should be accompanied by pictures, newspaper clippings and or other illustrations.*

Having the teacher monitor components of the full task make learners realise that they have actually completed some aspects of the work and the teacher can then also ensure that the full assignment is handed in on the due date. This gives these learners a sense of achievement and might motivate them to focus and work harder. Breaking down the task also reduces the amount of information learners need to attend to at any one time. This in turn, reduces the load on working memory (Reid & Johnson, 2011).

Teacher-Directed Instruction is a traditional approach, also known as direct instruction where the following guidelines are suggested by Hammil and Bartel (2004) which suggest the following guidelines for creating instructional materials:

- Use real-life materials and real-life experiences whenever possible, e.g. if teaching about banking, use real deposit slips and show them what a real cheque book looks like or simulate the process in the classroom.
- Use both individual and group activities.
- Design materials that allow you to interact with students or to model behaviour – this allows the development of a more trusting relationship with students and some behaviours which are hard to describe can be modelled, e.g. listening to others' opinions and accepting constructive criticism.
- Make use of as many community resources and people as possible, e.g. local newspapers and speakers from the community who might be specialist in a specific field of discussion, e.g. bank manager.
- Use techniques that have been successful in other content areas for teaching independent living, e.g. 'Where do I see myself in ten years' time?' Here students get a chance to do research into independent living and it prompts them to think about their dreams and goals in life.

With the direct instruction method it is crucial that the teacher realises his/her role as an integral part of the learning process as learners need to acquire the necessary social and behavioural skills to assist them in becoming the best person they can become. Learners must understand the topic and the general procedure of the discussion; all leaners must be given an opportunity to take part in the discussion; they should all listen attentively to one another's point of view and respect one another's opinions, they should be taught to wait their turn and indicate to the teacher if they have a contribution; they should not waste time by discussing issues that are outside the scope of the lesson

(as this is often the case with learners with ADHD) and the discussion should not degenerate into a meaningless conversation or argument among learners.

Although this is a teacher-centred approach the teacher should not merely be a 'dispense of knowledge but a facilitator, advisor and guide' (Jacobs et al., 2001).

In South Africa learner-centred methods date back to the early 20th century's progressive educators who rejected rigid curricula that forced learners to study difficult content using rote memorisation. Learner-centred methods are based on the belief that reality must be discovered by each individual him/herself (Jacobs et al., 2011). Learner-directed instruction derives from the premise that students should ultimately become independent learners, able to direct their own behaviour in ways that assist in maximising the amount of time engaged in learning.

One of the roles of a teacher is leading the learner to academic achievement and to assist learners in controlling of their behaviours. When students become competent in skills where self-regulation is required, they will be able to navigate their learning environment – both academically and behaviourally. Moreover, these skills will contribute to success in areas such as action planning, goal setting and planning (Polloway, Patton, Sema & Bailey, 2013). The following skills are important in self-regulation: self-monitoring, self-instruction, self-evaluation and self-reinforcement.

The concept 'scaffolding' describes interactions between teachers and students that facilitate the learning process. Polloway et al., (2013, p. 272), describe scaffolding in metaphor as follows:

> *In providing temporary assistance to children as they strive to accomplish competency, adults are said to be providing a scaffold, much like that used by builders in erecting a building. It connotes a custom-made support for the "construction" of new skills, a support that can be easily disassembled when no longer needed. It also connotes a structure that allows for accomplishment of some goal that would*

otherwise be either unattainable or quite
cumbersome to complete.

In this approach, teachers start off by modelling a learning-related process by verbalising his/her thoughts or he/she can do it by talking a problem through step-by-step until, the learners start interacting and contributing and as such take over the conversation. At this stage the teacher is only a mediator or facilitator coordinating the process.

Learners become active participants in the learning process and this reduces the amount of frustration among learners as they get a chance to express their opinion or assist to get to the solution of a problem. As the teacher will still facilitate and manage the process, carefully and wisely, still being in "control" of the class, learners may start feeling that it is a safe place to express their opinions and contribute meaningfully. This creates a healthy classroom atmosphere and boost learners' self-confidence.

Peer-mediated learning approach is an intervention strategy that has received increased research attention in recent years. The ultimate goal of peer-tutoring involves improved academic work and improved social acceptance of children with social behavioural challenges. The idea is that the learners will become tutors to each other, so should the one learner struggle with one aspect of the work, he will be tutored by his peer and maybe on another day the roles will be reversed.

For this approach to be effective, there are several important considerations that need to be taken into account in the planning phase. Using tutors from the same class is fairly easier than getting someone in from another class because in the latter case a mutually suitable time and venue has to be found to accommodate the learners.

A second consideration is the academic level of the peer. If one learner is good at organising his/her bag, working according to a timetable with a view on completion of tasks and assignments or exhibits effective study skills, this learner might be able to assist others with lacking organising, time management and study skills. If, however the problem is of a more complex subject specific nature, like the Accounting Equation in EMS, then more extensive training in the subject matter as well as in instruction methods might become necessary.

Because of the fact that this teaching is reciprocal, it results in increased integration for students with their peers. This also cultivates and encourages learners (tutors) become

more caring about the needs of others and in turn boosts their self-confidence. Research has repeatedly shown that this type of tutoring works to enhance learning by students with and without disabilities (Bender, 2004).

2.5.11   Lack of cooperative and collaborative efforts at schools

Cooperative and collaborative teaching is also known as co-teaching. Cooperative teaching involves a team approach to supporting students, combining the content expertise of the classroom teacher with the pedagogical skills they both have. It includes consultative arrangements, additional help given by teachers to students and sharing of teaching assistance, especially to accompany students who require certain supports in the classroom (Polloway et al., 2013).

The structure, staff compliment and learner numbers at schools lends itself excellently to this instruction method. Time is allocated purposefully for learning support, guidance and mentor-learner sessions. Consultative sessions and meetings take place during these sessions so there is no interruption in the normal daily schedules of either teacher or learner. If carefully and strategically planned, executed and managed, this method of instruction can be of great benefit as it promotes a more hands-on learning environment for learners.

The philosophy of the two teachers working together (in one classroom) is a challenge to both teaching staff and recently teacher unions have honed in on the issue of teachers entering other teachers' classrooms. Before starting the co-teaching process, mutual respect, discussing perspectives on issues such as fairness, grading, behaviour management, and philosophy of teaching are important in order to become an effective team.

2.6 MENTORING AS A STRATEGY OF SUPPORT

When new teachers are hired, they are given a full program and are expected to impact learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. A mentoring program can add

real value and provide tangible benefits to many areas of a teacher's performance such as induction, content knowledge transfer, classroom management, policy implementation, career development, and leadership training.

The term "mentor" is used to describe a knowledgeable, experienced, highly proficient teacher who works with a beginning teacher or less experienced colleague – quite closely at first, but this gradually diminishes as the new teacher becomes more capable and confident (Fenton, 2012). There are many definitions of mentoring but a mentoring program in essence involves a partnership (short term or long term, depending on the need) where an employee ("mentee") is assigned to someone more experienced ("mentor") whose role it is to provide career guidance to the mentee and to pass on valuable aspects of his or her own accumulated experience and wisdom for the benefit of the mentee's personal and professional development.

2.6.1 The value of mentoring in teacher education

Some research literature has expanded on the key issues surrounding good mentoring practices such as the selection of mentors, how mentors and protégés are assigned or matched to each other, how formal or informal the relationship should be, how mentors should be rewarded for their contribution, and where the time for mentoring can be found (Little, 1990). A good mentor is effective in different interpersonal contexts. All beginner teachers are not created equal, nor are all mentors teachers. This often complicates matters and leads to relationship difficulties and diminished support for the beginner teacher. Care should therefore be taken to treat each mentoring relationship with the uniqueness of the interpersonal context in which it exists. In the absence of a strong leadership structure and commitment to the growth and development of beginner teachers the schools could soon be grouped into older and younger teachers, where each group excludes and devalues the contributions of the other. It is therefore important that an effective learning community is established. The challenge is to join the culture of the "new" with that of the "experienced".

2.6.2 Benefits of mentoring in teacher education

Mentoring holds a multitude of benefits, not only for the beginner teacher, but also for the mentor, the school, the system and the profession. Having opportunities to offer deep, practical knowledge relating to pedagogy, content and experience, can be a very rewarding and valuable aspect of effective mentoring (State of Victoria, Department of Education and Training, 2016). The aim of mentoring is to help beginner teachers ease into their new roles, and to develop or further consolidate the beginner teachers' acquired skills and use of progressive, learner-centred approaches to teaching and learning.

A mentoring programme helps to get new teachers oriented to the school community and teaching in general. The research is clear on the need for significant intervention as beginner teachers navigate their way through various aspects of their new profession to become proficient teachers. Without mentor support new teachers often feel lost and may leave a profession in which they have invested years of study in order to join. Effective mentoring also has the capacity to significantly impact the level and depth of teaching and learning in the first few years of teaching (Lasley, 1996).

2.6.3 Qualities of a good mentoring programme

Mentoring relationships should be based on trust, acknowledgment of mutual benefit and a balanced responsibility for conduct with attention to the confidential nature of the relationship as well as university policies on code of conduct and equity issues (Lacey, 1999). The process should involve the fresh energies that new teachers bring to the system without marginalising the perspectives and wisdom of teachers whose knowledge and experience have deep roots in the past (National Foundation for the Improvement of Education (NFIE), 1999). Whilst demonstrating confidence in their own judgments, all teachers should remain open and responsive to the opinions of others. Furthermore, induction and the continuous development of teachers must be a continuation and extension of the efforts of initial teacher education, guided by policy and aligned by good practice, and should ultimately result in teachers becoming reflective practitioners. A good mentoring programme is also required to document the new teacher's mentoring experience and journey to discovery. It should therefore

encompass an entire system of training, development, and improvement, even beyond the school context.

The evidence is clear that when employment in teaching is insecure, filled with low morale and negativity, beginner teachers are prone to quickly conform to the existing culture (Schempp, Sparkes & Templin, 1993). Seasoned teachers often hesitate to commit to delivering effective support because there are no formal mentor programs, no training as a prerequisite, and no incentive or compensation involved. It is also unreasonable to expect a teacher who is already overloaded with teaching commitment and administrative tasks to commit to a role that has not been clearly defined; the best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers. It is therefore crucial that the best people are correctly identified, informed and acknowledged as mentors. In return, these mentors will have a positive and enduring impact on the professional life and/or personal life of the beginner teacher. The mentor should be trained to serve in such a role or formally assigned to guide and support the beginner teacher.

Bennetts (1995), and Fugate, Jaramillo & Preuhs (2001) make a distinction between three different models of mentoring, namely: one-to-one mentoring which could either be a senior-junior or peer or junior-senior relationship; a pool or panel of mentors which is an option when dealing with varying mentee needs; and, lastly, a group or team mentoring model which may be a useful option particularly in research areas or projects.

2.6.4 Roles and responsibilities of mentor and mentee

The list below reflects the qualities, practices and behaviours necessary to be an effective mentor (Lasley, 1996; State of Victoria, DoE&T, 2016; Moir, Barlin, Gless & Miles, 2009). A "good" mentor is described as one who:
- is passionate, positive and professional in his or her work with new teachers;
- is a strong role model;
- is a confidant with whom a beginner teacher feels comfortable when expressing doubt or admitting mistakes, without fearing embarrassment or repercussions;
- is approachable, accessible and available when really needed;
- possesses the skills and ability to provide instructional support;

- shows commitment, persistence and patience;
- is a confidence builder, a good listener and keen motivator;
- is a role model of life-long learning and exhibits an openness to learn from others; and
- is able to prioritise the promotion, growth and development of the beginner teacher and serve as emotional support to the beginner teacher in this challenging phase of his or her career.

From the literature study (Marshall et al., 1998; Mentoring Australia, 2000; Robinson, 2001), the role and responsibility of the mentee, on the other hand, is clear, and it includes:

- Taking responsibility for identifying and achieving his/her own development goals.
- Initiating meetings with the mentor; managing meeting dates and times; and setting the agenda for the partnership.
- Sharing expertise and experience.
- Listening, clarifying, reflecting and, when called for, challenging.
- Being open to and appreciating different perspectives.
- Learning how to find his/her own solutions.

2.6.5 Conclusion

Mentoring can develop into a change agent in the modern South African context if it is able to be incorporated into a learning community in which an increased accountability and tolerance, and growing cultural changes will connect teachers more broadly with people and groups beyond the school community who increasingly affect the world within it. This is consistent with what Hargreaves & Fullan (2000, p. 104) refer to as "getting out there" where "out there" means addressing the public perception that the profession of teaching does not monitor itself and engage with external constituencies in establishing standards of performance. It means becoming a force for societal development. While new teachers can benefit greatly from a mentor, mentors also learn from their protégés by developing new insights into their own and others' teaching and many times developing a renewed enthusiasm and commitment to their craft and career.

2.7 THE CAPABILITY APPROACH AND EDUCATION

An emphasis on capabilities will require not only a focus on the evaluation of individual learning outcomes but also on the question of the range of real educational choices that have been available to beginner teachers and whether they have the real capability to achieve a valued educational functioning. Unterhalter, Vaughan and Walker (2007) assert that Sen's Capability Approach (CA) is considered important by education researchers and that the tendency is to use Sen's work in general discussions of policy and critiques of theories regarding education and the economy. For the purposes of addressing the aims of the study, an extensive investigation needs to be conducted into the claims and findings of both Amartya Sen and Martha Nussbaum with regard to support for beginner teachers and the development of their capability sets. Refer to the following statement by Unterhalter et al., (2007, p. 1).

A focus on capabilities would require us to evaluate not just satisfaction with individual learning outcomes, but to question the range of real educational choices that have been available to people; whether they had the genuine capability to achieve a valued educational functioning. This statement directly links up with the fourth research aim of the study, which is: What constitutes an effective school support programme for beginner teachers in high schools?

2.7.1 History and development of Capability Approach

With its origins rooted in the philosophical world of Aristotle, and in Classical Political Economy and Marx, the Capability Approach was first introduced by the Indian economist and philosopher Amartya Sen (1980) in his Tanner Lecture called "Equality of What?" followed by a range of publications in the 1980s and 1990s. The United Nations Development Programme adopted the approach and used it extensively in the context of human development. "Poverty" is understood as "deprivation in the capability to live a good life, and 'development' is understood as capability expansion" (Sen, 1983, p. 750). According to McCowan (2010), the Capability Approach has become influential in international development in the last decade. It has also gained increasing prominence in academia and policy-making. The essence of the Capability Approach is grounded in the fact that assessments of the well-being or quality of life of a person or

community, and judgements about equality or justice, and/or development, should not primarily focus on resources, but on the effective opportunities that people have to lead the lives they view as valuable. CA is not a theory that can explain poverty, inequality or well-being; instead, it provides concepts and a framework that can help to conceptualise and evaluate these phenomena. Sen's interest in the challenges of poverty and inequality motivated him to make valuable contributions to the study of welfare economics and social choice theory. He is best known for his work on the causes of famine, which led to the development of practical solutions for preventing or limiting the effects of real or perceived shortages of food. Sen's approach has been widely equated to the ideas of Adam Smith's analysis of necessities and living conditions and Karl Marx's concern with human freedom and emancipation. Subsequently, Sen (1993) recognised that the most powerful conceptual connections (which he initially failed to appreciate) relate to Aristotle's theory of political distribution and his analysis of living and doing well (Clark, 2005).

2.7.2 Key constructs of the Capability Approach

The core concepts of the Capability Approach are a person's functionings, which are his or her beings and doings (for example, being well-fed or literate), and his or her capabilities (the genuine opportunities or freedoms to realise these functionings) – these two concepts are interdependent. Examples of functionings that are a direct requirement for capabilities are good nourishment, health, and education. Sen emphasises that physical health and the absence of poor nourishment are important for people's "liberty to choose to live as they desire" (Sen & Quiggin, 1992). Similarly, Sen considers education as a requirement to enhance capabilities.

A capability set can be described as a set of those functionings that a person is able to achieve. It is likely that a person will be able to choose between different capability sets to achieve his/her goals. Sen (1985) and Saith (2001) describe this notion as "applying all feasible utilisations to all attainable commodity bundles". Since capability sets may therefore include freedoms that are conditional (because they depend on the choices of other people), it might be better to focus both on the individual's capability set and also on what the individual has been able to realise from his or her own capability set, that is, his or her functionings or well-being achievements. Here we do not simply assume

that there is only one overriding important means to an end (such as income), but rather explicitly ask which types of means are important for the fostering and nurturing of a particular capability, or set of capabilities. For some capabilities, the most important means will indeed be financial resources and economic production, but for others it may be particular political practices and institutions, such as effective guarantees and protections of freedom of thought, political participation, social or cultural practices, social structures, social institutions, public goods, social norms, and traditions and habits (Robeyns, 2011). For this study, the capability sets of beginner teachers will be driven by and considered against the basic competences in the NPF policy document.

The focus of the CA can be broadened further to include "agency", which recognises that individuals often have values and goals (such as preserving the environment, purchasing free trade products or opposing injustice, tyranny and oppression) that transcend personal well-being or that are even sometimes in conflict with personal well-being (Sen, 1984; 1997). The CA has also been adjusted to focus on inequality, social justice, living standards, and rights and duties, among other things. Sen's CA expands on the issue of evaluation by seeing people as ends in themselves rather than merely a means to an economic activity. In this way, he recognises human heterogeneity and diversity, drawing attention to group disparities (such as those based on gender, race, class, caste or age), and acknowledging that different people, cultures and societies may have different values and aspirations.

The Capability Approach can thus be used to assess individual advantage in a range of different spaces. Evaluating well-being or human development seems to require a much longer and more diverse list of capabilities (Sugden, 1993). Finally, Sen (1999) recognises that the CA is not sufficient for all evaluative purposes and that by itself the CA does not provide a complete theory of justice or development (Sen, 1983; 1982; 2001); principles such as personal liberty, economic growth and efficiency also need to be taken into account.

2.7.3 General uses and benefits of the Capability Approach in education

It has only been in the past few years that a number of education researchers have started using the Capability Approach in education courses, disability studies, public health studies, and gender studies, among others; so it is very much still a developing area of theory and practice. CA can also be used as a descriptive tool "to explain behaviour that might appear irrational according to traditional economic analysis, or revealing layers of complexities that a quantitative analysis can rarely capture" (Robeyns, 2005). When analysing specific situations, this is of particular importance since it allows for deeper levels of understanding. This understanding can be enhanced by examining the previously discussed conversion factors, which helps to elucidate extenuating circumstances that can affect a person's ability to achieve certain functionings (Sen, 1997; Robeyns, 2005). In other words, the Capability Approach takes into account the broader social and environmental contexts that can affect a person's capability set, which can assist in providing thick descriptions and conclusive analyses. So in the case of education, we need to aim at equalising people's capabilities both in and through education. It also suggests the manner in which one can consider evaluating education at an individual level. This is particularly useful compared with both human capital theory and structuralist approaches which tend to be largely concerned with aggregated outcomes. By placing emphasis on the importance of what is valuable to the individual, it allows us to shift our focus from simply the aggregate benefits that education has for society at large to the benefits it has for the individual. Consequently, many themes are still open to debate. Despite the fact that both Amartya Sen and Martha Nussbaum engage with the capability concept in their work, there are some significant differences between their approaches. Aspects of both their work have been considered important by education researchers so far. On the one hand, Sen's work has tended to be used in general discussions of policy and critiques of theories regarding education and the economy. Nussbaum's work, on the other hand, has been of considerable interest because of her concern with the content and process of education.

According to Walker (2013), professional capabilities ought to be worthwhile and to capture worthwhile functionings for public service. There is a need for theories on capability dimensions to give some content to professional education, work out what

public-good professional education might look like, and then consider how practice and reality accords with the ideal; we need some yardstick to judge whether things are more or less just and fair and indeed effective. Therefore, a list was developed of eight professional capabilities extrapolated from empirical functionings which were seen to be of value to various stakeholders: informed vision; affiliation (solidarity); resilience; social and collective struggle; emotional reflexivity; integrity; assurance and confidence; and knowledge and skills.

2.7.4 The link between the Capability Approach and education

The link between the Capability Approach and education is potentially strong and mutually enhancing (Saito, 2003). Achieving quality learning outcomes with regard to the NPF for Teacher Education and Development in South Africa (2006) could be successfully linked to Sen's vision for reaching achieved functionings. Through the lens of the Capability Approach, a person is viewed as having a wide range of valued "doings and beings" (Unterhalter et al., 2007). Having access to education and being knowledgeable allow a person to prosper; in other words, education functions as a foundation to other capabilities such as being well educated, which is important for the expansion of a person's other capabilities (Hoffman, 2006; Robeyns, 2005).

The issue of education in relation to CA is multifaceted and complex. However, Martha Nussbaum (1988) and Amartya Sen (1999) have given prominence to the idea of how education, and the subsequent improvement of skills, increases a person's economic productivity and economic value (see figure 2.3).

Sen's view on education is that of an overarching capability that should expand other capabilities; whether it be gaining skills and concomitant opportunities, or gaining other intrinsically important capabilities (such as critical thought, respect and empathy), (Unterhalter et al., 2007). These are all very valid connections; however, it has been argued that Sen's interrelationship of education with freedom or capabilities overlooks particular educational aims, content and processes that could potentially be the reason people are deprived from capability (Unterhalter et al., 2007). This may be due to the fact that Sen does not make a distinction between education and the formal schooling institutions in which education is meant to take place.
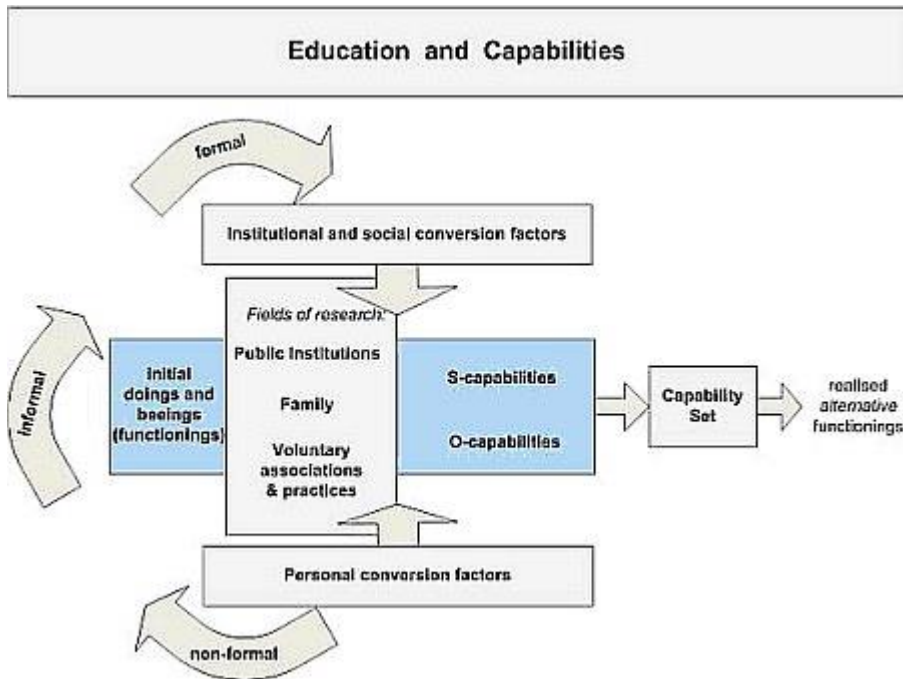
Figure 2-3: Education and Capabilities

(Source: Belefield University and University of Dortmund 2006: Proposal for a Graduate school of Education and capabilities. Bielefeld/Dortmund)

The Capability Approach must be linked with education as a process of development. According to the study, the Capability Approach provides the appropriate lens to understand the education process better. This is based on the fact that it encompasses the needs, interest and desires of learners, and focuses primarily on the freedoms and unfreedoms of learners in their educational achievement. The Capability Approach, therefore, provides capability sets as measures of analysis (Daniel-Oghenetega, 2010). In order to fully enhance freedom and development, as expressed in the Capability Approach, education needs to take into account the interrelatedness of teaching, learning, and human development (see figure 2.4). It has to assist people in developing critical and creative thinking; it should enable them to make informed decisions, communicate effectively, develop problem-solving mechanisms and cope with and manage change. In other words, "education contents, processes, and contexts must be of such quality that it leads to specific learning outcomes in the form of capabilities" (Hoffmann & Bory-Adams, 2005).

Source: HDRO based on Alkire 2010.

Figure 2-4: Conceptual framework for human development

2.7.5 Critique of the Capability Approach

Sen's reluctance to endorse a unique list of capabilities as objectively correct for practical and strategic reasons (Sen, 1983; Clark, 2005; Qizilbash, 2002), leads to some scepticism about and criticism of the usefulness of the approach for purposes of measurement and policy analysis. Martha Nussbaum (1988) is a philosopher who has been a prominent voice arguing for Sen's endorsement of a list. In motivation of this, Nussbaum offers ten capabilities which she thinks are essential in enabling someone to flourish: life; bodily health; bodily integrity; senses imagination and thought; emotions; practical reasoning; affiliation; other species; play; and control over one's own environment (Unterhalter et al., 2007). Nussbaum places special emphasis on two of these capabilities, namely, practical reasoning and affiliation. Furthermore, she notes that these two capabilities permeate the other capabilities, and this in turn constitutes a truly human pursuit.

Some scholars have criticised Sen for failing to supplement his framework with a coherent list of important capabilities (Williams, 1987). However, Amartya Sen's has put forward the following two arguments in favour of the absence of a specific list of functionings:

- ▪ Firstly, it makes better sense to advance the Capability Approach as a general approach to the evaluation of individual advantage and social arrangements rather than as a well-defined theory.
- ▪ Secondly, the application of the Capability Approach will always be combined with a particular selection of social theories, and each specification might result in a different selection of valuable functionings (Robeyns, 2003).

From the above, it is evident that the Capability Approach is more concerned with the opportunities that people have to improve the quality of their lives. Other criticisms on Sen's work relate to the fact that Sen's framework values certain capabilities above others. A second line of criticism casts doubt on the usefulness of the CA for making interpersonal comparisons of well-being in the presence of potential disagreements about the valuation of capabilities including the relative weights to be assigned to these capabilities (Sen,1997). Sen, however, is remarkably optimistic about achieving agreement about evaluations. He suggests that the intersections of different people's rankings are typically large (Sen, 1984). He has also proposed a range of methods including dominance ranking and the intersection approach for extending incomplete orderings (Sen, 1984; 1993; Saith, 2001)

2.8 ANALYSING TEACHER EDUCATION POLICIES BY MEANS OF THE TENETS OF THE CAPABILITY APPROACH

The Capability Approach requires from us to consider equality of capabilities through education. So instead of looking at similar levels of inputs, we can ask how free beginner teachers are to participate in education in different settings, and if there is equality in this freedom to participate. For the purposes of the study, we need to aim at equalising beginner teachers' capabilities both in and through education. In this way, the Capability Approach provides a framework (see Fig. 2.3) which is sensitive to diverse social settings and groups. It also suggests how one can think about evaluating education at an individual level. Development interventions should thus enable beginner teachers to develop the ability "to think critically and creatively, solve problems, make informed decisions, cope with and manage new situations, and communicate effectively" (Maarman, 2009).

The achievement of quality learning outcomes with regard to the Basic Competences of Beginner Teachers could be linked to Sen's vision for reaching achieved functionings. Learning "to be and to live together" underlines the importance of interaction between internal and external factors. The internal factors refer to theories that reality for each person is defined by him or herself and is directly linked to the notion of agency in the Capability Approach, which is seeing oneself as the main actor in defining a positive outcome (Sen 1992). External factors refer to the need for constant social support and collective well-being as a prerequisite to individual well-being, and recognise the impact of external pressure (Jessor & Jessor, 1977; Bandura, 1977; Vygotsky, 1978). Learning to do, on the other hand, is linked to what actions a person takes. When addressed alone in an educational programme, or when an individual is "on survival mode", learning "to do" relates to the manual, or psychomotor, skills for immediate needs and day to day functioning. When addressed in an educational approach taking into account all four of the pillars of education (learning to know; learning to be; learning to live and learning to do), learning "to do" can also represent an achievement linked to "refined" functionings. The Capability Approach is valuable in the study of beginner teachers' competences in relation to the NPF of 2006 because their voice and values represent a broader understanding and analysis of well-being. This can either directly or indirectly have a bearing on teachers' classroom actions. Another use of CA in the development of beginner teachers is the fact that it serves as an attractive theoretical foundation to enhance people's capabilities as an end in itself, as opposed to merely a means to political or economic ends. That said, explicitly linking beginner teachers' well-being (or lack thereof) to their classroom practice and behaviour is still not clear cut since CA has never been framed as a theory of causation that could provide causal links between the components of well-being and people's behaviour. Rather, CA is considered a tool with which to conceptualise and evaluate inequality or well-being, and applying it to issues of social behaviour requires the addition of explanatory theory (Robeyns, 2005).

Moreover, applying the Capability Approach to human development puts the emphasis on capabilities and not on related functionings or outcomes of being educated. Overall, education has an interpersonal impact because it enables people to use the benefits of education to help others as well as themselves, and can therefore contribute to democratic freedoms and the overall good of society as a whole (Unterhalter et al., 2007).

Barrett and Tikly (2010) provide a "neo-hypothesis" of "education quality" which has a direct linkage with the fostering of key capabilities valued by individuals, communities, society and the state. In an effort to highlight the importance of education with regard to students' capabilities, it is important to look at responsibilities to foster the pursuit of capabilities as worthy educational goals. More focus, therefore, needs to be placed on the role that teachers play in the development of their capabilities. The focus of the study is, however, to explore the issue of beginner teachers' own perceptions of their capabilities, with specific reference to the support they receive to achieve the specific competences as set out in the current teacher education policy.

What can be derived from the above is that an important aspect of the CA that can be brought into this discussion is learning to be as well as being able to participate in collective decision-making. As mentioned earlier, the importance of interaction between internal and external factors is crucial. According to the Capability Approach, one sees oneself as the main actor in defining a positive outcome. Within this context the study seeks to accomplish its aim of determining the outcome of beginner teachers' perceptions of the support they receive in an effort to fulfil their mandate to be competent teachers in all spheres of education. The study also takes into account external factors relating to the need for constant social support and collective well-being as a prerequisite to the well-being of a beginner teacher, and recognises the impact of external pressures (Jessor & Jessor, 1977; Bandura, 1977; Vygotsky, 1978). Another important aspect is learning "to do", which is linked to what actions a person takes – in this case, the beginner teacher. Regarding support in the development of capability sets of beginner teachers, learning "to do" relates to the competences they need in order to fulfil their roles as teachers. It can also represent an achievement linked to "refined" functionings (Sen & Quiggin, 1992), which in the case of the study refers to achieving the competences of a beginner teacher as outlined in the teacher education policy.

The following is a schematic depiction by Robeyns (2005) to explain the Capability Approach and the importance of social context (see figure 2.5).
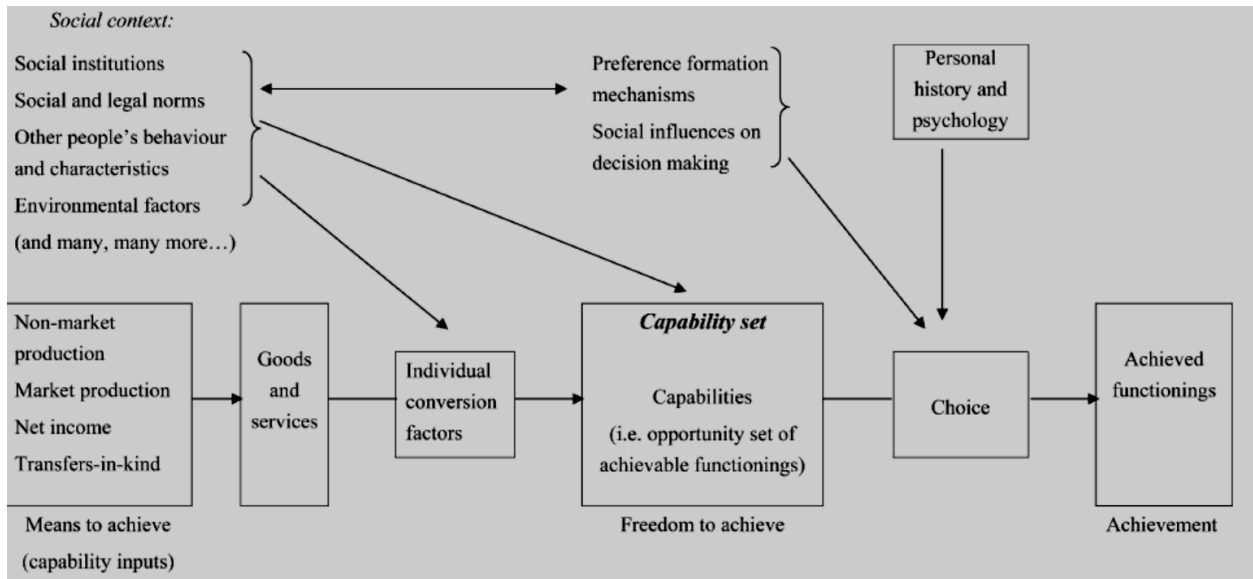
Figure 2-5: The Capability Approach and the importance of social context.

2.9 THE MAIN INFERENCES ABOUT THE DEVELOPMENT OF TEACHERS' CAPABILITY SETS BASED ON PRE-2000 POLICIES

For many years, worldwide educational change has been an important topic of interest and these changes inevitably impacted on the capabilities and freedoms of teachers. This section of the chapter will be devoted to investigate how teachers' skills and capabilities have been constructed over a period of our history, and how these are manifested in the way teachers teach.

Policy impact and implications are useful aspects in the study of beginner teachers' perceptions of their competences because their voices and values are essential to and representative of a broader spectrum and analysis of their well-being and capabilities. This can either directly or indirectly have a bearing on teachers' classroom actions. Beginner teachers need to have the freedom to be involved in decisions to advance their own personal conceptions of well-being, and although there may be overlap with some of Nussbaum's universal capability sets, this study is more interested in those capabilities that are quite specific and contextual to teacher education. That said, investigating the functionings and capabilities that constitute beginner teachers' notions of well-being cannot be straightforward, as social structures and cultural norms have the

potential to affect their values and voice. Sen (1992) also adds that "social discipline" or social conditioning can make a person lack the courage to choose or even desire capabilities that are denied to them, which can have a profound effect on their notion of well-being.

In the early 18th century, official government documents suggested that the most important characteristics of a teacher were sober habits, religious convictions, and a commitment to the cultural traditions of the colonial power. Education was organised largely by the church, and the job of teaching was seen to be closely linked to that of a priest. Although many teachers aspired to and were successful in fulfilling these roles, in reality most of them did not necessarily match the ideal described in government documents (Hindle, 2003).

In the mid-twentieth century the Eiselen Commission was appointed to design an education system for black people in South Africa. This was a deliberate plan, shaped by an official discourse of racial segregation, which recommended that black children should be taught only by black teachers; the ideal black teacher should not only have appropriate qualifications and aptitudes, but should also be obedient, have awillingness to help, be truthful, have self-control, and be able to teach. Those who wished to enter the teaching profession had to submit a statement from the church minister regarding their morals and religion. These qualities suggest that the ideal teacher, from an official point of view, was one that was compliant with authority (Carrim, 2003).

As mentioned above, education policy document contains powerful images of the idealised teacher, whether explicit or implied, and whether conscious or unconscious. Policy makers should therefore critically assess the impact of such images on teaching, particularly with regard to the beginner teacher (Lewin et al., 2003).

Welmond (2002), in a study of teachers in Benin, presents the interface between teacher identity and changing policy as a turbulent landscape. He argues that educators bring their own preferences and ambitions to the process of change and that the juxtaposition between different visions of who educators are and what roles they are expected to play has serious implications for the effective implementation of change. Welmond (2002) also presents the teacher as dynamic and contested, shaped by and constructed within

potentially contradictory interests and ideologies, with competing conceptions of rights and responsibilities, and as people with differing ways of understanding success, competence and effectiveness.

Having access to education and being knowledgeable allow a person to prosper; in other words, education functions as a foundation to other capabilities, such as being able to debate, participate in dialogue, policy and other important decision-making processes.

From 1948 to 1994, many changes were brought about on the political, social, and economic spheres with inevitable shifts in official discourses and teacher identities and capabilities. This would lead to different teaching philosophies, approaches and practices. All educational activities were centred on democratic, inclusive and participative actions, reflective practice, experimentation and risk-taking. Teachers have been called on to learn new theories and implement new practices in their classrooms.

"Transformation" emerged as the new catchphrase, followed by a myriad of top-down policy initiatives. Teachers were expected to attend numerous workshops and were subjected to extreme answerability and accountability measures (Oswald, 2010). These changes underpinned new education policies and reshaped the experiences of teachers. The new wave of changes in which their capabilities and competences as teachers were constructed was not easily accepted by those on whom it was imposed. Teachers responded by adopting some policies and rejecting others; they started contesting these by means of open resistance. In different provinces, areas, or schools, teaching communities organised themselves and interacted in official processes and discourses according to their unique circumstances. At the end of the day, however, teachers could reject, resist and respond to, but they could never ignore official meanings and practices brought about by the different policies as this formed the essence of their "calling" and career path, and determined their competency level as educators. It is thus hoped that the same kind of awareness and sensitivity expressed by beginner teachers over the years would, through the study, inform the relevant education authorities and policy makers to consider what impact policies and expectations without the necessary support, resources and infrastructure invariably have on the perception of beginner teachers.

It could be suggested that rather than passively accepting and suffering the impact of policy change, teaching communities should start reconstructing policy, adopting strategies such as curriculum and syllabus innovation, or even modifying and reinterpreting policy to suit individual experiences and interests. In the face of personal demands and challenges, these types of strategies might bring about a more positive outlook and widely contribute to education transformation and the quality of the future teacher in South African schools, which in turn will balance out the disjuncture between policy expectations and support in teacher training and development.

2.10 CONCLUSION

From the above literature study it is clear that since the earliest times teacher education has remained an enduring focus for scholars and policy makers alike and has thus been a priority in the process of education. Recurring policy changes have always had some bearing on the development of teacher education initiatives and perceptions. However, it can be maintained that of similar importance are the concerns teachers have about the quality and nature of their own development as professionals, which has remained the most enduring focus of South Africa's national policy.

For quality teaching and learning to become a reality, it is inevitable that the voices of novice teachers be heard concerning their pains, yearnings, anguish, aspirations, and expectations of growth and development. In this regard, the Capability Approach provides a holistic view on teacher education and development. It also offers valuable insight into the context and process of teacher education and development as it has been widely used as a quality educational measurement. Furthermore, the challenges in respect of competence after the implementation of teacher education is putting further pressure on the quality of teaching and learning when the issue of support for beginner teachers is not dealt with from the outset. In search of effective solutions to the challenges of school support programmes to enhance the capability sets of beginner teachers, the Capability Approach also functions as a monitoring and a planning tool for educational development.

This, however, is grounded in the context of different educational situations and in the diverse context it finds itself. The Capability Approach is therefore a useful tool when

considering the development of beginner teachers' capability sets as it serves as an attractive theoretical foundation to enhance people's capabilities as an end in itself, as opposed to merely a means to political or economic ends.

The CA is not only useful in addressing the development needs and aspirations of the individuals, but also in their ability to think and reason, build up self-respect, as well as respect for others, think ahead and plan their future. It looks particularly at recent trends emphasising education concerning life skills, psychosocial abilities that help people think, feel, act and interact as individuals and as participating members of society, and at how life skills education through a recognised educational framework can be a bridge to human capabilities (Radja, Hoffman & Bakhshi, 2003). Teacher development, therefore, provides an opportunity for teachers to develop their capabilities which lead to empowerment. Obtaining the necessary skills set and broadening of the knowledge base allow for an awareness of human rights, equality and available resources. It will thus enhance the ability of disadvantaged, marginalised and excluded groups to organise collectively. Without education, the prospects of participation in policy formation will remain only a possibility and unequal redistribution of resources will remain a contentious issue.

The next chapter describes the qualitative research design and procedures used in the study. This includes the selection and sampling procedures and processes adopted in constructing the data collection instrument, administering the latter, and collecting data. Issues of validity as well as the process of data analysis will also be dealt with.

3   CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

The literature study presented in the previous chapter indicates the various aspects of teacher education, and shows how support programmes are used internationally by education systems to equip novice educators to meet the ongoing challenges of education. In the light of this, the empirical study focuses on the perceptions of beginner teachers about the extent to which they are supported to develop their capabilities in compliance with teacher education policies.

The main research question was to explore beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy and to investigate to what extent schools have implemented programmes to support and enhance these capability sets in relation to these policies. The data relating specifically to the perception of beginner teachers' capability sets and the effectiveness of existing support or the absence thereof was therefore collected. The collection of such data was directly aimed at the Norms and Standards for Educations (2002) as set out in the National Policy Framework (NPF, 2006). In this regard, among others, an in-depth study on teacher education, a historical background study thereof, challenges in South Africa, a global perspective as well the problematisation of the implications for policy implementation provided both a background and a basis for the collection of the relevant data. In a quest to and in the background of this the focus of Chapter 3 is on the data collection methodology which involved the use of interviews and policy analysis. This includes clarification of the research methods, the selection of a population sample, and the data collection instruments.

This chapter will therefore focus on and describe the research design and procedures used in the investigation, including the selection and sampling procedures, the procedures adopted in constructing the data collection instrument, administering the latter and collecting the data. To fulfil this purpose, a qualitative research approach was considered most suitable because this is an exploratory study aimed at gaining a broader understanding of beginner teachers' perceptions of support for the development of their capabilities in relation to the National Policy Framework (NPF, 2006) for Teacher

Education and Development in South Africa (2006). The principles underlying the policy as provided in the *Norms and Standards for Educators* (2000) require a teacher to be:

- a specialist in a particular learning area, subject or phase;
- a specialist in teaching and learning;
- a specialist in assessment;
- a curriculum developer;
- a leader, administrator and manager;
- a scholar and lifelong learner; and
- a professional who plays a community, citizenship, and pastoral role.

The data gathered was used to address the research question: What are beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy?

Due attention was given to components such as the research approach, data gathering instruments, population and sampling, validity and reliability of instruments and data analysis. Qualitative research is interpretive research and hence matters such as values, ethical issues and permission which are vital to the data collecting process are all considered. Triangulation will be discussed as a powerful technique to facilitate validation of data through cross verification from two or more sources. This will be followed by a discussion in the next chapter on how data analysis will be done.

3.2 RESEARCH METHODOLOGY

Embarking on a research project involves defining a clear focus and formulating unambiguous research questions. This information is then used to determine how to go about doing the research (Sikes, Hyat, Scaife, Bathmaker & Pomerantsz, 2008). Research methodology refers to the process of selecting the most appropriate method for collecting data. The research study is underpinned by the phenomenological design. Phenomenology is based on the work of the 20th century philosopher Edmund Husserl, which was then later developed by Heidegger. The phenomenological approach was adopted as it allows the study to describe the meanings of a lived experience and is useful in trying to understand a particular phenomenon of interest within its lived world. McMillan and Schumacher (2010, p. 24) refer to the process of phenomenology as the

"bracketing or putting aside of all prejudgements and collecting data on how individuals make sense out of a particular experience or situation". Johnson and Christensen (2012) further simplify this particular experience or situation by equating it to an experience of a minority group member, or the experience of being a teacher. This gives rise to the unfolding of the essence of the lived experience, which in turn leads to reflection and analysis of the experience. As a form of inquiry, phenomenology therefore lends itself to understanding perspectives of the phenomenon (beginner teachers) in the context of everyday lived experiences and has the following advantages:

- Greater understanding of individual phenomena.
- Rich data from the experiences of individuals.

The above advantages assert that phenomenology is person-centred rather than being concerned with social or cultural groups and social processes. Furthermore, the aim of phenomenological research aspires to allow participants to express themselves freely in a non-obtrusive, non-threatening way and without interference from the researcher. It is for this reason that semi-structured, open-ended questions were used as the main method of inquiry as it lends itself to very open questions and small samples, since large samples can become unwieldy (Van Manen, 1990). This is discussed in more detail below where attention is given to the research design.
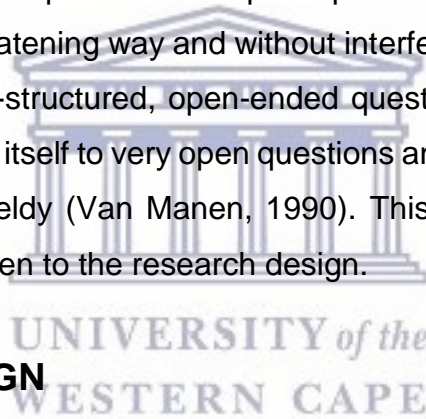
3.3 RESEARCH DESIGN

Research design refers to the overall strategy or plan that the researcher selects to integrate the different components of the study in a coherent and logical way giving direction to and ensuring that the research problem is dealt with effectively. In this regard, McMillan and Schumacher (2010, p. 6) describe research design as the procedures for conducting, including when, from whom, and under what conditions the data will be obtained. They also maintain that the purpose of a research design is that of specifying a plan for generating empirical evidence which will be used to answer the research questions. In the next section an overview of the planning and conducting of the qualitative investigation will be discussed.

3.4 QUALITATIVE INVESTIGATION

Leedy and Ormrod (2005) assert that the qualitative approach is used to answer questions about the complex nature of phenomena, with the purpose of describing and understanding the phenomena from the participants' views. Qualitative research design methods are in the form of words rather than numbers and, in general, the research must search and explore with more than one method for a deeper understanding to be achieved (McMillan & Schumacher, 2010). The qualitative approach was found to be the most suitable for the study. Given the fact that the researcher is aiming at exploring the perceptions of beginner teachers about school support to enhance their capabilities in relation to the competences of teacher education policy, semi-structured, open-ended interviews were used as the primary method of data collection (Appendix D) supported by a document review (Appendix E).

3.4.1 Characteristics of qualitative research methods

In this regard, Rossman and Rallis (2003) offer five characteristics of qualitative research:

- Qualitative research is naturalistic.
- It draws on multiple methods that respect the humanity of participants in the study.
- It focuses on context.
- It is emergent and evolving.
- It is fundamentally interpretive.

3.4.2 Advantages of using qualitative research methods

The following have been summarised by Scott and Usher (2011) as being some of the most common benefits of qualitative research:

- provides depth and detail;
- creates openness;
- simulates people's individual experiences; and
- attempts to avoid pre-judgements.

3.5 SAMPLING IN QUALITATIVE RESEARCH

According to McMillan and Schumacher (2010), researchers will initially search for information-rich informants, groups, places and events from which to select sub-units for more extensive study. For this study, a group of six beginner teachers from three cooperating high schools in the Western Cape has been purposefully identified and selected. The decision to choose schools from these three different education districts in the Western Cape was intentional as these three districts are a fair representation of schools in the province. Denzin and Lincoln (2011) point out that qualitative researchers seek out individuals, groups and settings where the specific processes being studied are most likely to occur. Criterion sampling was applied for the study. This method of sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2002). Purposeful sampling is therefore based entirely on the judgment of the researcher as a sample is composed of elements that contain the most characteristics representative of typical attributes of the population (De Vos 2002).

3.6 DATA COLLECTION

The study makes use of interactive strategies of data collection through semi-structured interviews and document review, which will be discussed in detail below. This fits in perfectly with the objectives of the study of being unobtrusive and non-interfering, especially when conducting semi-structured, open-ended interviews – this will be discussed in more detail next.

3.6.1 The structured, open-ended interview as research instrument

The qualitative research interview is "a construction site of knowledge" (Kvale, 1996, p. 21). Interviewing is more popular than ever as a means of generating information for both scholarly and professional purposes. When done well, the interview may be viewed as a dispassionate, "passive instrument used by the interviewer for obtaining relevant information, as respondents provide pertinent answers" (Holstein & Gubruim, 2008, p. 345). Interviews are widely used because they are a powerful means of both obtaining information and gaining valuable insights. Although time-consuming to carry out, interviews are particularly useful in helping to "get inside" the story. The aim of semi-

structured interviewing is to allow both the researcher and participant the freedom through which to explore an honest and authentic account (McAteer, 2013). This preferred method of interviewing is helpful as it goes beyond the spontaneous exchange of views as a conversation to the point where it actually becomes a highly effective mode of communication which purposefully obtains tested knowledge. In this case, the method of interviewing also afforded the researcher an opportunity to develop empathy with the interviewees, which led to winning their confidence. This in turn gave rise to building and maintaining a good rapport with the participants throughout the research process. Interview questions for the study range from open-ended to semi-structured questions that allow the participants to choose specific answers in response to certain questions. This was crucial in gathering the required information for the final outcome of the study (see Appendix D).

3.6.1.1 Requirements of the interview

The semi-structured, open-ended interview is an orally administered questionnaire where all respondents are asked the same questions in the same order (Patton, 2002). In addition to this, the interview format should be consistent with the goals, assumptions and designs of the research project.

An interview should encourage respondents to develop their own ideas, feelings, insights, expectations or attitudes. In doing so it "allow(s) them to say what they think and to do so with greater richness and spontaneity" (Oppenheim, 1992, p. 81). Prior to the interview, assurance of confidentiality and ethical accountability should be given to participants. The interview should encourage open responses, and should be unobtrusive and non-threatening. Questions should be clear and unambiguous. The interviewer should have several interpersonal skills, and Sikes et al., (2008) specify some of the most important interpersonal skills when undertaking an interview. According to them, the interviewer should:

- be able to maintain control of the interview and to probe gently but incisively;
- present a measure of authority and an assurance of confidentiality;
- conduct the interview in a pleasant and polite tone of voice and manner;
- manage personal space appropriately; and
- display an acceptant and non-judgemental attitude and a willingness to listen.

Paramount to all of the above, researchers should never lose sight of their own research questions, research purpose and the nature of the respondents they are studying, while preparing an interview schedule (LeCompte & Preissle, 1993).

3.6.1.2 Structure of the interview

Permission was granted by the Western Cape Department of Education, the principals from the three participating schools, and the six beginner teachers who were identified to participate in the research project. All participants were contacted for initial meetings three weeks into the first school term. During these meetings, interview dates and times were agreed, and in addition to this, issues of confidentiality and ethical accountability were explained. Interviews took place during the first school term (January to March 2016). Semi-structured interviews were conducted with six participants from three schools in three different regions (rural, urban and suburban). Interviews were conducted outside of school hours and lasted between 45 to 60 minutes. Respondents were advised about the fact that a cell phone recording (voice note) would be used to record the interviews.

The first two questions of the interview prompted respondents to introduce themselves with regard to how long they have been teaching, their reasons for entering the teaching profession, and whether they feel it was the right career choice. The second section of the interview relates to the research questions, covering beginner teachers' perceptions about their competences, challenging aspects of their capability sets, and the nature of school support in this regard as well as their views on what constitutes an effective school support programme. Notes were taken during the interview in an attempt to capture participants' facial expressions and emotions during the interview process. This is consistent with McMillan and Schumacher's (2014) notion that the use of a tape recorder does not eliminate the need for taking notes. Note-taking helps with reformulating questions and probing during the interview, and is particularly useful in recording nonverbal communication, which facilitates data analysis. Transcribing of interviews was done within a few hours after the interviews in order not to lose the efficacy and momentum that were captured during the interviews. Issues that were addressed during the interviews focused on:
- perceptions of beginner teachers regarding their competences;

- challenges of beginner teachers to meet competences as set out in teacher education policy;
- challenging situations beginner teachers had to deal with;
- the existence of a school support programme to enhance beginner teachers' capability sets and the effectiveness thereof;
- aspects of beginner teachers' development that need improvement; and
- suggestions for possible improvements to existing programmes of support.

The interviews took place in a friendly, relaxed and pleasant atmosphere that were suitable to both the researcher and the respondents. I started the interview off with small talk in order to build a good rapport with the respondents and to put them at ease. The purpose of the interview was again briefly explained. It was made clear to participants that they could interrupt to ask questions, raise concerns, or withdraw from the interview process at any time. The technique of probing was used skilfully and sufficient time was allowed for the respondents to answer without rushing participants or anticipating specific answers.
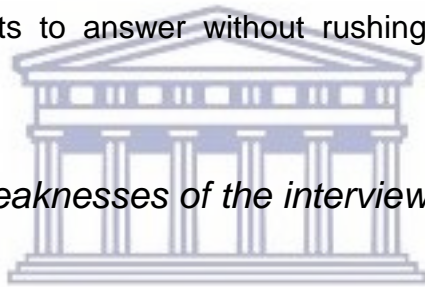
3.6.1.3 Strengths and weaknesses of the interview

A major advantage of using semi-structured interviews is that the researcher can ask the respondent to clarify unclear answers and can follow up on interesting answers (Goddard & Melville, 2005). Semi-structured interviews also provide valuable information from the context of the participants' experiences and since the questions are structured, it provides uniformity. The semi-structured interview allows for a depth of feeling to be ascertained followed by opportunities to probe and expand on the respondent's responses. According to Atkins and Wallace (2012), interviews allow the researcher to engage with the participants individually, face to face, in a way that other methods of data collection cannot do. McMillan and Schumacher (2010) classify the various strengths and weaknesses of interviews as per the table below (see Table 3.1).

Table 3-1: Strengths and weaknesses of the interview

STRENGTHS	WEAKNESSES
Flexible	Costly
Adaptable	Time-consuming
Ability to probe and clarify	Interviewer bias
Ability to include nonverbal behaviour	Not anonymous
High response rate	Subject effects
Used with non-readers	Effect of interviewer characteristics Requires training Leading questions

3.6.2 Document study as research instrument

Artefact collection is a non-interactive strategy for obtaining qualitative data with little or no reciprocity between the researcher and the participant. It is also less reactive than interactive strategies (such as interviews) because the researcher does not extract the evidence (McMillan & Schumacher, 2014). The use of documents is a very useful source of data in qualitative research, but they have to be treated with care and the highest of confidentiality. The most widely-used are official documents, personal documents and questionnaires. The National Policy Framework document (NPF, 2006) was used to analyse the Norms and Standards for Educators (2000). These documents are contextualised within the circumstances of their construct; in other words, it can help reconstruct events and give information about the *status quo*, and can also assist in constructing a needs analysis. Document review is an unobtrusive method of inquiry and provides a rich framework from which participants operate (Marshall et al., 1998). In qualitative research, documents can be used to: (i) suggest new trends; (ii) propose new questions; and (iii) corroborate other qualitative data (McMillan & Schumacher, 2010). In this study, the documents that was analysed was the NPF, 2006 policy document.

3.7 DATA ANALYSIS

Data analysis and interpretation require creativity, discipline and a systematic approach. Good analysis depends on understanding the data. Texts were read and re-read for clarity and tape recordings were listened to several times. Impressions were noted and recorded. In the process of data interpretation, meaning and significance were attached to the analysis. Themes and connections were used to explain the study's findings. A key list was drawn up of what was learnt through the study. An outline was developed for presenting the results of the study and any gaps that might be revealed were identified for further studies.

3.7.1 Analysis of interviews

The data analysis process followed in the study is that which is proposed by Johnson and Christensen (2012) who state that in a typical phenomenological research study, the researcher will use the interview data and reduce it to the common core or essence of the experience as described by the research participants. To search for significant statements with particular relevance to the study, the researcher needs to establish the significance of a statement by asking him or herself whether the statement seems to have meaning to the participant in describing his or her experience; in other words, whether the statement is descriptive of the experience. A list of the significant aspects (themes) was drawn up in order to describe the meanings in detail. These themes that were identified in the data were representative of important details uncovered during the interviewing process. While analysing the data, I found that participants responded differently to the same issue. This signified the differences in opinions and various school realities. For instance, the experiences and therefore the responses of beginner teachers in the rural area differ from those in the suburban area, and compared to these, the experiences and responses of those in the urban area were vastly different. By doing this, the researcher was able to detect the fundamental features experienced by different participants in different areas and make conclusions and recommendations accordingly. These aspects will be dealt with in more detail in the next chapter.

3.7.2 Document analysis

The NPF policy document helped the researcher in developing a better understanding of the responses, perceptions and experiences of the beginner teachers. An analysis of the documents also assisted in the final review and validation stage.

3.8 DEMARCATION OF THE STUDY

There are currently over 500 public high schools in the Western Cape. For the purposes of practicability and feasibility of the study, it would therefore not be possible to include all public schools in the region in the study. In the light of this, the study focused primarily on the three participating schools in the Western Cape.

3.9 CONFIDENTIALITY AND ETHICAL CONSIDERATIONS

The University of the Western Cape's Research Policy (2009) was strictly observed throughout the entire research process. Relevant aspects of the policy were therefore adhered to in the following manner:

- In accordance with the policies of the Western Cape Education Department, permission was granted by the Director of Research Services at the Western Cape Education Department, the school principal and beginner teachers to access documents and conduct interviews through the course of the study.
- Throughout the study, conscious efforts were made to maintain confidentiality. Participants were assured of their anonymity and the confidentiality of information as well as of the fact that all information provided by participants will be used solely for the proposed research and will be securely stored out of reach of public scrutiny to ensure the privacy of all teachers involved.
- The school was also assured that the findings and reporting and dissemination thereof will be used appropriately.
- All participants in the study were given the assurance that objectivity will be upheld throughout the process and that the essential distance between the researcher and the material in the study will at all times be maintained to refrain from emphasising the researcher's own preferences and aversions.

To improve the analysis and understanding of construction of others, triangulation was applied. Triangulation is a step taken by researchers who "seek convergence, corroboration, correspondence of results from different methods" (Greene, Caracelli & Graham (1989) cited in Johnson & Christensen, 2008, p. 451). Engaging multiple methods such interviewing, voice recording and document study, leads to more valid, reliable and diverse construction of realities. Triangulation is a suitable method for establishing the reliability of the information and ensuring honesty and sincerity of responses as information can also be "cross-checked". Thus, information received from the various data sources should corroborate, elaborate and refute one another. De Vos (2002) states that the rationale for triangulation is that it assists in ensuring that the project will be rigorous, credible and justifiable as research.

The credibility of qualitative research depends on the ability and efforts of the researcher. Patton (2002) states that "validity and reliability are two factors which any qualitative researcher should be concerned about, while designing a study, analysing results and judging the quality of the study". Lincoln and Guba (1985) use "dependability" in qualitative research which closely corresponds to the notion of "reliability" in quantitative research.

Reliability and validity are conceptualised as trustworthiness, rigor and quality in a qualitative paradigm. During the interview process, reliability or consistency of the measurement was ensured by asking a number of questions about the same factor, and formulating the questions in the same way. The researcher was careful not to influence participants with her own opinion as reliability could easily be compromised by bias. The following strategies were used in the interview process:

- The informants were allowed to lead.
- Open-ended questions were used.
- Non-leading questions were used to avoid suggesting particular responses.
- Issues were probed extensively.
- The researcher took field notes during interviews.

Validity was ensured in both the interviews and document study by using instruments which have been proven to measure what it is intended to measure. A great deal of

thought has gone into selecting the correct interview process as well as formulating clear questions to obtain accurate information pertaining to the research.

3.10 CONCLUSION

In this chapter, a detailed description of the research paradigm was presented. The research design, sampling, data collection methods, data analysis and interpretation, validity and reliability of the study, ethical considerations and limitations of the study were discussed. The researcher also illustrated how multiple data collection methods can be incorporated to construct evidence. In the next chapter, the data obtained will be presented and analysed through the theoretical framework established in the literature review.

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4   CHAPTER 4: REPORT AND DISCUSSION OF DATA

4.1   INTRODUCTION

Chapter 4 focuses specifically on obtaining the results or data related to the main research question of the study, which is: What are beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy? This is done using the methodologies as set out in this chapter. The aim of the chapter is to present a richly descriptive, analytical account of student teachers' perceptions during their initial year(s) of teaching. It starts off with an analysis and presentation of the qualitative data (interview responses of beginner teachers) that was presented verbatim, which means that expressions, grammar and wording will be presented as per the direct words of the respondents. Thereafter, an analysis of the teacher education policy (NPF) is presented. Any further emerging theme(s) that presents itself was identified for recommendations of further studies to be done. The collection method was directly related to the capabilities framework, and in line with the data collected from the respondents along with policy directives as outlined in Chapter 2 (see 2.3 and 2.8). The results of the empirical investigation are discussed in line with the research design in Chapter 3. The focus of Chapter 4 is therefore on reporting of data as well as identification and discussion thereof in relation to the Capabilities Approach and teacher education. The relevant information obtained from the respondents is summarized and discussed.

The reporting of the data collected is based on the main research question and sub-questions which intended to discover what beginner teachers perceive as being sufficient school support to enhance their capability sets in relation to teacher education policy within the constructs of the capabilities approach. The data collected as well as a discussion on the data is reported on according to the specific themes and are presented and analysed to provide more insight into the daily life experiences of beginner teachers at Western Cape high schools as the daily realities of schooling unfolds as well as the effects of the implementation of the policies on their capabilities.

4.2 POPULATION AND SAMPLE

The study was conducted at three schools in three different education districts in the Western Cape, which are Overberg District, Metro-North District and Metro-East District. The Western Cape Department of Education (WCED) consists of eight education districts, divided into 49 circuits. These districts are primarily responsible for education management, and it includes four rural districts (West Coast, Cape Winelands, Eden and Karoo, and Overberg) and four urban districts (Metro North, Metro South, Metro East and Metro Central). Refer to Figure 4.1 below.

The decision to select the three schools in these districts is based on the belief that it is quite representative of the geographical character and nature of the Western Cape and could provide the rich information necessary to address the research questions. A population consists of objects which may be individuals, groups, organisations, human products and events, or the conditions to which they are exposed (Welman, Kruger& Mitchell, 2005). Only three schools were identified since a qualitative study does not rely as much on the sample size; the depth and quality of the information obtained are of more relevance and importance. My familiarity with the high schools setup informed my decision to focus on these schools rather than primary schools.
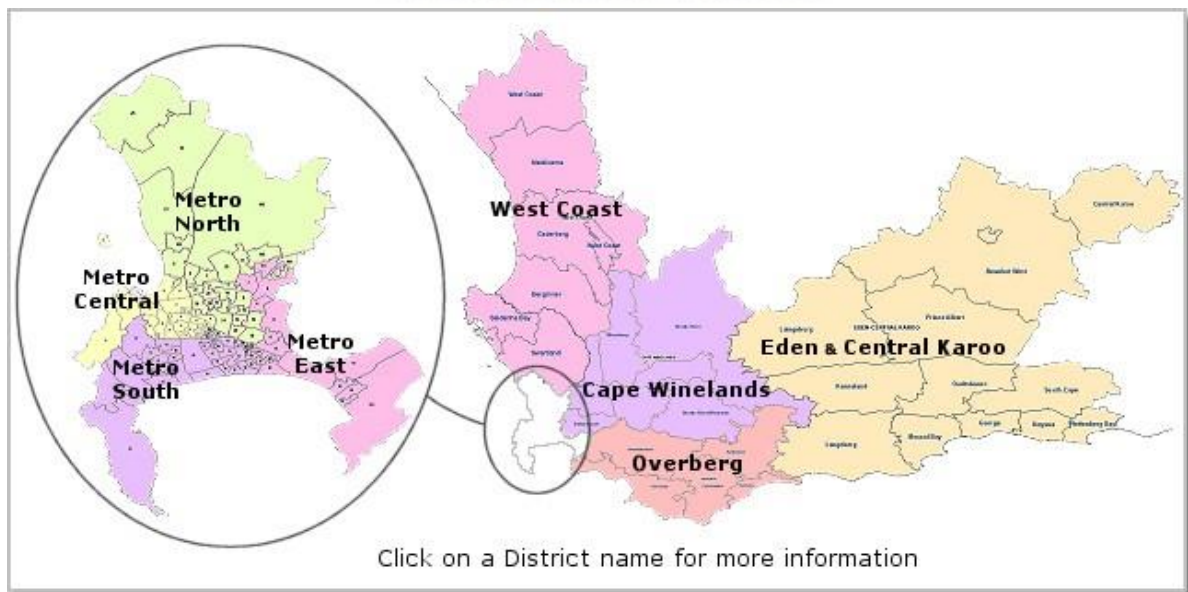
Figure 4-1: Education districts of the Western Cape Education Department

In each school, two participants were identified as respondents, using purposeful sampling which relies on a researcher's experience and/or ingenuity (Welman, et al., 2005).

Six beginner teachers were chosen as participants in the study – two each from the three participating high schools as follows:

- Overberg District – School 1: one male and one female teacher; the male teacher who is 23 years old has been teaching for three months; the 25-year-old female teacher has been teaching for two years.

- Metro North – School 2: two female teachers, both 23 years old. One has been teaching for one year, the other for two years.

- Metro East – School 3: one male and one female teacher, both 23 years old and both have been teaching for one year.

Although the age and gender of the participants are mentioned, it is of no particular relevance to the study and was not taken into account when the data was analysed and discussed – this was merely mentioned as a means of identifying the participants. These information-rich key participants were selected, firstly, to provide relevant data from which the researcher would be able to draw meaningful conclusions in the research process and, secondly, to give meaning to information pertaining to the research question and sub-questions.

4.3 REPORT AND DISCUSSION OF INTERVIEW DATA

As soon as the collecting of data ends the "real work" of data analysis and interpretation begins. Moir, Barlin, Gless & Miles (2009, p. 12) aptly describe this process as "facing a mountain of brand-new (and un-analysed) data". This implies that the researcher has to create a vivid reconstruction of the data collected with the goal of relocating the research question and entering the world of another person to gain an understanding of that person's perspective (Patton, 2002). For this reason the semi-structured interview was the data collection method of choice for the study. Freebody (2003) clarified semi-structured interviews as beginning with a predetermined set of questions, but allowing some latitude in the breadth of relevance. The researcher then has to pursue that which is relevant to the study during the data analysis process. Although interview responses

were transcribed in full, the prerogative still remained with the researcher to decide on what to analyse in depth and how. This was determined by the patterns and themes that emerged.

4.3.1 Report and discussion of data according to the identified themes

A major task of the qualitative researcher at this point is to analyse the data by organising it into categories on the basis of themes, patterns, concepts, or similar features (Neuman, 2006). In this respect, the researcher used a process known as "coding". This means sifting through data and labelling pieces of data as recurring themes appear to indicate what theme, pattern, or concept they reflect. Johnson and Christensen (2012) summarise coding as the process of marking segments of data (usually text) with symbols, descriptive words, or category names. Miles, Huberman & Saldanah (1984) explain it as follows:

Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to "chunks" of varying size – words, phrases, sentences, or whole paragraphs … they can take the form of a straightforward category label or a more complex one.

In other words, when a researcher find a meaningful segment of text in a transcript, a code or theme will be assigned to that specific segment. Themes that were identified from beginner teachers' interview responses are listed and discussed below:

- **Theme 1:** Embracing teaching as a career
- **Theme 2:** The implementation of teacher education policy
- **Theme 3:** The challenges faced by beginner teachers
- **Theme 4:** The lack of school support

4.3.1.1 Theme 1: Embracing the challenge of teaching as a career

Not that many students were interested in registering to train as teachers (Makhanya, 2004), and many newly qualified teachers were seeking work in other countries or outside of teaching (Wasserman, 2003). This poor state of affairs led to a decision by the former Education Minister Kader Asmal to launch a teacher recruitment campaign

and introduce new measures to make teaching more attractive for those leaving school or seeking a career change. Furthermore, these measures were introduced because teachers lost to natural attrition and the AIDS pandemic were not being replaced quickly enough (Asmal, 2004).

According to Harding and Parsons (2011), teaching has never been an easy career choice or career. This is supported by John (2015) who reported that new research from Stellenbosch University has revealed that enrolments in teacher education tertiary programmes have exploded in the past 10 years but South Africa's higher education institutions are still only producing about half the teachers needed every year.

Page and Thomas (1977) portray teaching as one of the most prestigious occupations, founded on systematic knowledge, lengthy academic and practical training, high autonomy and a code of ethics. At the beginning of the interview (the first three questions), beginner teachers were asked to introduce themselves and to elaborate on their decision to study teacher education, when they started teaching, the reasons why they preferred teaching to other professions, and whether or not (in hindsight) they feel that they have made the right decision opting for teaching as a career. These questions were asked to determine why novice teachers (generally described as educators with three or fewer years of teaching experience) were still interested in teaching as a career option. The three questions below were asked, to which participants have responded. To ensure and protect anonymity of the respondents they will be referred to as: BT1-S1 to BT6-S3, which means Beginner Teacher 1 from School 1 to Beginner Teacher 6 from School 3. These codes are explained in table below (see Table 4.1).

Table 4-1: Codes used for respondents

FULL CODE	CODE PER RESPONDENT	RESPONDENT	CODE PER SCHOOL	SCHOOL
BT1-S1	BT1	Beginner Teacher 1	S1	School 1
BT2-S1	BT2	Beginner Teacher 2	S1	School 1
BT3-S2	BT3	Beginner Teacher 3	S2	School 2
BT4-S2	BT4	Beginner Teacher 4	S2	School 2
BT5-S3	BT5	Beginner Teacher 5	S3	School 3
BT6-S3	BT6	Beginner Teacher 6	S3	School 3

Question 1: When did you start teaching?

BT1-S1**:** "I started teaching last year, which was 2015. I graduated in 2014. I had a Funza Lushaka bursary, so I got a job right away."

BT2-S1**:** "I started teaching in 2014."

BT3-S2: "I started here in June 2014. I was first on a contract basis and then last year January, I was appointed permanently."

BT4-S2**:** "I started in January this year and I am still working on a contract basis. I am still very fresh."

BT5-S3**:** "If my 6 months internship does not count as teaching, then I started teaching in 2014."

BT6-S3**:** "I started teaching last year, which is 2015."

Question 2: Why did you decide to become a teacher?

BT1-S1: "The decision was not mine, it was my father's. Come matric, I had my application forms because I knew what I wanted to be, which was to be an anthropologist. And when I was younger, I wanted to be an archaeologist, but I just always knew it was something along the lines of social science or history. I had the application and I told my father this is what I wanted to do. My father, however, told me that there are no jobs in those fields, there's no money and that I should try teaching because then I'd still be exposed to social science and study in that field, but at least have a secure job."

BT2-S1**:** "I really like Maths and I really enjoy working with people. From young already I was participating in holiday clubs and programmes at school, so I was always either attending these programmes or I was a leader, so it was just natural to go into teaching as a career."

BT3-S2 "I actually wanted to go into creative arts and drama, so no, I never thought I would end up in teaching, but I took the wise council of my father who told me that there is no future or money in the arts in South Africa. So after graduating in Dramatic Arts, I did my PGCE and I don't regret doing that."

BT4-S2: "I always just wanted to be a teacher, so there was no question about anything else."

BT5-S3**:** "Teaching wasn't my first choice. I wanted to do a lot of other things but then my mom's friend asked if I could tutor her child and then I tutored Maths with her because I got good marks in matric. And then she started understanding and then she told her friends about me and later I sat with a lot of kids and I thought ok, I'm not charging them but this could be a nice way of earning and I loved what I was doing, and so I became a teacher."

BT5-S3: "I initially decided to do teaching because I wanted to make a difference in the lives of young people. I am also involved in other youth programmes, so that's one of the main reasons I wanted to become a teacher."

Question 3: Do you feel that you have made the right decision and why do you feel that way?

BT1-S1**:** "Yes, I definitely do. I don't think that anything else would have suited me and my personality. It gives me great joy to do what I am doing."

BT2-S1**:** "In retrospect I don't feel that I made the right decision. I love teaching and I love the interaction with my learners but that is not the whole job. There are other aspects that come along with the job that no one tells you about. It only becomes reality until you experience it and situations that you find yourself in. Sometimes I feel like I've wasted so much money and time to study teaching because there are things like marking until three in the morning and then you must be at school again at seven. So sometimes I really feel that I have not made the right decision. But when you compare it to other jobs, it really is not that bad at all. So sometimes I feel it's not so bad but other times I feel that I've got myself into something where I don't really want to be."

BT3-S2**:** "Yes, I definitely do. I have grown to love what I do here so much and I get so much fulfilment from making a difference in the lives of these young people."

BT4-S2**:** "Yes, I love working with young people because I can relate to them. I am still very young, so it feels good to be able to identify with my learners about certain

aspects of their lives. I also feel they like to learn from me because I am so young."

BT5-S3**:** "In retrospect, I don't feel that I made the right decision. Don't get me wrong. I love teaching and I love the interaction with my learners and the kids love me and I love them and we got a good relationship but that isn't the whole job. There are other aspects that also come with teaching that they kind of tell you about in university but it's not reality until you experience it. And the situations that you find yourself in it's like I feel that I've wasted so much money to go study PGCE and four years of my life I could have done something else. Then there's marking…nobody tells you about the fact that you will be marking until 2 or 3 in the morning and be back at the school by 7. So sometimes I do feel that I should have made a better decision and then when I compare teaching to other careers…our hours are not that bad, our salaries are not that bad and ok, you anticipate having holidays 4 times a year, but sometimes you go on training but it's still not that bad because other people only get Christmas and new Year. So some days I feel like okay, teaching is not that bad but there are other days when I feel like … "What did I get myself into"? But mostly it is good, I'm satisfied with it, I'd say. But if it weren't for the learners then I would have just been like: "you know what: bugger this."

BT6-S3**:** "I have actually found a love for this but given my personality, teaching was obviously not my first option and I didn't feel that I was born to be a teacher. But I think as I go along and as I become more experienced, it becomes much better … it is solidifying that this might actually be what I was supposed to be."

Five out of the six participants started teaching either in 2014 or 2015; the other one started in January this year. He did his practice teaching at the same school. Only two of the six beginner teachers had teaching as their career of choice and none of the participants feel that they have adapted easily to their first career. Commonly, newly appointed teachers rarely make smooth transitions into teaching. Often hired at the last moment, they feel isolated in their classrooms and are often given little help.

4.3.1.2Theme 2: The implementation of teacher education policy

Teaching is one of the few professions where everyone has an opinion on what matters most. It is the opinions of the experts that are most often heard in the discourse – guiding and determining program structures, graduate accreditation and the scaffolding and timing of learning for novice teachers (Reynolds, 1992; Shulman & Shulman, 2004). What is often absent from this story is what beginner teachers themselves believe. Worldwide, and especially in South Africa, transformation and decentralised decision-making have been topical issues in the provision of education over the past years. It appears that teachers – the key agents in implementing the policies concerned – are largely ignored in the pre-implementation phases, and treated merely as implementers of these policies (Swanepoel, 2009).

As discussed in the previous chapter, the main trends in policy development from 1994 to 2004 showed an initial focus on the introduction of democratic participation in schools and introducing the outcomes-based curriculum. Resources were directed towards reintegration of fragmented departments and building infrastructural systems to administer the emerging national and provincial departments (Spreen & Vally, 2006). Teachers were the human capital of the education system, to be redistributed and redeployed according to perceived needs. Attempts were made to remedy poor learner results at school level through the implementation of the NPF which outlines teacher competences as: learning mediator; interpreter and designer of learning programmes; leader, administrator and manager; scholar, researcher and lifelong learner; assessor; a community, citizenship and pastoral role; and a learning area/subject/discipline/phase specialist role (Department of Education, 2006). These were part of concurrent attempts made to stabilise, improve and standardise qualifications, and amplify the competence of teachers.

Question 4 relates to the involvement, applicability and relevance of current teacher education policy to beginner teachers. Responses to this question follow below.

Question 4: Now that you have had a chance to study the NPF (2006) policy document, do you feel that the competences for beginner teachers as

outlined in the document, are in line with the school support you receive to become a competent teacher. Why/Why not?

BT1-S1**:** "No, I don't think so. I've met many challenges along the way. I don't feel that first-time educators are being orientated into education at all, not even at the most basic levels. I have never been a part of an orientation process where you actually explore the school first and being taken on a tour of the school and being introduced to your principals, the deputies, etc. You don't really know who the authorities are in the different departments. I came to school the first day and did not even know where the bathroom or my classroom was. I came here and I was not introduced to how the school operates. So I don't know the discipline structure, or how my question papers need to be set up, and the only time that I am explained how to do these things, is when I make a connection with someone … like when I speak to a friend or when someone takes a liking to me. Other than that no one showed me around and I don't want to imagine if no one did that. At the present moment I am very frustrated because I am only ever 'helped' in the form of criticism. Being a "curriculum developer" even is far beyond what I have learned at university. Beginner teachers are definitely not prepared when they come into the school setup. Even as a second-year teacher I have just been re-introduced into a new school and it is now my first term into it and it is really very difficult, especially when you come to the point where work needs to be in and it's not done correctly, but no one has shown you how to do it and you are in trouble. So that is my point of view on being orientated into teaching …I don't feel we are being introduced properly and you are only ever the one to blame when something goes wrong. So there is no structured programme in place to take you through the process in detail and to take new teachers under their wings and mentor you. That, I think, should be the nature of schooling … not only to teach learners, but to teach teachers as well. So I think it is a bit ridiculous to expect of a new teacher to just fall in, even experienced teachers struggle to adapt in a new school setting, because schools do not all operate the same."

BT2-S1**:** "To be honest, on school level, I don't think it is sufficient for young teachers to step into. I think there is much more that can be done to assist new teachers coming into the profession. On governmental level, I also think they can look at how to equip young teachers better, because when you step into a classroom,

all the stuff you learned at varsity is out of the door, so you get exposed to the reality of how things should actually be done."

BT3-S2**:** "I feel that if all schools operated like us, it would be possible. I just, however, wish to add that I think the policy makers should really take into account that people are different and not everybody will maybe achieve all those standards at one given time in their career or development. I think more consultation and input by educators are needed to make it work for everyone."

BT4-S2**:** "I DO think that if there is enough support and assistance given, enough resources and time, any teacher would be able to achieve those competences. But for me, right now, I have only started and I am still battling to just master my subject and manage my classes. So for me, I still have a long way to go to be able to meet those standards."

BT5-S3**:** "No. I don't think that they were realistic when they drew this policy up because I am at this school now for a few months and this is the best school where I've been at, where I have received the most support from teachers as far as discipline issues and other matters are concerned or setting your assessments. But at the other school where I was at school for only 3 months, then I went on a camp and then the principal dragged me to a disciplinary committee hearing. I was an educator for three months! Don't you first go to progressive disciplining and say this or that is the story or whatever, but now he just thought "no, I'm gonna discipline you to the fullest extend because I can but then the children smoke cigarettes outside my classroom and when I complain about it then he says: "at least it isn't dagga". But then now why are you treating me like that? Who's the one that's being paid to be here and who's paying to be here? And then I just felt like" Whoaw…what the heck! Then I agreed to teach certain subjects only and that is Mathematics because I'm a Mathematics teacher. I specialised in Mathematics for the FET phase. So in the middle of the term I'm given grade 11 Math Literacy. I don't even know what Math Lit is, I don't even know how to teach these things. I think I would know how to teach it but now they want another kind of methodology and they want the children to understand it in this way and this is what the textbook say. Now I'm not a textbook kind of person who rely on a textbook. I rely on a textbook only for exercises, that yes. Tell me what I must teach and I'm gonna teach you that thing and you gonna

know it. The way I'm gonna teach it, you will understand it, because I understand it and I know why certain things are done and if you ask me any question I will be able to tell you this is why we do that, this is why we don't do that , this is how we overcome this issue if it arises or whatever, but now you're giving me a subject that I know nothing about and the teacher who's the HOD apparently doesn't even have a teacher's qualification but wants to walk into my classroom and shout at me because I'm a laaitie because I qualified last year December...now he wants to talk to me like I'm a learner and that doesn't fly on my TV because teaching wasn't my first job. Yes, it is my first job after I have a formal qualification, but I was employed before this. I made a good living before this, I got along with people before this and nobody ever disrespected me like or undermined my authority, and now you're doing it in front of children. So what would the children think: "oh we don't really need to take her seriously because that's the guy who's in charge and we'll rather listen to that teacher because he's more senior. Meanwhile, he doesn't even have a qualification, but he wants to instil that. So that whole thing…how did I now get there anyway? Yes, it's because of the assessments. For the first year of my teaching career I didn't understand how to set an assessment, how to allocate marks and time. I could set informal, developmental assessment but not formal ones. I could not even establish how much work a child can do in an hour, so the time allocation was a huge challenge for me. At university I had the best undergraduate experience of my life and I think that the institution was the best ever and they taught us a lot of stuff but they didn't teach us how much a child can do in an hour because we had micro-teaching and you're teaching your colleagues who already know the stuff. So now you've already done the stuff but I had to present to get a mark for confidence and a mark for my global impression and a mark for presentation of my lesson and lesson planning and phases of the lesson but now my colleagues can do so much more than a child can do in the same time frame that I struggled in the beginning with how do I do this with the child…how much can a child do in this amount of time? I couldn't understand and I was finding myself frustrated because I didn't know how to set assessments and how to plan my lessons…I know how to plan but not what to plan for because I didn't know what they could do. And then there was co-ed inter-sports and my time was robbed from me and I got this rude awakening after the first term where I literally

just broke down in tears because in class we had such a good rapport and they understand, homework is done and assessments are done and then more than 50% fail my subject. I took it so personally and I thought that I was a failure…I felt like I was failing these kids. I felt like I wasn't doing something right because I always told my tutoring kids' parents that if one or two children fail I understand but if more than that, then there's something wrong with that teacher. And now I was in that situation and I felt so ignorant having said that to parents and I felt like what am I doing wrong…where did I lose it. That led to me being very frustrated last year and I resigned from that school in June and then I went to another school where I was given matriculants. I could handle the work of a matriculant, present the lessons to get them to understand but the pressure. I set the tone in July…we had five weeks until prelims are starting in August/September and then we have a week after that and then it's their final exams. I'm in my first year of teaching matrics…I've never experienced this kind of pressure in my life after-school classes, sleepovers, mathematics workshops, sba's…that kind of pressure was overwhelming because being a matric teacher meant that after September you get free periods but then they would come to you to ask if you could teach other grades and do other tasks and to get in assignments that were due in the first term for instance and they're not at school and I'm having to phone parents so your free periods basically go to blazers because there's so much still to do. You might think that as a matric teacher you'll get free periods, but if you go through the logistics, you'll find out that there are still missing SBA's that need to be done. Then I decided teaching is not for me. Oh but then I taught at this school where they were predominantly black – people who go to the bush to be initiated – predominantly men…if you can put it that way. They are 16 years old but the mentality is that because I've been circumcised, I'm a man and I don't have to listen to a woman because I'm a man…they would stand in front of the school smoking cigarettes and when you report it to the principal, then he says we can't really do anything to them because they're really just coming to school to write and they must write in their allocated times otherwise there are going to be irregularities in the examinations. So now the children think, that because they are men, they don't really need to listen to you and they can talk to you like they wish and they will tell you you're a laatie , a child abantwana in their eyes because we're the same

age. I've gone as far as to tell them that some of them are even older than me, and they see me as a laaitie but they're not even ashamed to say that someone like me, with a degree, a job, someone who earns money already is the same age like them and they are still at school…in matric at 26 years old…that's not even something to be proud of but yet you are because nobody in your family even made it to matric. I said to them that it is pathetic that you think that this is the height of your life, that you are in the prime of your life…here in matric…you should have been done already. Then whenever I would talk to the people to tell them that I need help or anything there's nothing. Just read here…these are the memories…an official book of memories of the matric class of 2014: These are some of my kids saying the following: "I will miss Mr XXXX chasing us around". Another child said: "What I miss most about the school is bunking and smoking weed". That is the kind of things mentioned in an official book. The rule is you're not allowed to bunk because the teacher can get fired because the teacher is responsible for that child during that period and something happens or they get stabbed to death, I would be held responsible and I need to please explain why. So if a child bunks and I don't know where you are and I don't check up on you because now I'm so involved with the teaching and inundated with admin work and trying to explain that I don't even notice they're not there, if anything happens I need to explain why I did not report the child for bunking, but then smoking weed: the teacher is responsible for that if the child does it in your period. They are saying that teachers need to be held in high regard…wow…what am I missing? What's being said and what is actually happening do not agree. Maybe if teachers were paid more then maybe they would say that the demands are on par with what they earn…but I don't honestly think so. I didn't even get to the other school that I was at. I didn't even get to my current school. If you think this was interesting, you have to hear what I'm going through now."

BT6-S3**:** "Well not really, because I have not received of the greatest of support but in one subject I have received excellent support but in the other subject I was kind of left to figure it out on my own, and therefore I feel like you can't really be a curriculum developer, a leader, administrator, a manager, when no-one is telling you what you are supposed to do. You are a first-time teacher and at critical moments you find out that you have done the wrong things all along; maybe you

did not cover something that is in the CAPS document, or the schedule and CAPS document do not correspond. There were no regional standard setting meetings. We had no subject meeting yet for the year, and it's almost the end of the term. I have spoken and asked about it but I don't know if it will ever materialise. I often feel that because I'm a beginner teacher, I cannot be telling older people how to do things and what our job is, but I don't feel that I should not say something because it affects me negatively. I must just reiterate that my one subject head is fantastic when it comes to support. She literally takes me by the hand, shows me exactly what is expected of me and I feel that she believes in me and in my abilities. It's almost like she's mentoring me to be able to take over her role as she is nearing retirement age."

4.3.1.3   *Theme 3: The challenges faced by beginner teachers*

Novice teachers enter the teaching profession with strongly held beliefs and attitudes on the qualities they believe are most important to have or develop, having "closely observed and scrutinized teachers and their behaviour" over the course of their own schooling (Fajet, Bello, Leftwich, Mesler, & Shaver, 2005). In the next three questions (5 to 7), beginner teachers were invited to reflect on their own capabilities and competences in and around the classroom and whether they are supported in the challenges they are facing in this regard.

Question 5: In your experience this far, what has been your biggest challenge to meet these requirements?

BT1-S1**:** "I think the most challenging thing for me has been that I was placed in a certain work order that has not been discussed with me, whereas where you have been placed is not your speciality, and not something that you thrive in, and people just expect you to do well with no guidance at all."

BT2-S1**:** "I think managing my time properly is a big issue for me and getting the curriculum done … getting to everything, getting to the admin is a headache. I do, however, feel that it is achievable if there is extra help put into place or extra support is provided. Our classes are enormous, especially in the lower classes, Grade 8 and 9. My biggest Grade 8 class is 56 and Grade 9 is 55."

BT3-S2 "I think the biggest challenge here is the fact that we have such huge classes. We have about 45 learners in our classes and need to be everything to them. You need to be a role model, a psychologist, a mother figure, and educate them and I think for a beginner teacher I had to really do introspection and ask myself if I can still continue with the lifestyle that I used to because now there are young people looking up to me and I cannot do what I used to do. So I had to learn to do things in a different way and that was difficult for me. So I have learned, for the sake of my learners to stand firm, stand my ground and never let them think that I am sometimes doubting myself. Dealing with such a huge diversity of learners here is very challenging. Some of them are mothers already, drug addicts, gangsters and it can be very difficult as a young teacher to relate to them and actually gain respect from them, because they see you as one of them."

BT4-S2**:** "My biggest challenge is the huge number of learners in the classroom and to be able to treat them all equally and find a way of accommodating them all and get them all to understand the work."

BT5-S3 "I don't need a lot of support as a teacher because of my different work experiences I had in the private sector. I am a people's person so I get along very well with most of my colleagues and with most of the learners. I was a manager at Spur for a few years, I was a flexi at Truworths, I was a window dresser and I know what it is to work hard and to work under immense pressure but my biggest challenge will be support in terms of a support in terms of the structure for discipline leaves a lot to be desired and that has led me to having to adapt and change the way I deal with the learners and to develop my own way of teaching to incorporate discipline into my lesson. So right now I teach my kids and while I'm teaching I will discipline them so that I know when a situation arises that I will be able to handle it and that we won't be able to go to the grade head or to the principal because at the previous school the grade head didn't do anything and the principal didn't do anything so now we sort it out in class. I've found that teaching style to be the best…by sorting things out among ourselves. At the school where I'm at now, not a lot of teachers are like that…they will make a note, send it to the grade head and the child will get into extreme trouble for a little thing like having a stupid haircut or wearing the wrong kind of shirt which

for me, where I'm coming from a school where kids don't even have school shoes, it breaks my heart to see (and I'm getting emotional now…sorry) Last year I taught kids that had nothing, they didn't even have bread…we had a feeding scheme for them. Coming to a school now, I find it difficult to understand why we are on our kids' cases because they are wearing earrings, their hair isn't cut properly…the hair isn't receiving the lesson...the kid's brain is receiving the lesson and so I get upset. I don't express my emotions to the teachers because, as a body, when a person says something, I will agree with them about the wrong shoes or whatever, because we need to speak as one voice, but on the inside I'll think to myself: I taught kids of whom one was shot dead last month because of a gang-related incident…I mean, I taught gangsters but you want to carry on because the child doesn't have the right school bag? At least the child has a school bag. So I struggle to understand how it fits in with society. We are trying to mould these kids into like a military style but then they get outside and we have a president that can't even count. It upsets me…it upsets me to that extreme where I've applied to teach overseas…I don't want to be in South Africa anymore. I got the job and in July I'm going, because I cannot deal with this…it's petty, it's petty. Because these kids are fed, they are there on time, they don't backchat. I have angels…they are angels…I've never ever been in a school where kids are so good, where I had zero failures for my first SBA. I have never been at a school like that…I cannot understand how teachers can talk to them like: No, you're not talking to me in the right tone of voice. You will not have school for two weeks…how do you rob a child of their education like that? Where last year I was sexually harassed by a learner, you want to put a child out of school for two weeks because he didn't talk to you properly, when I had to look in a child's face after he rubbed his penis against me, after he got an erection and he wasn't even suspended or sent home in the last period…here you want to send a child home because you don't like the way they spoke to you. So I don't know…maybe it's a bit off the topic and I'm sorry that I'm so whatever."

BT6-S3**:** "For me it is the lack of communication between your subject heads and me."

Question 6: Mention one challenging situation in your initial teaching year(s) and how you handled it.

BT1-S1: "Yes, I think especially as a young new teacher; it is that you are not being treated and respected as a professional, based on your age, experience and appearance. I look very small and young and because I am a female, I think I am judged very quickly on that, and the way colleagues treat me, is how they see me. And because I don't want to stir up any drama, I just take it as it comes. So yes, that has been the worst situation for me to have dealt with. My seniors do not approach me professionally but with the attitude of 'you are new and you are young and you will just conform'. Personally, I am a very strong individual so it is difficult to keep quiet, but I do. I was brought up to respect and treat every human being with dignity and not to get that back, is just so sad. So I have had to make myself understand that people have different approaches to life in general and I think I've come across two different types of these: for some, school is their life and their all – and that is how they run their department and their career … as if their lives depend on it. But then there are people like me, where you have a more balanced approach to life: I work, I study, I play sport and I am active in my community, so because I am so busy, I need structure in my life … for me everything needs to be planned in advance and structurally. My biggest challenge then is when I will be told for instance on assessment day, that my marks need to be in the next day. I have to navigate these huge differences of opinions, and especially when it comes from your authority, it is difficult to uphold your own ground. So me, being a post level 1 female teacher, looking like a 16-year old, I tend not to be taken seriously."

BT2-S1: "One challenge that stands out for me is when there was a fight in my class during last year. I actually had to get help from outside because I was not sure how to handle the situation but luckily the principal managed to deal with it and I just stepped out of the situation. One learner was threatening to hit another one with the wooden backrest of the desk."

BT3-S2: "I have had many, but one that stands out for me is when I started here in 2014, I got a very difficult Grade 10 class, who have been through so many teachers already, so they were on a different level than the others: there was no respect for teachers, they did not respect themselves and when I arrived here I had to show them what it is to be a learner and not to be a grownup before your time. I had to teach them to respect me, the other teachers and themselves. I

didn't know how I was going to manage these kids. They came from all over this area. Some came from outside of our area and, if you know the area, you would know that the children coming from that area think that they own the school grounds because they come from a different lifestyle than the children in our area. I had to manage kids who struggle with their sexuality, especially the girls. I remember one of the learners coming up to me, asking if I would be interested in dating her and I was so shocked because I would never go up to a teacher ever, asking about having a relationship, even thinking it was off limits. But looking back, I have grown so much and my learners have actually helped me in growing. I really had to orientate and convince myself into thinking that I was not afraid of my learners, because I was. There was this one girl who used to go out of her way trying to challenge her previous teachers by wanting to physically fight with them and physically she was much bigger than me, so I was afraid of that situation happening to me. As a teacher you can never show your fear. So I stood my ground and I told her from the get go that I will not tolerate her behaviour at all. So I think that I have made a difference in their lives because they did start to respect me more."
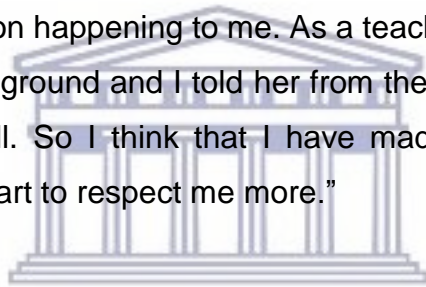
BT4-S2**:** "My biggest challenge is to teach a subject that I have no training in and knowledge of at all. So I constantly need to make sure that I convey the correct information in the right way to the learners. I need to prepare myself thoroughly and properly every single day and make sure that I know the content."

BT5-S3**:** "I think the most challenging one was discipline because I was a very aggressive person when I started teaching. I had the idea that, because I'm the manager here, people would either listen to me or face the consequences, so going from a position of where one needed to fall in line, or else gets fired to having to lead learners and be a leader where children can choose to listen to you or not. I say 'choose to' because the government has tied our hands to such an extent that we cannot safely discipline a child and you feel like okay, I can say this, I can say that but one has to be so careful how you go about it because the kids can see that they can do what they want and get away with it and if you do anything, I'll just get you (the teacher) into trouble because I'm the child who

is protected by law. So now I had to change the way in which I approached the learners in such a way that they would want to be in class and want to learn from me because I teach Maths and they've already got this Maths block and I don't like the teacher, so now they will not do good at Maths because that's how I was at school. If I didn't like a teacher, I will just block you because I don't even want to hear what you have to say and Maths is so important that if you don't pass it in grade 8, then you don't pass the grade and in grade 9…if you don't pass it, you don't pass. And grade 9 is an exit phase so you can go to a college or you can even go work in a company and build yourself up and in twenty years you'll be whatever in the company. So it's so important that I had to change how I approached kids and how I spoke and interact with them so they would want to learn from me, want to be in my class. And so that was my biggest challenge because it sounds easy to change the way you say 'hello' or whatever, because you have your own habits and I don't really have to because I'm the kind of teacher with an attitude of: who do you think you are, man…who do you think you are to talk to me like that after I've studied for four years, you wanna come talk to me like that…no. Having to change that whole thing was difficult. One day a learner was playing a boom box, those portable speakers and if I'd just gotten qualified I'd have attacked him and asked him who he thinks he is to stand in front of my class and play his music loudly…didn't he hear the bell…I would have shouted at him. Instead I just went to him quietly and asked him: but why, why are you doing this, yet wearing your matric jersey, knowing I've got grade 8's in my class…what is your reason for showing this kind of behaviour, because you know you are not allowed to have those things at school, you know the bell has just gone for going to class but you're still standing here, you know that your class isn't here because you don't see any other matrics here, but you are still standing here. So please help me to understand what is going through your mind…why are you doing this? And he was like shocked because he expected me to shout at him and belittle him. I've been at this school now for two months but the kids love me and I love them. Even the naughtiest of naughty children they don't bunk…I didn't have one case of bunking and it's Maths…you would think they will bunk Mathematics, but no, they would rather bunk Life Orientation but they say no, we must be with our Math teacher. And I don't get them into trouble having a thread looming over

their heads like: if you do this, I'm gonna tell the grade head, I'm gonna send you to the principal, I don't threaten them because to me the way I have chosen to change myself was I will give you a choice that you can either be in my class or outside but then you stay outside, you don't come back to into my class and I don't care what your parents or the principal say but this is my class…my yes is my yes and my no is my no...that is how I am as a teacher. If you come to me and I say no to your friend and you come to me with the same request, you can also expect a no…as much as I like you and I pray with my children. I know we're not allowed to pray, I know we musn't do it…according to the government it's like indoctrinating the child but for me that is so important to start the day with the 'Our Father' and you know what, my learners were the naughtiest, they were talking and rude and I can work with a naughty child, but they were rude on top of that…they had that arrogant attitude but that's not okay and I did not reprimand them about it, I just told them what I expect from them and I decided to speak positivity into my kids and tell them that I expect them to be well-behaved. I told them I'm the best teacher and I expect them to behave like the best learners. You can't have a junk learner and then you have a nice teacher or vice versa. And that means that if you are junk, I'm gonna give you junk to learn and that means that I'll be a junk teacher and I don't think I'm a junk teacher at all…I think I'm a very good teacher. They then feel pressured to say yes, they thing I'm a good teacher and then I speak to them in a nice way and tell them I don't see why we need to fight at high school. So if they have an issue with another teacher, they will come to me and discussed the problem with me and then I will explain to them and make them understand from a teacher's point of view I'll tell them that I do understand what they are going through but they should look at it from another angle, the teacher's point of view. I then tell them they must just imagine going through the same issue 100 times and say if they'd react in the way they would. Then they realised the error of their way and see the point. So yes, I think the discipline issue to me was challenging but I don't really have a challenge now anymore."

BT6-S3**:** "It definitely is my classroom management. Last year we had a classroom management workshop for all the new teachers and they gave us an outline of what we could possibly do but my first year was hell and this year I decided that this year it is going to be different and it is actually going well. I am a very 'wall

flowery' kind of person, so I don't speak easily and I am very withdrawn. So it was almost like an 'adapt or die' situation and I just had to become sterner in my approach with the learners. And at first it terrified and scared me to be like that but it is becoming better and it has helped the situation a lot. It was much easier with the Grade 8s though because they don't know me yet, so I could really start off much stricter with them and it actually worked. I had made an internal shift and feel much more confident now and in charge of my classroom."

The majority of the respondents noted the practical component of their teacher education to be one of the most important aspects of their training. They were in agreement that even though the period of teaching practice was of great value, it did not fully prepare them for the myriad of challenges they are currently facing in the classroom. One of the respondents mentioned that the stark reality of suddenly being in charge of a group full of teenagers in the classroom was in direct contrast to the feeling she experienced in their teacher preparation programs where lecturers and peers enveloped them in a safe learning environment. Others added by saying that once they started teaching, they quickly realised that their time with other colleagues was reduced to a few hurried minutes at lunch, before, or after school.

Beginner teachers feel that their "incompetence" to implement the new curriculum framework due to "lack of resources, inadequate training and being overloaded by myriad policies attempting to enact educational reforms in schools" (Carrim, 2003, p. 315) sadly dominates their passion for the career.

4.3.1.3 Theme 4: The lack of school support

Investigating novice teachers' perceptions is crucial to understanding how teacher education programmes can support teacher development. Saunders (2004, p. 163) describes it as being viewed as a "hugely complex and skilled activity ... both a science and an art – requiring scholarship, rigorous critical enquiry, a collective creation of education knowledge according to collegial and communal norms". With the above taken into account, beginner teachers were asked in Questions 8 to 10 to comment on existing school support programmes to help them adapting to their new schools and with their development needs; they were asked to comment on the nature of such a

programme and if they would suggest any improvements. The relevant questions and responses are reported below.

Question 7: What aspect(s) of your personal development, do you feel need more improvement or further development?

BT1-S1**:** "I have been given a grade that was not part of my training at university, so I need to do a lot of research so that I get to the point where I know the most about the subject. I am actually planning on getting my own mentor very quickly, outside of the school, to assist me in this because there is no such structure in place at the school."

BT2-S1**:** "I would say it would be in administrative skills, working out a system for myself and sticking to that system. Maybe attending workshops would also help because I tend not to go to these."

BT3-S2**:** "I think there is always room for development. I think I still need to learn how to juggle everything effectively. Sometimes I'm all over the place and other times I am really centred and I have everything sorted, but I still need to learn how to make time for my main subject, make time for my admin and make time for the other subjects and for my learners because sometimes I want to do everything at once and that is not always the best way to do it. So I'm always open for developing in my teaching skills and my administration. I think I'm doing okay now."

BT4-S2**:** "I believe that I can improve my classroom atmosphere by making it more conducive for learning to take place, like putting up posters and just making it more learning friendly for my learners."

BT5-S3**:** "An aspect where I would need improvement in is to be maybe more humble because right now (and maybe I might sound crazy when I say this) but I think that because of my age, I think I have a slight arrogance because I'm very good at teaching Mathematics and will tell people that I am very good, in fact I'm one of the very best Maths teachers South Africa has to offer and I am still young and I will tell this to people as well, especially if they disrespect me. The reason why I say I am the best is because I'm in the best category in the world is because I know how to take any topic in Mathematics and break it right down to

primary school level, that is why I say I am the best. The whole point of teaching is to get the child to understand and I know I can get any child to understand, given enough time. But because of the time limitations we lose kids along the way. However working on being more humble and I know as the years go by it will get better because I'm working at my humility but I think I've come a long way because in the beginning I was very feisty when rubbed up the wrong way and I would be quick to defend myself but now I have learnt to keep my mouth shut, and because I know that sometimes ones strength can be in your silence. So that's what I need to do right now…to be silent and let my children's results speak and I don't need to defend myself and that is really difficult. I think that being a strong person in a sense is also a kind of weakness because you get stubborn…I need to become softer. I'm a very positive kind of person and like looking at things in a nice way but sometimes I just make my mind up and nothing is gonna change my mind. I was talking to my colleagues the other day, telling them that sometimes I feel that's it's pointless what we are doing, worrying about whether we're going to be able to finish a term's work because next year there are going to be even more grade 8's and we're gonna have the same kind of worries so don't worry about it, so that's why I'm trying to become softer and less offensive and affected because it's gonna happen again anyway."

BT6-S3**:** "I would say it would be in organisational skills, because I often lose important notices and papers because I do not prioritise. When I am busy with something, I will just put whatever comes up away until later, and many times I don't even get to it or just forget about important things that should be completed."

Question 8: Is there any support programme to support you in terms of your development as a beginner teacher?

BT1-S1**:** "There is no support programme in place. You always get told that you should ask if ever you need anything, but teachers are busy people and everyone normally gets busy at the same time, so no one has time for you when you do look for help."

BT2-S1**:** "Currently there is nothing at all for beginner teachers. You have to shout and ask if you need help."

BT3-S2: "I must say that I have received a lot of support from my subject group. It is very difficult to come in and teach a subject you know nothing about but I had to go through the material and do a lot of research to be on point about everything that happens in the subject. I have, however, received a lot of support from the grade head and everyone in my subject teams. I could go to any of them at any time and ask if I'm still on the right track and about how I should go about teaching a specific aspect of the work and they would even give me resources and assist with methods of teaching. So I would use that which works for me and I was even able to design my own methods through their help. At the end of the year mentors are normally assigned to each of the new teachers to assist them with the transition into the school, especially with the admin and other aspects of teaching and that was very helpful to me. So new teachers could just go to the mentor and they will dutiful assist. Even last year we had a staff briefing and our principal suggested that if there are beginner teachers or experienced teachers who feel that they need a mentor, then they could be assigned one. I think here at our school teachers are always willing to help one another. I have never had or heard about someone who will not make time for a colleague here. So I have never felt that I don't know what is going on. So I think that we are lucky to have received this type of support because I know it is not the case everywhere."

BT4-S2: "I receive support with the administration section of the work and it has helped me a lot because you can just go to someone and that person would assist you in whichever way possible. The guidance we as new teachers receive here at our school is really very good. I think the whole situation of receiving support is contagious, so we all have now developed a culture of helping one another and availing ourselves to assist."

BT5-S3: "As a beginner teacher I have learnt the majority of what I know at university and there have been numerous professional development sessions where they will address classroom management, subject methodology, subject content, inclusive teaching methods, etc. etc., so these are more refresher courses I would say, for the older teachers. So because I'm one of the few qualified Mathematics teacher I don't go to the Maths subject workshops, because it bores me so much and it really is not challenging enough for me because the

people who present the workshops don't necessarily have Mathematics qualifications and are just teaching the subject. I want to feel refreshed like when I go on the Ledumtale Project at UWC run by Prof. Cyril and I feel so challenged when I go there like my engine is switched on and we can completely race again because now we can show what we can do in a Mathematics spectrum but at school we just have to give and take out. If I can use the analogy of a car…here's my Ferarri and you can also have a Ferarri like this when I'm done with you but at Ledimtale there, we can rev our engines, we can put out music on, we can start racing against each other and who's better and faster but not a lot of training sessions are like that. That is clearly not a government initiative. Government initiatives are more aimed at teachers who are learning Mathematics. Because they are not Mathematics teachers…they are teachers of Mathematics. I'm a Math teacher because I've studied Maths but now you need to challenge me too…I also need to feel like I'm achieving something or else I'm actually just here to give a piece of paper in, a formality so that I can get a 2% extra next year…because why otherwise should I be doing it? That is just a waste of time."

BT6-S3: "There is not really anything in place other than for grade meetings during which they will normally tell you what is needed from you and sometimes they show you what to do, but other than that, no other support."

Question 9: If so, do you feel that this helps holistically or does it only focus on some areas of your development?

BT1-S1: "It is totally non-existent, so no conscious development takes place."

BT2-S1: "I went to a classroom management course last year and it helped me quite a bit and I really felt that, as a person, I have learned so much and that that information will help me going forward as well."

BT3-S2: "Yes, I believe we are really developed here holistically."

BT4-S2: "Yes, the kind of support we are getting helps you as a person in totality."

BT5-S3: "I went to a Classroom Management workshop last year and that helped me quite a bit in terms of disciplining a child and then they gave us a cycle with 3

things: look, see and act. You look at what you see and choose to see what you want to see and you act in a certain way. But is you change what you see, what you look at will be different and I changed the way I looked specifically at the naughty children and a lightbulb went on. I realised that the naughty kids do their work for me…one of the naughty kids who were suspended (he was only there for 2 weeks in the term) but his Math book is up to date…he just came to me and said he was suspended for throwing paint on the buildings but I'm sorry that I wasn't in our class and I know you miss me but can you please tell me what I missed out on. I then took my planning for the term and I made a copy and showed him what we did for the term. He's actually ahead of the learners who were sitting in my class every day and I told him that if there's anything he'd ever need assistance with that he can come to me and I will gladly help him. So I feel that I have succeeded in having the learners wanting me to teach them so I feel I have succeeded in stealing their hearts. I know how to steal their hearts and they've stolen my heart too."

BT6-S3: "Only some areas like having admin and files ready but definitely not holistically."

Question 10: What improvement, if any, would you like to see in this programme or in the way it is delivered?

BT1-S1: "Definitely mentorship. I think that that is key. I think that every educator should have a mentor and not just someone who is your buddy, but there must actually be a structure and policy in place where this mentor's aim should be to take you by the hand and teach you from the most core basics of teaching, such as setting of assessments, where to get the relevant documents from, how to manage your classroom to when there is for instance a fire drill, what is expected of you, etc. Just expecting someone to know from nowhere is just a bit far-fetched to me."

BT2-S1: "I think what I would like to see is the department getting more involved and liaise more closely with the universities to see how they can start exposing students more to the real situation in the classroom because students only go out for practice teaching for seven weeks, but that is not a true reflection of how one should for instance teach and handle your classes … it is for assessment purposes and as final years one tends to focus on just delivering what is expected of you to get a good mark for the practical component."

BT3-S2:   "Maybe more time can be allocated for mentors and new teachers to get together."

BT4-S2: "I don't have any suggestions of how to improve the system as it is because I have only been here for about a month, so I will see as I go along."

BT5-S3: "I think that I wouldn't want to see any changes unless it is in the national policy because what I have learnt in life is that no matter how much you tell or teach someone, but until that person actually experiences it for him or herself, only then will they learn how to know … how to handle certain situations. I feel that the universities are delivering well-rounded, well-prepared teachers; I feel that the government is the one failing the teachers. I feel that the policy that has been set is unrealistic; I feel that the 'Norms and Standards' is unrealistic and needs to be looked at from a fresh perspective."

BT6-S3**:** "Because I know what it is like to be a beginner teacher, I would love to see a workshop for new teachers where they go through everything with you before you actually start teaching … step by step and almost have like a simulated situation of a day in the life of a teacher, taking into account mark schedules, setting of assessments, etc., because if they could just have told me that I have to be a lot more assertive with theses learners, I would have prepared and tuned myself in differently and I would not have had to go through what I went through last year."

Research has demonstrated that beginner teachers, for the most part, perceive the mentoring support they receive from their mentors as beneficial and positive (Hobson et al., 2009) in an effort to change the status quo. This is consistent with the sentiments shared by two of the respondents who feel that the kind of support in the form of mentorship that they are offered at their school, should be the norm at every other school in the country, and that, in this way, beginner teachers' will have the opportunity to share their load with the older, more experienced members of staff. They feel that this will foster a greater level of trust and camaraderie and might also lead to greater confidence and improved self-concept in beginner teachers.

4.3.2 Report and discussion of The National Policy Framework (NPF), 2006

According to the Centre for Development and Enterprise (2015) systems to evaluate teachers and public schools have had a chequered and politicised history in South Africa for many decades with perennial problems and challenges that have not yet been overcome.

The apartheid era saw a system of school control, inspection and appraisal of teachers that was "overtly focused on accountability, in that teacher development and school improvement were neglected" (Chetty, Chisholm, Gardiner, Magau & Vinjevold, 1993). This top-down, judgmental approach did not contribute to a climate of support and collegiality in schools.

After 1994, however, political transformation took place and a range of new legislative frameworks for education, including new statutory bodies and a range of new national policies, were inevitable of which one was the National Policy Framework of 2006. The principles guiding this particular policy will be analysed and compared with the self-reflection and responses by beginner teachers on their capability sets during the interview process. This NPF policy describes the various roles and their associated applied competences (norms) and qualifications (standards) for the development of educators (DoE, 2007). It also establishes key strategic objectives for the development of learning programmes, qualifications and standards for educators. Despite the fact that it was made clear to teachers that the list of roles and their associated competences is meant to serve as a description of what it means to be a competent educator rather than a checklist against which teacher competence should be assessed, teachers still feel that because these roles and competences are stipulated in a policy document, they are "judged" against it. Ultimately, the NPF should be seen as an integrating tool in the learning programme to inform the exit level outcomes of a qualification and their associated assessment criteria. The need for applied and integrated competence should lead to a greater responsibility by schools to enhance the "crafts" and talents of their teachers. This, unfortunately, is not the status quo at present; well-intended support and development programmes at schools are often seen by teachers as time-consuming exercises which do nothing but add to the already heavy workload teachers are

experiencing with over-crowded classrooms, a myriad of administrative duties, extra-curricular activities, and having to deal with challenging socio-behavioural conditions in the classroom.

4.4 CONCLUSION

The main focus of the study is exploring beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy. Poorly planned support programmes or the absence thereof often lead to beginner teachers mirroring the teaching and learning situations they were exposed to when they were taught, usually resulting in outdated methodologies and unproductive processes. Balanced support programmes and opportunities for development have been limited and costly for teachers, and do not necessarily reward or secure a career path for them but at least make them more effective in the classroom.

The personal experiences, perceptions and views of the beginner teachers during the interview sessions revealed that the implementation of teacher education policy, with specific reference to the Norms and Standards for Educators (2000) is unrealistic in relation to the support provided. Beginner teachers voiced their concerns about the various challenges they face on a daily basis and this prohibits them from performing their duties as teachers to the best of their abilities. These challenges include, but is not limited to: increased workload of teachers; overcrowded classrooms; limited resources; constant changes in curriculum and policy; failure to meet academic outcomes due to absenteeism; poverty and lack of parental involvement; learners with social behavioural challenges; a lack of discipline and violence at schools; lack of existing behavioural treatment interventions; lack of classroom management skills; lack of effective teaching/instructional strategies and lack of cooperative and collaborative efforts at schools.

Nugent and Faucette (2004) observed in their study that when novice teachers report stress and fatigue, these teachers could be moving toward quitting the profession. More than 50% of novice educators in the United States of America alone leave the profession in the first five years of service. Even though many enter the field of education, Freedman and Appleman (2009) found that teachers leave the profession in rates higher

than other professions. Ingersoll and Merrill (2010) show that the annual turnover rate for teachers is higher than for other professions like lawyers, engineers and professors. It is consistent with the findings of Greiner and Smith (2009), Ingersoll (2004), and Woods and Weasmer (2002) that more than half of beginner teachers sadly never find out whether or not they would have been successful in their teaching careers because they leave the profession too early.

Although the overall majority of participants described their initial teaching year as an extremely challenging one, they also believe that it was a good learning experience which moulded them to become stronger and more resilient. In the process they have forged meaningful relationships with their peers, their more experienced colleagues, but more so with their learners, whom they feel need them more than what they need their jobs as teachers. However, they do stress the importance of an efficient support programme coupled with mentorship for beginner teachers as an integral component in teacher education and development.

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5   CHAPTER 5: ANALYSING THE DATA IN RELATION TO POLICY, THE CAPABILITIES APPROACH AND CAPABILITY SETS

5.1   INTRODUCTION

The chapter will be devoted to an in-depth analyses of the data extrapolated from the semi-structured interviews in relation to policy, the capabilities approach and capability sets as presented by Amartya Sen (1992). This will be done in accordance with the four themes that emerged from the data (see 4.3.1). This will assist in the understanding of beginner teachers' need for support and guidance which also underpins the findings of the study. In addition to that, this detailed discussion will also proof the positioning of the CA as an important component in understanding beginner teacher's perception of support in relation to teacher education policy, with a focus on the development of their capability sets.

Support for beginner teachers must be of a quality that can lead to specific learning outcomes in the form of capabilities (Hoffman, 2006). It should thus help to enhance critical, creative and reflective cognitive processes of beginner teachers enabling them to cope with and manage challenging situations in their profession. Beginner teachers should therefore be afforded sufficient opportunities to grow and develop their capabilities in order to perform their duties as educators to the best of their abilities. Since functionings are linked to lived experiences and capabilities to opportunities, people will also differ in this regard. Sen's CA framework highlights how the data extrapolated from the interviews relates to beginner teachers' perception of the support to enhance their capability set in relation to teacher education policy and provides a perspective on factors operating to influence their development by looking at their different perceived experiences.

Against the backdrop of this, the study aimed to explore the perception of novice high school teachers about support to enhance their capability sets in relation to the norms and standards for teachers as set out in teacher education policy and in an effort to find answers to this main research question relevant data were collected from the sample population, six beginner teachers from three high schools in three different education districts in the Western Cape (see 3.2 - 3.3). Chapter 5 focused on the report, discussion

and interpretation of the data and identified key themes in relation to beginner teachers' capability sets in relation to policy and with the Capabilities Approach as theoretical framework.

5.2 ANALYSIS OF THE SEMI-STRUCTURED INTERVIEWS CONDUCTED

As previously mentioned the codes BT1-S1 to BT6-S3 represent (Beginner Teacher 1 from School 1 to Beginner Teacher 6 from School 3 (see Table 4.1).

5.2.1 Beginner Teacher 1 – School 1 (BT1-S1)

5.2.1.1 Theme 1: Embracing teaching as a career

i. Summary of the data

From the data obtained from the first three questions posed to this respondent and relating to this theme (see 4.3.1.1), it is clear that teaching was not her first choice in careers. The respondent is now in her second year of teaching but was initially not interested in studying teaching. She wanted to pursue studies and a career in social sciences or archaeology but was persuaded and guided by her father to do teaching due the job stability and versatility. In hindsight and after discovering that that she actually loves her job now, the respondent feels that she has made the right decision of teaching as a career path. What we can assume from this is that although the respondent never aspired to be a teacher, she managed to find a sense of purpose and fulfilment in what she does and she is willing to develop as a teacher despite the challenges and the odds against her.

ii. Policy implementation and impact

Teaching is often not the first career choice for most young people due to the general perception that teachers are overworked, underpaid, undervalued, seen as being lazy and expected to work under horrendous circumstances. This, in many cases, is a true

reflection of the state of affairs and therefore it is difficult to persuade young people to pursue teaching as a career. In addition to this the challenge of policy demands does not make the choice easier. When a 19 year old needs to choose a field of study and look at the requirements of a 'good' teacher as set out in the NPF under the principles underlying the policy (see Appendix E), it might seem daunting, far-fetched and near impossible to live up to them. However, as in the case of this respondent, once she has chosen teaching and started working with children it became a gratifying and enjoyable experience.

iii.   The Capability approach

The foundations of the capability approach with its strong roots in philosophical notions of social justice, is applicable in this regard where it reflects on human ends and on respecting the individual's ability to pursue and realise the goals that he or she values; a rejection of the economic model of individuals acting to maximise their self-interest heedless of relationships and emotions; an emphasis on the complementarities between various capabilities; and a recognition of human diversity, which draws attention to the role played by ethical principles in the design of the "good" society (see 2.7).

iv.   Capability sets

The fact that the initial choice of this beginner teacher was not followed through relates to the notion at capability sets may relate to freedoms that are sometimes yet to be discovered since they depend on the choices of other people, it might be better to focus on the capability set and on what people have been able to realise from their capability sets, that is, their achieved functionings (see 2.7 and 2.8). This is consistent with Sen's notion that differences in capabilities can also be bridged by a conceptual move (Sen & Quiggin, 1992). He refers to this as "refined functioning," being a functioning which takes note of the available alternatives, which this respondent applied successfully when she considered teaching as an alternative to her first choice.
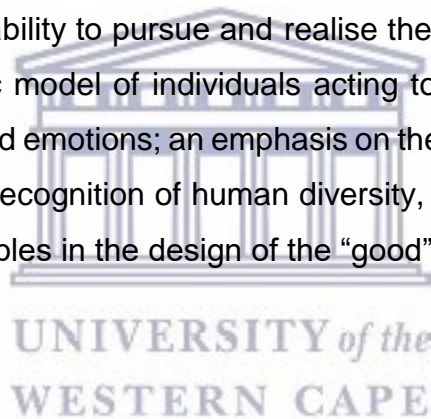
5.2.1.2 Theme 2: The impact of teacher education policy

i.   Summary of the data

BT1-S1 does not feel that the policy makes sense in expecting teachers to comply with the competencies as set out in the policy. She says that she did not get the appropriate levels of support that she needed because she is left to figure things out on her own. She also mentioned that many times she would only find out that she's done something wrong when on or after the due dates or that she did not cover a certain aspect of the work that CAPS expect to be done at any one given time. This state of affairs occurred because there were no subject meetings held. The respondent also feels that because she is so young, small in stature and still inexperienced her contribution may not be as much valued as her older, more experienced colleagues. She however feels that it goes against her grain not to speak up and it will negatively affect her growth and development. With regard to guidance in one of her subjects, she feels that there is one teacher who does an excellent job of showing her the ropes and she is very appreciative of that. Other than that, however, support and guidance is non-existent. This does not correspond with section 3 (see Appendix E) of the NPF which makes provision for the one sub-system that needs to be made provision for: Initial Professional Education of teachers (IPET).

ii.   Policy implementation and impact

The respondent's perception on the impact of policy is not very positive. She feels that although the expectations are there for a beginner teacher to comply with all the requirements in the NPF, little or no support is given in an effort to enhance their existing levels of development. Aspects such as assessment, teaching methodology and classroom management are not addressed effectively but the expectation is there that they should know. Beginner teachers often feel that the system is failing them as section 7 (see Appendix E) clearly states that "the national and provincial education departments are obliged to provide an enabling environment for (such) preparation and development of teachers to take place."

iii. The Capability approach

The Capability Approach requires from us to consider equality of capabilities through education. So instead of looking at similar levels of inputs, we can ask how free beginner teachers are to participate in education in different settings, and if there is equality in this freedom to participate. For the purposes of the study, we need to aim at equalising beginner teachers' capabilities both in and through education. In this way, the Capability Approach provides a framework which is sensitive to diverse social settings and groups. It also suggests how one can think about evaluating education at an individual level. Development interventions should thus enable beginner teachers to develop the ability "to think critically and creatively, solve problems, make informed decisions, cope with and manage new situations, and communicate effectively" (Maarman, 2009).

iv. Capability sets

The key idea of the capability approach is that social arrangements should aim to expand people's capabilities – their freedom to promote or achieve 'functionings' which are important to them (see 2.7). 'Functionings' are defined as the valuable activities and states that make up people's well-being, such as having a healthy body, being safe, or having a good job. They are related to goods and income, but they describe what a person is able to do or be as a result – In this instance, when a beginner teacher's need for support and guidance is met there might be a greater chance of that teacher performing his or her task to the best of their ability and it might even lead to efficiency in their daily tasks. Capabilities are 'the alternative combination of functionings that are feasible for [a person] to achieve'; they are 'the substantive freedom' a person has 'to lead the kind of life he or she has reason to value' (Sen, 1997).

5.2.1.3 Theme 3: The challenges faced by beginner teachers

i. Summary of the data

The most challenging situation this respondent faced since being appointed as a teacher is the lack of support in most areas of her career. The first instance was being placed in a learning area that she did not specialise in. She feels like she has been thrown in the

deep end without receiving any kind of guidance on how to teach the subject. In as far as her colleagues are concerned, she feels that because of her age and her lack of experience, her older, more experienced colleagues disrespect her as an educator and a professional. The respondent noted that another challenge due to the lack of support was when she was told on assessment day that mark sheets were due. She however managed to adhere to it by prioritising and juggling her time properly and having to sacrifice of her private time.

ii.   Policy implementation and impact

The policy states that teachers "should be a specialist in a particular learning area, subject or phase" (see Appendix E) but this beginner teacher was assigned a learning area that she was not trained in or familiar with at all. No support or guidance was given to assist her in mastering the aspects of this learning area, with regard to how to effectively approach, teach and assess the subject. In the policy documents it states clearly that "the overriding aim of the policy is to properly equip teachers to undertake their essential and demanding tasks…" This has clearly not taken place in the case of this respondent.

iii.   The Capability approach

If an important normative goal is capability expansion, then enhancing the capability sets of beginner teachers is a part of expanding the capacity to make valued choices in other spheres of life. Expanded learning, and therefore the priority of enhancing the capabilities and the valued choices of beginner teachers should entail an evaluation process that looks and goes considerably beyond those based solely on outcome measures, such as integrated quality management system score sheets or income; rather, these indicators tend to aim at maximising specific educational outcomes (or 'achieved functionings' relating to development) but do not provide a means to evaluate the overall purpose of novice teachers' development in relation to human well-being.
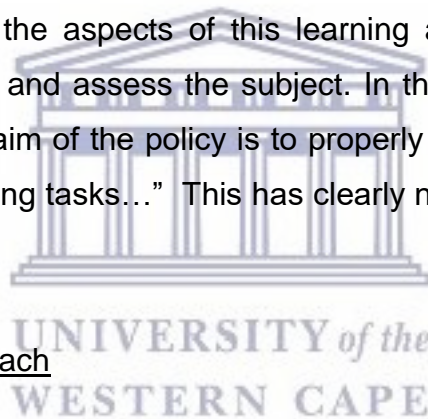
iv.   Capability sets

Capability set' describes the set of *attainable* functioning vectors or aspects of a particular set of circumstances that a person can achieve. It is likely that a person will be able to choose between different commodity bundles and utilisations (see 2.7). The capability set is obtained by applying all feasible utilisations to all attainable commodity bundles (capability sets) (Sen, 1984; Saith, 2001). Sen (1984; 1992; 1997) emphasises that capabilities reflect a person's real opportunities or positive freedom of choice between possible life-styles. Capability sets are sets of criteria used to assess and determine what a person or an institution is able to do and to be. In this case it is the requirement of teacher education policy that this beginner teacher be among others, "a leader" (see Appendix E). If, however, the young teacher feels that she is undermined by her older, more experienced colleagues, she might never aspire to become or will always be prohibited from becoming this "leader".

5.2.1.4 Theme 4: The lack of school support

i.   Summary of the data

Most of the concerns that this respondent has filters down to the one aspect of support and guidance. The mind-set of her more experienced colleagues is that she should ask when she needs help. The respondent feels that this is a fallacy because of the fact that one cannot be expected to ask if one doesn't know what to ask and that teachers are so busy anyway that they never have time to assist others. The respondent was so concerned and anxious about her lack of support that she is in the process of appointing her own private mentor to assist her, as she believes that peer mentoring will solve most of the aspects such she is currently struggling with. This include classroom management, assessment practices and methodology of teaching the subject she was not trained in.

ii.   Policy implementation and impact

The lack of school support to enhance beginner teachers' capabilities in relation to teacher education policy is a huge cause for concern for this respondent. Because of

the notion that they had to endure the same, the more experienced colleagues feel that novice teachers have to either 'sink or swim' as this is the way things are in teaching. This often leads to high levels of stress, anxiety and low motivation in beginner teachers. If there is no cooperation and collaboration between the "old" and the "new" it is going to be difficult to develop a sound school community where one common goal is shared and aspired to.

iii. The Capability approach

Unfreedoms as one of the tenets of the CA (see 2.7) refers to any limitation or hindrance on human capability or ability to perform a desirable activity. In the context of this study it relates to those factors impairing beginner teachers from fulfilling their capabilities in relation to teacher education policy, which is valuable activities informing beginner teachers' self-concept about the requirement which they have to fulfil.

iv. Capability sets

This concept of 'functionings' in the view of Amartya Sen is often exhibited in the form of extreme poverty (see 2.7). It thus portrays an inability to use one's reason to decide about one's values and choices, due to surrounding circumstances. In this kind of set up, choices are made not due to likeness, but out of desperations. The beginner teacher will act in isolation, make uninformed decisions and experience a sense of failure if they do not succeed in their quest to conform to the standard set by the teacher education policy. In this case, the beginner teacher's freedom is limited and therefore becomes an "unfreedom" because of the limitation to be afforded support and guidance. Freedom requires expanding the range of information relevant for assessing people's lives beyond their observed achievements. In other words, teachers need support in order for them to have the freedom of being recognised as a competent teacher. They need to have access to the full range of *opportunities* open to them. The concept of freedom emphasises the importance of empowering people to help themselves, and of focusing on individuals to become the proverbial captain of their own ships.

5.2.2 Beginner Teacher 2 – School 1 (BT2-S1)

5.2.2.1Theme 1: Embracing teaching as a career

i.   <u>Summary of the data'</u>

The love for Mathematics, participating in youth empowerment programmes, coupled with a passion for working with young people saw this respondent choosing teaching above all else but after just two years he feels that he has not made the right decision choosing teaching as his career. He feels that there are so many aspects of the job that he was not prepared for and for which there were no support and guidance, one of which is marking until 03:00 in the morning and having no sleep to meet deadlines. He feels that this is one of the factors which demotivates young teachers and leads them to find other jobs which are less stressful.

ii.   <u>Policy implementation and impact</u>

Teachers often need to work for long hours to evaluate and moderate assessment tasks which often eats into their personal and family times and thus have a negative effect on teachers' well-being. When examining this policy no mention is made of ways in which teachers will be assisted in coping with the heavy demands of a normal teaching day in the modern classroom. The 1% increase incentive that teachers will receive after being found competent according to the IQMS is not at all appealing to the beginner teacher. Teachers need more incentives (monetary and otherwise) to ensure that they would want to comply with policy requirements.

iii.   <u>The Capability approach</u>

This respondent's love for Mathematics or field of specialisation provided him with opportunity to accomplish Freedom or "the real opportunity" (see 2.7*)* that we have to accomplish what he values. This is a typical case of genuine choice, and not one in which the person is forced into a particular career, however attractive it may have seemed as opposed to the teaching profession. This essentially is *authentic self-*

direction – the ability to shape one's own destiny as a person and a part of various communities (Alkire, 2005).

iv.   Capability sets

Instead of looking at similar levels of inputs, we can ask how free beginner teachers are to participate in education in different settings, and if there is equality in this freedom to participate. 'Sen views wellbeing as a combination of the aspiration that "human lives can go much better" and an understanding that improvement can be brought about through a strengthening of human agency, a person's capability to pursue and realise things that he or she values and has reason to value.   A pro-active intervention approach, rather than one that reacts to damage control needs to be adopted by school management. A needs analysis or skills audit needs to be done during the induction process in order to establish the specific developmental needs of a specific novice teacher when they enter the profession so that we are not blinded by homogenous methods of providing assistance to teachers.

5.2.2.2Theme 2: The impact of teacher education policy

i.   Summary of the data

The respondent feels that the support that he has received on entering the profession was not sufficient and that much more can and should be done to prepare teachers better for the real world of teaching and learning. He feels that not enough has been done by the school to assist him when he started teaching.

ii.   Policy implementation and impact

Novice teachers find it difficult to adapt to their new working environments. A fear for the unknown and the unexpected often make them vulnerable to a feeling of failure. Beginner teachers need clear expectations and people to help them through this road until they are confident enough to work independently. The process of induction helps to negotiate the smooth transition from pre-service to in-service level of teaching and provides them with the necessary support to navigate the "rough" classroom conditions.
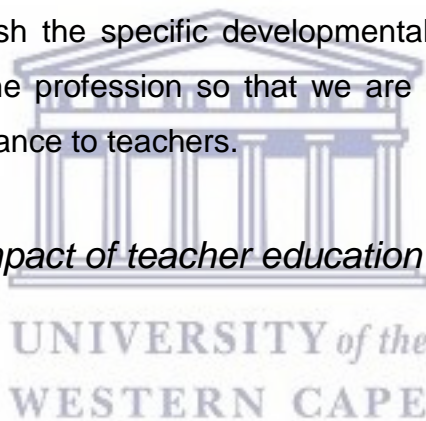
This accentuate the importance of induction for novice teachers, which should be provided at all costs.

iii. The Capability approach

Development interventions such as induction programmes and support initiatives should enable beginner teachers to develop the ability to analytical, critically and creative thinking. It should lead to the acquisition of effective problem solving skills, help novice teachers to make informed decisions, provide them with skills to cope and manage new situations, and guide them to effective communication. (Maarman, 2009).

iv. Capability sets

The achievement of quality learning outcomes with regard to the Basic Competences of Beginner Teachers could be linked to Sen's vision for reaching achieved functionings. Learning "to be and to live together" underlines the importance of interaction between internal and external factors. The internal factors refer to theories that reality for each person is defined by him or herself and is directly linked to the notion of agency in the Capability Approach, which is seeing oneself as the main actor in defining a positive outcome. External factors refer to the need for constant social support and collective well-being as a prerequisite to individual well-being, and recognise the impact of external pressure (Jessor & Jessor, 1977; Bandura, 1977; Vygotsky, 1978).

5.2.2.3 Theme 3: The challenges faced by beginner teachers

i. Summary of the data

Time management and rushing through the curriculum with overcrowded classes (over 55 learners in grades 8 and 9) to cover everything seem to be major challenges for this respondent. The biggest challenge that he faced this far was when a fight between learners broke out while the learners were supposed to complete an in-class activity. He, however managed to get help from one of the senior teachers but he feels ill-equipped to deal with such behavioural challenges. He feels that the school should

allocate more time for workshops in order to assist new teachers in being more efficient in striking a good balance in their administrative and their teaching duties.

ii.   Policy implementation and impact

Sadker, Zittleman & Sadker (2012) stresses the importance of assigning supporters to new teachers when they come into schools since the transition from being a student to becoming a teacher is more difficult than it seems and that novice teachers need to be prepared for this. Having an efficient process of induction in place will provide the support novice teachers need to get through this difficult and confusing time. A mentoring or supervisory programme consisting of learning companions is able to provide the psychological and instructional support to them.

iii.   The Capability approach

Learning to do, on the other hand, is linked to what actions a person takes. When addressed alone in an educational programme, or when an individual is "on survival mode", learning "to do" relates to the manual, or psychomotor, skills for immediate needs and day to day functioning. When addressed in an educational approach taking into account all four of the pillars of education (learning to know; learning to be; learning to live and learning to do), learning "to do" can also represent an achievement linked to "refined" functionings.

iv.   Capability sets

According to the Capability Approach, one sees oneself as the main actor in defining a positive outcome. Within this context the study seeks to accomplish its aim of determining the outcome of beginner teachers' perceptions of the support they receive in an effort to fulfil their mandate to be competent teachers in all spheres of education.

5.2.2.4 Theme 4: The lack of school support

i.   Summary of the data

It is the opinion of this respondent that the school should allocate more time for workshops in order to assist new teachers in being more efficient in striking a good balance in their administrative and their teaching duties because there are currently no such programmes at the school. He has attended one workshop organised by WCED which gave him a lot of insight into classroom management practices but that was the only workshop he attended in the past two years that he has been at the school. The respondent feels that the WCED and the tertiary institutions should work closer together to ensure that the transition from university to school runs smoothly. He also feels that teaching practice that students do at schools only serve as a tool for them to get good results but is not really a true reflection of the real classroom situation. Thus the rude awakening of many young teachers when they enter the "real' classroom.

ii.   Policy implementation and impact

Although teacher education and development is a continuous process, initial efforts of induction should comprise interconnected components which are also interdependent (Nash 2010). This include, but is not limited to meetings, workshops, classroom observations, evaluation of the process and reflecting on the teaching after the formal programme has come to an end. These processes expose novices to new learning and transformed cognitive processes. The acquisition of skills and knowledge is inadvertently brought about by the recurrent and continuous nature of induction. It does not only guide novices to become part of the competent and experienced teacher corps but also to socialise them more quickly into the culture of the school as a learning community (Arends & Rigazio-DiGilio, 2000).

iii.   The Capability approach

Applying the Capability Approach to human development puts the emphasis on capabilities and not on related functionings or outcomes of being educated. Overall, education has an interpersonal impact because it enables people to use the benefits of education to help others as well as themselves, and can therefore contribute to democratic freedoms and the overall good of society as a whole (Unterhalter et al., 2007).

iv.   <u>Capability sets</u>

The various things a person may value and have reason to value doing or being intuitive intrinsically valuable to the person intrinsic value (have reason to value) so avoids adaptive preferences 'doings and beings' is our focal space. This respondent would like to attend more workshops where he can learn more about classroom management skills as he values this aspect of his teaching career and find it most applicable in his day-to-day duties and interaction with his learners.

5.2.3 Beginner Teacher 3 – School 2 (BT3-S2)

5.2.3.1Theme 1: Embracing teaching as a career

i.   <u>Summary of the data</u>

The respondent started teaching on a contract basis in 2014 as appointed permanently in 2015. She was hoping to do arts and drama but followed her father's advice to do a PGCE after she obtained her degree in Dramatic Arts and she does not regret making that decision at all as she has grown to love what she is currently doing and that the learners love her because she's still very young.

ii.   <u>Policy implementation and impact</u>

As could be seen from the responses of the previous beginner teachers it is evident that teaching is not the first choice of career that pops up in their minds when young people mention what they'd like to become. As in the case of the previous respondent, after immersing herself into the culture of the school and her teaching duties, this beginner teacher started enjoying what she is currently doing. This in in line with section 7 of the NPF (see Appendix E) that states that ultimately "teacher themselves…are to take responsibility of their self-development".

iii.   <u>The Capability approach</u>

Freedom should not only exist on paper and in policies…it has to be effective freedom, a real possibility of being. Freedom should also not consist of the maximization of choices without regard to their quality and people's values as with every level of freedom comes with it a responsibility of achievement. Although freedom should be an intrinsic characteristic of being a human, it should not necessarily be in the sole and *in* direct control of an individual, one specific groups, the state or any other organ; freedom should be enhanced by deliberate action and well-informed investment…human capital investment, investment in people skills and abilities.

iv.   Capability sets

Capability sets refer to the alternative combinations of functionings that are feasible for an individual to achieve. Capability is thus a kind of freedom: the substantive freedom to achieve alternative functioning combinations (or less formally put, the freedom to achieve various lifestyles) (Sen 1999:75). The provision of a well-designed and well-structured programme of support and guidance for beginner teachers is an important strategy in development practices for achieving improvements in educational quality. Furthermore, such an approach should follow a continuous path and a contingency component which seek to improve the overall teaching and learning experience and includes measures which serve to focus on learning as a consequence of these such specific inputs.

5.2.3.2 Theme 2: The impact of teacher education policy

i.   Summary of the data

The respondent feels absolutely inspired and positive because the kind of support the new teachers have received at her school and stated that she thinks that if all schools were managed like theirs it would be possible to implement the policies designed to enhance the capabilities of teachers. In addition to this she feels that policy makers have to keep in mind that not all teachers, all learners, all schools and all communities are the same and that they cannot expect the same level of achievement from everybody and that teachers should play a greater role in policy discussions before it is drafted.

ii.   Policy implementation and impact

It was an absolute delight to find out that there are schools who take the growth and development of their teaching staff seriously. The professional development support structures that take place at this school include training workshops and meetings of novices. Workshops are one of the many activities of further professional development and cannot be given on ad hoc basis, but need to be regular and planned (Hopkins, 1994). Teachers at schools where time is allocated for workshop get it right to create effective learning communities. What the respondent's school management was successful in, was to inculcate a culture of modelling and demonstrating required skills as a method of training. It is often the case that a hype is created in workshops and that novice teachers may be excited and participate happily in workshops but in order for them to transfer and apply these acquired skills in the classroom setting, they need it to be modelled to them. It is often the case that during non-threatening, informal meetings between principals, novices and experienced teachers that novices interact with experienced teachers, and learn best practices and strategies from them. The skills and knowledge acquired during induction programmes should continually be revised and contextualised during such meetings.
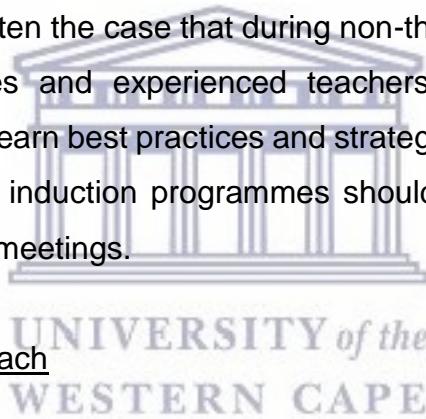
iii.   The Capability approach

In this instance of support and guidance at this specific school, the beginner teachers' needs and abilities are respected. They are free to pursue and realise the goals that they value. Here we see the implementation of a model of individuals acting to maximize the interest of the school community heedless of personal gains and emotions. This is consistent with the Capability approach's recognition of the diversity of human needs and priorities.

iv.   Capability sets

The capability approach was initially developed in response to the limitations of assessments that measure only desired satisfaction, resources, or outcomes. In the case of teacher education, most standard evaluation tools are based on what the authorities say they want from their teachers, as is the case with the NPF, 2016 (see

Appendix E), or outcomes in the form of learners' examination results. There are, however, problems relating to this: In the case of this school, opportunities are created for intensive mentoring of beginner teachers and therefore they are at an advantage over their colleagues or respondents from other schools who are not exposed to these kind of opportunities. It is therefore unfair to expect all teachers to be able to conform or even aspire to all the requirements of a teacher (see Appendix E). A focus on capabilities would require us to evaluate not just satisfaction with individual learning outcomes, but to question the range of real educational choices that have been available to teachers and whether they had the genuine capability to achieve a valued educational functioning.

5.2.3.3 Theme 3: The challenges faced by beginner teachers

i.   Summary of the data

The biggest challenge of this beginner teacher is teaching huge classes of around 45-50 learners at a time to which you have to fulfil many roles, including that of role model, mother and social worker. The respondent reckoned she inevitably had to make a lot of personal and social changes as she is living in a small rural town and where the community still look up to teachers as higher moral beings. She also struggled at first stamping down authority because she is so young and would disregard her because of that. The huge diversity in the learner population is a big challenge to her as she is teaching very young mothers, drug addicts and gangsters.

According the BT3-T3, she has faced many challenging situations in her two years of teaching that she almost couldn't highlight any one specific challenge but if she thinks about it in its entirety, it is that learners had no respect for themselves or for teachers and that it took her to go through a deliberate process of educating them in good behaviour and basic manners as the communities from which they hail, often tolerate and perpetuate unruly, disrespectful behaviour. She said that when she looks back now, she can see that she has grown a lot as a person and as an educator and that her learners have grown with her and actually helped with her growth. She managed to build a relationship with the biggest bullies on the school and gain their confidence as there

now is greater respect and cooperation. The teacher feels a big sense of achievement being able to make a difference in the lives of her learners.

ii. Policy implementation and impact

In a survey done in 2013 a survey revealed that teachers are at an all-time low morale which should be of particular concern to the Department for Education. There is deep scepticism towards government policies as only 13% of teachers in schools believed that ministers are taking education in the right direction (Walker & Taylor, 2014). This state of affairs can often cause a rift between policy makers and teachers. Teachers, parents, school governing bodies and other stakeholders need to see education policy being implemented that works for all children and young people and provides them with an education that is exciting and fulfilling. Low teacher morale is but one of the many negative effects on teaching and learning which can be averted with sound, well-structured policy decisions which take into account the needs and demands of both teachers and learners.

iii. The Capability approach

The key idea of the capability approach is that social arrangements should aim to expand people's capabilities – their freedom to promote or achieve 'functionings' which are important to them. (Sen, 1997) These 'functionings' are defined as the valuable activities and capabilities that make up people's well-being, such as adequate resources, a climate which is conducive to effective teaching and learning, safety, or having a good job. These functionings describe what a teacher is able to do or be as a result. Therefore, when applying the capability approach to teacher education policy matters it is important to note that when a novice teacher's need for food (a commodity) is met, they will be able to enjoy the functioning of being empowered.

iv. Capability sets

Also, humans have different abilities and characteristics that in turn influence the way they see and do certain things. These differences in abilities and personal characteristics are shaped by differences in personalities and physical environments,

and in turn influence the way in which certain resources are converted into functionings. When one looks at the circumstances under which many of beginner teachers have to cope under who are for instance working with a developmentally diverse set of learners in overcrowded classrooms and in impoverished communities, one cannot start to wonder, even if given all the support they need in terms of training, if they will ever be able to 'live up to' their colleagues who are teaching in more affluent communities, with more and better resources and under better circumstances in terms of the requirements of being an effective teacher according to the NPF (2006) (see Appendix E).

5.2.3.4 Theme 4: The lack of school support

i. Summary of the data

The respondent is of the opinion that although she's doing well that there is always room for improvement for any teacher. She feels that even though she is an efficient teacher, she still needs to develop good time management skills because she easily feels overwhelmed with all the duties she has to perform as a teacher. She feels that she is receiving sufficient support from her grade head and the other colleagues in her department and that they have an open-door policy where she can go to them at any time and discuss any teaching-related issue with them. She says that this has empowered her so much that she now has the confidence to design her own teaching methodology. She reports that the school has a good mentoring system in place where mentors for new teachers are appointed at the end of every year so that as soon as the new school year starts, that they are well organised and prepared to assist new teachers. She feels that their school is always willing to try innovative ways of supporting teachers and that the kind of support that teachers receive helps them in developing holistically but that she thinks the mentoring programme at the school is too informal and not structured and deliberate enough.

ii. Policy implementation and impact

Policy design to make provision for the development of beginner teachers in the form of mentoring which should include, amongst others, but are not limited to induction, career advancement, classroom management and diversity management. The beginner

teacher will get support in targeted development activities, an experienced and informed second opinion, gaining insight into own performance, identifying personal development needs and opportunities and learning from the experience of the mentor. Not only will the mentee benefit from this kind of initiative but the mentor can experience enhanced self-esteem, better fulfilment of own developmental needs, organisational recognition and an extension of influence in and on the organisation. As a bonus, the relationship may bring exposure to new ideas, other perspectives and intellectual stimulation.

iii.   The Capability approach

Evaluating the effectiveness of teacher education policies differs from the fulfilment of (basic) needs. Therefore when providing teachers with initial support, mentoring and training which they need in order to perform effectively as a teacher and measuring their progress from that training in terms of the number, range and facility with a particular competency skill set by someone with little understanding or experience of the teaching contexts in which that teacher will eventually practice. This approach is not primarily interested in the learning and skill set of the individual teacher per se – but with the longer term gains to society as a whole, as a result of the increased productivity of the teacher and those taught by the teacher. In contrast to this, the capability approach is concerned with enhancing an individual teacher's freedoms to acquire and develop a capability set that enables 'functionings' that they have reason to value (see 2.7).

iv.   Capability sets

The capability approach provides a spring board from problematised policy processes within a normative framework with a sense of universality. Is policy implementation always beneficial to an individual's overall capabilities in life? Sen's capability approach does not explicitly allow for policy always operates as an unqualified good but it generally does so for poor policy guidelines, or lack of support, or harassment as a novice. These can prove serious life-long disadvantages; it is therefore important to consider that capabilities can be diminished through policy as well as enhanced. Policy makers therefore have the responsibility of taking into account this very important aspect of capabilities and not leave room for inadequacies.

5.2.4 Beginner Teacher 4 – School 2 (BT4-S2)

5.2.4.1Theme 1: Embracing teaching as a career

i.   <u>Summary of the data</u>

The respondent has only been at the school for the past two months at the time of this interview. Teaching is what he always wanted to do and he loves working with young people and depositing into their lives.

ii.   <u>Policy implementation and impact</u>

In recent years there has been an increase in the intake of student teachers. The department of higher education and training attributes the enrolment and graduates turn-around to government interventions since 2007. This is the year in which it introduced Funza Lushaka, a bursary scheme designed to attract matriculants into teaching. Between 2008 and 2010, the department also allocated R570-million to universities to improve their teacher education infrastructure and thus expand their capacity to take in more students (Nkosi, 2015). This is a clear indication that when policy is designed in such a way that it looks attractive from the 'outside' and working efficiently on the 'inside' the profession will be a more viable option for young people to embark on. The only aspects drawing people to do teaching can not only stem from an intrinsic motivation: their love for children and young people or the fact that they have experience working with them…there should be more proven and tangible benefits.

iii.   <u>The Capability approach</u>

Capabilities and 'agency' (see 2.7) is essentially a 'people-centred' approach, which puts human agency (rather than organisations such as schools or governments) at the centre of the stage. The crucial role of social opportunities is to expand the realm of human agency and freedom, both as an end in itself and as a means of further expansion of freedom. This is effectively taking place in the case of the respondent who is still in his very early days at the school.

iv.   Capability sets

What matters the most to beginner teachers in regard to their capabilities is the extent of their opportunity set and of their freedom to choose and the life they value. The choice of relevant functionings and capabilities for any quality of life measure is a value judgment, rather than a technical exercise. People are both the beneficiaries and the drivers of human development, as individuals and in groups. So these teachers need the freedom to make those decisions they feel are valuable to them. Only then will they start to take responsibility for their career and take pride in the profession that they have chosen.

5.2.4.2 Theme 2: The impact of teacher education policy

i.   Summary of the data

BT4-S2's responses are consistent with that of his colleague, the previous respondent at the school. He concurs that the support that he has received this far has been sufficient but that his concern now is first to master the subject given to him and to improve on his classroom management skills. He is very positive about his future in teaching but feels that he struggles to cope and teach overcrowded classes whilst at the same time being able to treat all learners equally with regard to much-needed attention and ensuring that they understand the work that he teaches.

ii.   Policy implementation and impact

A great body of research, by the government and academics, indicates the worrying trend of new teachers who are poorly prepared to teach. Diane Parker, acting deputy director from the Department of Higher Education's generally responsible for university education, said: "A teacher shortage no longer exists as a result of the collaborative efforts that government and other stakeholders have put into expanding teacher education capacity in the country. According to Nkosi (2015) confirms that the size of teacher education in the country is now appropriate to meet its needs. What can be inferred from this is that extensive effort and investment has been made into expanding

teacher education over the last few years, and this has resulted in a massive expansion of teacher education capacity in the country but the issue of quality over quantity remains a challenge. The question therefore remains if the quality of teachers produced are efficient to the growing needs of the diverse learning community in South Africa? Researchers and government agree that the subject content knowledge and pedagogical knowledge of most South African teachers is poor and that this is a major cause of inadequate learner achievement" (Centre for Development and Enterprise, 2015: 3).

iii.   The Capability approach

Agency is the person's ability to act on what they value and have reason to value. It can also be defined as someone who acts and brings about change, and whose achievements can be judged in terms of his or her own values and objectives, whether or not we assess them in terms of some external criteria as well" (Sen, 1997). According to the capabilities approach, human capability is the substantive freedom of people to lead the lives they have reason to value and enhance the real choices they have (Sen, 1997).
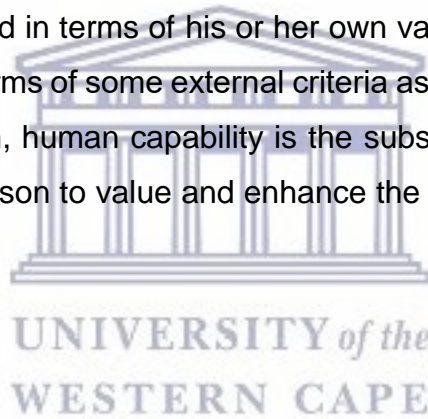
iv.   Capability sets

Education represents the facilities or arrangements that enable freedom, as well as a set of outcomes, i.e. capabilities as particular skills acquired. For the purposes of this respondent's, for education to fully enhance freedom and development it is required that the learning needs of all are met through equitable access to an education of such quality that it leads to learning outcomes that ultimately enhance individual freedom. In this instance the school is the agency, bringing about a positive change in the lives of their beginner teachers as well as their learners and that leads to higher morale, greater cooperation and a sense of camaraderie among staff.

5.2.4.3 Theme 3: The challenges faced by beginner teachers

i.   Summary of the data

The respondent's biggest challenge is teaching a subject that he did not major in as a student and that he constantly needs to ensure that he transfers the correct information in the correct way as not to disadvantage his learners. He therefore puts in much more time and effort than other teachers who are masters in their field of teaching.

ii. <u>Policy implementation and impact</u>

A teacher is required to be "a specialist in a particular learning are, subject or phase" (NPF, 2006, p. 5). For this reason many teachers feel that the schools do not comply with policy and therefore to expect teachers to comply with and aspire to the requirements in teacher education policy as well as their teacher training, is a farce. Beginner teachers often feel that they are getting the short end of the stick by being placed in subject fields and learning areas where they have had no training in. The general perception from school management is that a teacher should be able to teach anything. Teachers often start developing a complex of inferiority and incompetence because in most cases they teach on a need-to-know and trial-and-error basis. If a teacher is not trained in what he has to offer the learners, policy and the system are failing them and in doing so, is doing gross injustice to the teaching and learning process.

iii. <u>The Capability approach</u>

In discussing the respondent's reality, we make sense of the capability approach's theory of conversion factors by using Robeyns's (2005) explanation. Her assumption is that the relationship between possessing a 'good' (effective teaching skills) and the functionings to achieve certain beings and doings (support and training in the development of capabilities) is influenced by three groups of conversion factors – that she terms: (i) *personal conversion factors* (e.g. teacher's diagnostic skills and knowledge) influence how a teacher can convert the characteristics of the commodity (capabilities) into a functioning. For instance: if the teacher has never been trained to apply the skills and knowledge to teach Mathematics, then mere knowledge will not be of much use in facilitating effective learning (deep learning); (ii) *social conversion factors* (e.g. education policies (on teacher education) ; norms (capabilities) gender roles, power relationships (support programmes) and (iii) *environmental conversion factors* (e.g.
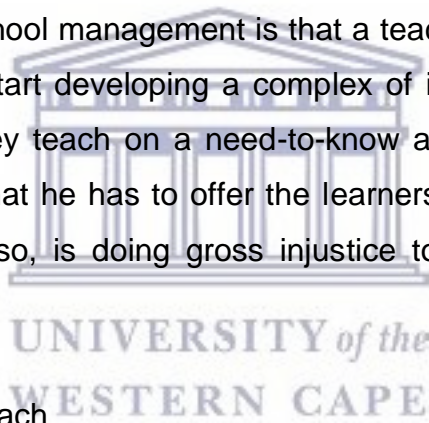
school community) all influence the ability of the teacher to convert the characteristics of the 'good' (effective teacher) into the achieved functionings.

iv.   Capability sets

With the capability approach the key focus is with what people are able to do or be (doings and beings). More fundamentally it is concerned with people's (in this case teacher's) freedoms to achieve what they have reason to value. The capability approach is concerned with protecting and facilitating the freedoms that allow for the development of a wide capability set. Central to this are the actual functionings teachers possess that enable them to do or be the things that they have reason to value. This may involve relatively simple functionings at the classroom level, like being able to maintain classroom discipline in order that children might learn cooperatively; to quite complex functionings for example, participating in community projects by playing a significant role in the success of a whole school renovation programme. If success of teaching and learning were to be prioritised, then policy has to make provision for these functionings to be realised by teachers.

5.2.4.4 Theme 4: The lack of school support

i.   Summary of the data

This beginner teacher believes that he can benefit from training to assist him in making his classroom a more conducive space for teaching and learning and that he can ask for guidance and support from the more experienced colleagues at any time. He feels that the culture of support lead to a buzz among teachers to support one another and that the development is holistic.

ii.   Policy implementation and impact

If teaching is seen as a profession then teachers should be adequately prepared as professionals. Teaching in the global and South African context is becoming more demanding on teachers, society is having higher expectations from teachers and novices can only meet these expectations and demands if they are provided with the

necessary support to become ready. This implies that to produce committed, competent, effective and confident teachers who can execute their tasks as teachers efficiently we need a programme manned by well-trained, committed professionals for whom the professional development process is a continuous quest for excellence in teaching.

iii.   The Capability approach

Within the realms of teacher education and support for beginner teachers the capability sets are important, as they represent those variables embedded within the CA used in this study to explore and explain the perception of beginner teachers of support to enhance their capabilities in relation to teacher education policy. The following section presents an analyses of the data in relation to policy, the capabilities approach and capability sets. In the context of this study achievements is a combination of functionings actually enjoyed, and other realized results. This is not considered as output resulting directly from input, but in consideration of the existence of other silent but salient factors that could hinder, or mitigate a person's ability to achieve.

iv.   Capability sets

The capability approach sets achievement as a focus on human ends, on the importance of outcomes as well as an emphasis on the complementarities between the various capabilities for the same person. While these in itself are valuable to achievement, many of these capabilities are also means of expanding others, and leveraging these interconnections increases quality of life and their dependence on the characteristics of others and on the environment where people live (e.g. skills and knowledge may be transferred from one person to another with the aid of support programmes and yet be influenced by policy, management and other factors unique to the school community). When designing and implementing policy for compliance, these factors should always be considered. The fact that this beginner teacher was not trained in the subject that he has to offer, might be due to a shortage of teachers in that specific learning area and therefore his capability sets need to be enhanced through a structured programme of support and intense training. If this does not take place, it might unfavourably impact teaching and learning.
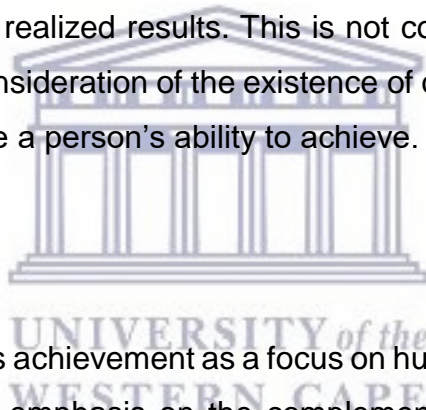
5.2.5 Beginner Teacher 5 – School 3 (BT5-S3)

5.2.5.1Theme 1: Embracing teaching as a career

i.   <u>Summary of the data</u>

Teaching was not the first choice for this respondent who has been teaching for the past 3 years, since 2014. She wanted to do so many other things. However, when approached by a friend to offer extra lessons in Mathematics because of her good matric marks, she thought that this might be a good career for her…teaching Mathematics. The respondent feels that she does not think that she made the right decision to go into teaching, not because she does not like her learners of her interaction with them, but because there are many other aspects which are not communicated to beginner teachers and that they are just not adequately prepared for. At one point she felt like she wasted money to study PGCE and that she could rather have done something else than study as a teacher. She feels that nothing and no one prepared her for the fact that from time to time she has to assess papers until 3am and having to be on time for school again at 7am, having to perform at her best. And even though sometimes when one compares other careers with teaching, teaching actually compares well with regard to the number of hours and the payment received. However, from time to time, she still feels, that she has completely made the wrong decision. The respondent mentioned that she has complete and utter repugnance for the country's president and that she wants to leave the country as a result. She has applied and accepted a teaching position in the UAE and is planning to leave within the next 6 months because she simply cannot handle the way the country is run by the current president.

ii.   <u>Policy implementation and impact</u>

In most schools the student per teacher ratio is generally much higher than any teacher would hope for; with overwhelming numbers, like 45 to 60 students to one teacher. The assessment of papers becomes a huge challenge for teachers. Teachers often have to take stacks of marking home as there is no time during the day to attend to their own administration and teachers' portfolios. Teachers often feel that they have to rush through their work, chasing the curriculum and don't get ample time to properly assess

the learners. This brings along with it much frustration, which often leaves teachers demotivated, disillusioned and disheartened. To expect teachers to become "specialist in assessment" becomes irrelevant and unrealistic because of the current assessment practices.

iii.   The Capability approach

This respondent's notion about her passion for teaching Mathematics and her frustration with the status quo can be clearly seen in Sen's belief that people hold certain preferences not because holding them is a result of a belief that holding them will fulfil their best interests, but because their circumstances have come to distort what is actually in their true interests. From analysing this excellent Mathematics teacher's responses it is clear that she upholds a high preference for quality teaching. Bearing that in mind, we can summise that her choice to leave the country is not really her preference but because it seems to her like the only realistic option for her to pursue her teaching career elsewhere.

iv.   Capability sets

Brighouse (2007) has explained that we cannot defend a policy that prohibits a person, like this respondent from developing her professional career on the grounds that she has been trained as a Mathematics teacher. Although she is confident in her abilities as a specialist in her field, her concern is that the policy is framed in such a way as to prohibit her from becoming the best teacher she can be. Beginner teachers need support in an effort to ensure that they feel that they are efficient in their teaching duties and that they are valued for their contribution to the process of teaching and learning.

5.2.5.2 Theme 2: The impact of teacher education policy

i.   Summary of the data

This respondent doesn't think that the policy makers thought the policy through in terms of the realistic implementation thereof. She feels that instead of focusing on guiding and supporting beginner teachers, principals often throw them in on the deep end. She

recalled various situations where she was being treated unfairly because of a lack of knowledge of the system, rules and regulations but that learners often come off scot free when trespassing. She mentioned that she has been dragged to a disciplinary committee for something she did not know she did wrong but when she complains about learners' behaviour, using illegal drugs on the school premises and sexual harassment, nothing is being done to discipline the learners. She feels that learners get way too much protection by the law and teachers' rights are being ignored. Teachers are just expected to just tag along and comply with all the regulations and competencies, yet the school and DoE does not provide the appropriate support and strategies to assist beginner teachers. She says that she's a Mathematics specialist but has just been given Mathematics Literature to teach, as if it is in the same area of learning. This was done without properly explaining the intricacies of the subject, how to teach and how to assess learners. She feels that CAPS are limiting teachers in HOW they should teach…she thinks it is too prescriptive. The respondent mentioned that a previous HOD of her subject did not have a teaching qualification but wanted to criticise her for her way of teaching simply because she is young and inexperienced. She also confirms that her university training was of a high quality and that she had the best undergraduate experience of her life, that the faculty of Education did a great job of effectively preparing teachers but what she found difficulty in is how much time is needed for a learner to finish an activity in Mathematics and she really struggled with this in the beginning until she worked it out for herself. She feels that the micro-teaching and teaching practice components are great but that it does not really prepare students for the real world of teaching, as students are only interested in obtaining good marks when they present lessons…they cannot pre-empt certain classroom situations. As the interview went along the respondent became very emotional as she explained to me how frustrating her first year of teaching was and that she was sexually harassed and disrespected by learners who thought that it was okay to do what they do because they are more or less the same age as her. The worst was that she had nowhere to turn as the principal always made it off as "that is how these learners are". In her three years of teaching, the respondent has already taught at three schools because she was not happy with the way the schools were managed.

ii.   Policy implementation and impact

Although this policy was designed for teachers, those for whom it was meant claim that they did not have any involvement in the process. This teachers who only entered the profession a few years feels that teachers are being overlooked and disregarded in policy decisions and this is a deterring factor for implementing policy. In the case of this respondent none of the aspects in the policy has either not been communicated to beginner teachers or seen as important at all. Yet, when involved in the education process, these are the requirements challenging her all the time.

iii.   The Capability approach

Drèze and Sen (2002) remind us that the word 'social' in the expression 'social opportunity' should not be viewed as individuals and their opportunities in isolated terms but rather be seen as a fact that the choice that a person has, depend greatly on relations with others and on what the state and other institutions has to offer. This means that we should be particularly concerned with those opportunities that are strongly influenced by social circumstances and policy in teacher education and development efforts. Beginner teachers' needs have evolved over the years as more demanding because of the diverse nature of the classroom reality. If these demands are not taken seriously by authorities and policy makers we stand a chance to lose valuable human resources.

iv.   Capability sets

Capabilities in teacher education policy are described as 'overall' objectives or 'requirements' of being a teacher (see Appendix E). This draws attention to the 'intrinsic value' of teaching as a career. It also draws attention to the 'instrumental value' and is used as a tool or assessment indicator. This is supposedly meant to improve standards and draws on assumptions about what people agree about, however unjust it may be, as is the case with the negative public opinion about teachers. In view of these, teachers need to be positively affirmed, motivated and provided with the tools towards slef-actualisation in an attempt not to lose faith in their capabilities and values.

5.2.5.3 Theme 3: The challenges faced by beginner teachers

i.   Summary of the data

The respondent's biggest challenge was getting no support in terms of a lack of disciplinary structure. Children know that they would not face any consequences for their actions, so they would just continue misbehaving and disrespecting teachers and fellow learners. She has since developed her own teaching style that she thinks she can adapt to each of her classes and different situations as they unfold. The respondent feels that schools are focusing on the wrong things like the correct school bags, shoes, jackets, hair styles and appearances while she feels that instead, they should focus more on strategies for teachers to cope with behavioural challenges. She also feels that the personal area where she needs guidance is with her arrogant and aggressive nature. Because she feels very confident as a very good Mathematic teacher and specialist, she feels that no one can really "tell her anything". She says that she is working on it though. She says she wants to be a teacher whom her learners love and who they choose to teach them because of the importance of the subject that she is teaching.

ii.   Policy implementation and impact

For the new teacher, teaching can be a fearful experience. In addition to the newness of the job, teaching in itself poses a challenge for all involved in the education sector in South Africa. The current situation that teachers find themselves in at schools, is aptly implied by the statement made by a novice who felt like "being on a ship that cannot see the horizon" (Cushman, 1998, p. 5). This loaded statement reflects the day-to-day frustration which novices experience. In response to this and in an attempt to provide a solution to the status quo Loock, Grobler and Mestry (2006) point out that induction should help novices to function efficiently within a new workplace, by giving them relevant information and skills needed for their new roles. This will guide novices to acclimatise to the unfamiliar working environment. As the beginner teachers' skills and capabilities are developed this support will culminate into curiosity and ultimately, new learning.

iii.   The Capability Approach

An outstanding feature of the capability approach is the role of moral considerations and ethical principles, and its central concern with justice, in the form of either bringing each person above a given threshold for each capability, or assuring equal opportunities to all in the "capability space" (Alkire, 2005). Existing 'unfreedoms' in teacher education support and policy hinder novice teachers' capacities or abilities to achieve, and as such, these teachers make certain choices not only because they are limited in terms of available resources, which represent support to enhance their capabilities, but also because of the circumstances in which they find themselves (Sen, 1997).

iv.　Capability sets

Sen's key contribution has always been to unite two parts of all formulations of capabilities: the 'freedoms' and the 'functionings' of individuals or organisations. The focus here is on the freedom that a person actually has to do this or be that – things that he or she may value doing or being. This puts a burden on school management and policy makers to carefully take into account and appreciate those attributes that beginner teachers hold dear, which is to become the best teacher they can become by developing their capability sets. This is a general and huge frustration for beginner teachers as they never feel good enough when assessed against the policy requirements (see Appendix E).

5.2.5.4 Theme 4: The lack of school support

i.　Summary of the data

The respondent feels that her university training was very thorough and that at the school she has attended many professional development sessions addressing classroom management, subject methodology and inclusive education. She feels that the Mathematics workshops are for people who are not qualified as Mathematics teachers because it is very basic and bores her. She feels that she wants to be challenged as she was challenged with the Mathematics Project run by the university. She also feels that the workshop organised and run by the DoE should be of such a

standard that it challenges the most competent teacher. The teacher feels that the classroom management workshops she attended in the previous year helped her a lot in terms of discipline strategies and as a result she has won over many learners who would otherwise not love the subject at all. The respondent feels that she would love to see changes to the national policy because they are telling people to do things that they, as policy makers have never experienced or mastered before. She feels like the government is failing its people and that the NPF needs to be looked at realistically and with a fresh perspective.

ii.   <u>Policy implementation and impact</u>

Good teaching thrives where policy makers are sensitively and sympathetically tuned into the needs and demands of the very people whom it was designed to comply, implement and adhere to. Policies need to be implemented to improve the status quo, not to enslave teachers into their daily task. Schools need to move away from the missionary way of letting novices learn by trial and error which is not compatible with the latest reforms, demands and developments. By creating conditions where teachers feel supported and given answers to their questions, novices will develop the coping skills needed to stem the high attrition rate of young teachers. The exodus of novices is of particular concern and interest to training institutions and school administrators. They should therefore take the call for action for effective support and guidance of incoming teachers much more serious in an effort to retain the best teachers.

iii.   <u>The Capability approach</u>

The capability approach's theory on conversions includes interpersonal and inter-social variations, personal diversities, systematic contrasts between groups, the relationship between primary goods and wellbeing, spatial inequalities, and particular needs, interests and desires at a particular time (Sen, 2001). Freedoms in terms of the capability approach are therefore those opportunities or choices that the novice teachers has which informs his/her ability to achieve certain objectives.

iv.   <u>Capability sets</u>

The conversion process is influenced by a person's or an institution's uniqueness, and the possibility of existing significant factors which are a part of that inherent identity. Beginner teachers' call for good and consistent support and guidance cannot be taken lightly or even disputed as this uniqueness influences their aspirations, standard and goals set and it furthermore determines what strategies they will implement as well as the level of achievement. Sen thus upholds that a disadvantaged person will ultimately get less from the same amount of primary goods or resources than those that are advantaged (see 2.7).

5.2.6 Beginner Teacher 6 – School 3 (BT6-S3)

5.2.6.1 Theme 1: Embracing teaching as a career

i.   <u>Summary of the data</u>

This teacher started her career in teaching one year ago. Her love for working with the youth at her church and in the community led her to choose teaching as a career. Although she feels that she does not have a natural inclination to be a teacher, she still believes that this is where she is meant to be and as she becomes more mature and experienced, it will solidify her calling as a teacher.

ii.   <u>Policy implementation and impact</u>

"The policy is underpinned by the belief that teachers are the essential drivers of a good quality education systems" (NPF, 2006, p. 5). The age-old myth that great teachers are born has been challenged by what is considered the world's largest evidence-based study of the factors that improve students' learning (Hattie, 2008). Although the thought of young people entering the profession because they love working with young people, is an inspiring and noble one, it does not imply that these teachers do not need assistance and guidance to enhance their capabilities in order to fulfil their daily task and to comply with the norms and standards of a teacher as set out in teacher education policy. Teacher efficiency may fall short of its ideals not only because of poor policies or program design but also because we fail to regard support for beginner teachers as integral to our approach to teaching and learning.

iii. The Capability approach

In the context of this study and in the case of beginner teachers competences, capabilities refer to the various combinations of functionings; that is, what people are actually able to do and to be (Sen, 1983). Here, one's ability to choose a life he/she has reason to value is paramount. Capabilities can thus be summarized as a kind of opportunity freedom. This beginner teacher has, beyond any reasonable doubt chosen teaching as a career. It should however be noted that being a good teacher does not just happen because you have a love and a passion for it. The skills and attributes to becoming a great teacher need to be learned, practiced, applied and assessed.

iv. Capability sets

The capability approach speaks to the aspect of human diversity by focusing on the plurality of functionings and capabilities as the evaluative space and by the explicit focus on personal and socio-environmental conversion factors of commodities into functionings. The aforementioned should thus be seen in its social and institutional context as it affects the conversion factors and the capability set directly (Robeyns, 2005). The institutional context of this beginner teacher is that she received minimal support in her initial years of teaching which, in turn plays out as conversion factors informing her competences as a teacher as well as her unique skills sets which need to be honed and enhanced.

5.2.6.2 Theme 2: The impact of teacher education policy

i. Summary of the data

The respondent feels that she never received any support and guidance in her initial year of teaching - there was no induction programme at the school, she was not informed, amongst others, about the most basic aspects of the school such as the organisational structures, code of conduct, vision, goals or mission statement and the assessment procedures of the school. Everything she has learnt, she did so as she went along and only on a trial and error basis. The level of frustration was palpable as this

respondent explained how she only ever receives help in the form of destructive and condescending criticism. The respondent feels that teaching should not just be about teaching learners but that there should be collaborative efforts between teachers to make teaching and learning more efficient and gratifying for all parties involved. This beginner teacher feels that the policy in as far as expecting teachers to be curriculum developers is far beyond even what she has studied at university level, let alone now as a novice teacher with no guidance and support. The lack of communication between subject heads and teachers is the biggest challenged for this respondent when it comes to beginner teachers' development and implementation of the policy.

ii.   Policy implementation and impact

It is common knowledge that a process of acclimatising new employees to their new jobs is a common practice in various professions. This in an effort to ensure that the different functions in an organisation performs optimally and function to proceed as effectively as possible. Induction is therefore aimed at serving the needs of teachers, who are new to the profession but it also serve to make the more experienced teachers feel more valued and appreciated when they contribute to the development of their younger, less-experienced colleague.   According to the European Commission (2010), novices need to be introduced to the micro politics of the school (social dimension), to develop their personal identities as teachers (personal dimension) and to gain pedagogical knowledge and skills (professional dimension) by experienced teachers in schools. The process of induction should strive to meet novices' variety of needs and towards helping them to realise self-actualisation.

iii.   The Capability approach

The concept of 'functionings' in the broader sense of the word refers to the activities and situations that people almost naturally recognize to be important. These can also be conceived as a collection of the observable achievements of each person (e.g. their health, safety, job security, etc.). Some of these achievements can be perceived by some to be very basic, if not obvious. These might include being safe, well-fed, healthy, etc., while, others on the other hand, can be quite complex, such as the ability to do public speaking without shame. These lists will differ and fluctuate as people find

themselves in different places and spaces and according to their own lived experiences and values. The list of functioning and thus the specific training needs of beginner teachers will depend on the circumstances a person is found in. In this case, the novice teacher finds herself in a space where she is not respected as a teacher or her opinion is not valued. If this is not addressed from a very basic perspective, it can serve detrimental to the development and even self-worth of this individual.

iv.   Capability sets

People will almost always choose between different commodity bundles and utilisations. The capability set is obtained by applying all feasible utilisations to all attainable commodity bundles (capability sets) (Sen, 1983; Saith, 2001). Sen (1984; 1992; 1999) emphasises that capabilities reflect a person's real opportunities or positive freedom of choice between possible life-styles. Capability sets are sets of criteria used to assess and determine what a person or an institution is able to do and to be. We can therefore argue that the concept pre-supposed that availability of resources should not at any point be used as a reliable indicator of wellbeing as the ability to convert available resources into achievement is a unique process, which needs intervention and support, as in the case of the enhancement of the novice teacher's capability sets or competences as a teacher.
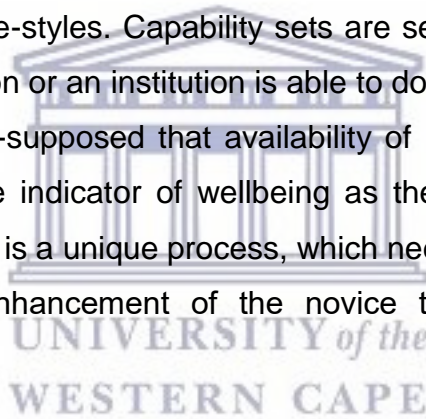
5.2.6.3 Theme 3: The challenges faced by beginner teachers

i.   Summary of the data

Classroom management is the biggest challenge for this beginner teacher. She mentioned that she attended a workshop on effective classroom management practices but that one session did not change the status quo as she still struggled because of her lack of skills. According to this teacher she has worked out a strategy that works for her and one that she can continue to work on to become a better teacher. This teacher feels a sense of achievement and self-actualisation as she realised that if she was not going to make an internal shift, she would not have gained all the confidence she has now.

ii.   Policy implementation and impact

Among the a multitude of well-publicised problems which include a shortage of teachers, underqualified teachers, poor teacher performance, a lack of classroom discipline In the classroom is the biggest concern for beginner teachers. This is exacerbated by inconsistencies among teachers as to what is deemed as frivolous in term of behavioural challenges. This is often caused by a failure of an appropriate code of conduct, inspection and monitoring of such initiatives. If not confronted the problem of ill-discipline in schools can lead to massive demoralisation and disillusionment among teachers and a negative and worsening perception of the teaching profession.

iii.   The Capability approach

The individual's ability to make choices that allow them to help themselves and others relates to the extent of their level of freedom, or the availability of and ability to use resources which will allow them to live the kind of lives they have reason to value. In the context of this study, the external factors that may detract beginner teachers from achieving their desired objectives from available resources are very important elements to be considered when their competences are view against the backdrop of teacher education policy (see Appendix 2.7). Therefore it is important to note that even though resources might be made available, it does not mean that a teacher will necessarily become a more competent teacher. The lack of support in this case has become an 'unfreedom' for this respondent as it hinders her abilities and efforts to achieve her goal of complying with teacher education policy. This however, might not necessarily be the same for another beginner teacher under the same or varied circumstances.

iv.   Capability sets

Sen (1992) upholds that a disadvantaged (deprived from support and guidance) person (novice teacher) will ultimately get less (not benefit) from the same amount of primary goods or resources than those that are advantaged. The conversions or interpersonal and inter-social variations, personal diversities, systematic contrasts between groups, the relationship between primary goods and wellbeing, spatial inequalities, and particular needs, interests and desires at a particular time (Sen, 1984).

5.2.6.4 Theme 4: The lack of school support

i. Summary of the data

The respondent points out that other than the normal grade meetings where teachers are shown or told what to do and what to have in your files and portfolios, there are no further support programmes. She feels that the school can focus more on supporting beginner teachers with organisational skills training programmes because she personally struggles to prioritise and distinguish between what is important and urgent and as a result fail to meet deadlines. The limited subject training sessions are not focusing on holistically developing the teacher in all aspects of teaching and learning. This beginner teacher feels that there should be workshops specifically aimed at new teachers where all the aspects of teaching are worked through with teachers…step by step and that classroom situations should be simulated in an effort to prepare teachers more efficiently for their first few months and years of teaching.

ii. Policy implementation and impact

There is no illusion that a well-structured support programme will prepare novices to face all the challenges they meet in schools, but research has shown that it does aide them to grow socially, personally and professionally. Therefore, no teachers should ever be seen or referred to as finished products. Feiman-Nemser (2003) stresses that to assume that teachers learn enough during training is a misrepresentation of the learning process. A structured and deliberate programme of support will teach beginner teachers to learn skills and approaches which are bound to the contexts in which they find themselves, in other words, it should prepare them for the realities of the classroom which, in context is often totally different from the ones experienced during training. These traumatic experiences and realities often unfold to novices and destroys the false impressions acquired during teacher training. This underlines the need for a smooth introduction of novices into the profession.

iii. The Capability approach

Even though the capability approach provides a general normative framework for the assessment of human development (see 2.7), it is also possible to consider what it has to offer to evaluations of specific areas of policy, such as in the case of teacher education. There is a growing interest in the capability approach to be used in various sectors and fields in education as it is able to assist in helpful discussions regarding ideas, policies and practices. It is therefore hoped that this approach will be used to the advantage of those entering the profession by heeding to their call for guidance support in their quest for excellence.

iv.   Capability sets

Because of the fact that the capability approach focuses on variables such as freedoms, unfreedoms, human diversity, interpersonal relationships, internal and external influences, differences in spaces, the conversion process, capabilities, and barriers or constraints to achieve, it can be accepted to be applicable within the field of education, particularly in the context of beginner teachers' achievements. The freedom of the beginner teacher to choose their own capabilities, based on individual specificities, Sen (1993) reckons, can lead to more flexible and comprehensive interpretations and outcomes for teaching and learning. Therefore, since we possess different levels of capabilities, different efforts on the part of ourselves and others are required in order for us as individuals to attain certain levels of achievement.

5.3 CONCLUSION

Although Sen (1989 & 1999) acknowledges the existence of gaps and shortcomings in terms of his lack of defining a range of capability sets, he nevertheless lobbies for flexibility in the CA which can provide researchers to choose their own capability sets based on the individual spaces, goals and circumstances of a particular subject of study. From the responses of beginner teachers, it is clear that they feel that their transition from lecture room to classroom and the desirability, or lack thereof, of teaching as a career has been adversely affected by poor working conditions in many schools, which include: overcrowded classrooms; poor socioeconomic conditions of learners under which learners still have to achieve; new policies that place extra demands on teachers; and, on top of that, the media putting the blame of poor learner performance squarely

on the "laziness and incompetence" of teachers. The overall perception that all six beginner teachers expressed during the interview process is that the competitive, results-driven climate, and the notion that teachers are blamed for poor results, give rise to a discourse of "teacher incompetence". This is in line with Carrim's (2003) description of the cumulative effect of policy overload, poor initial training, and inadequate in-service training, which is as follows:

- Teachers do not feel a sense of professional autonomy or competence.
- Teachers do not own the process of change in South Africa, but are subjects within it rather than agents of change.
- Teachers experience ongoing controls of their roles and themselves, articulated here in terms of gender, age, autonomy and choice of occupation.
- There is a gap between how legislative texts project teachers and the ways in which teachers actually experience their own identities.

Respondents concurred that teachers are in the front line and often the first point of recourse for traumatised children and those in need of social support. Furthermore, they mostly feel ill prepared to cope with their social role, and no effort has been made to equip them for it with the exception of occasional workshops arranged by the Department of Education. This corresponds with the view of Fullan (1997) who points out that teachers have to deal with "poverty, especially among women and children, racism, drug abuse and horrendous social and personal problems".

Considering the data gathered from beginner teachers, one can make the assumption that respondents generally feel neither highly motivated nor well equipped to teach during their initial year(s) because of a lack of induction, guidance and mentorship in relation to the new school programme and their new role as teacher.

The implications of this research are varied as most of the respondents mentioned areas in which they experienced challenges as well as others where they had huge successes during their first year(s). Some teachers reported teaching practices, such as classroom management and individualising instruction, as both a strength and challenge. This may indicate that with more deliberate teacher preparation programmes in place, it would be possible to equip the novice teachers in order for them to cope on a higher level with the

skills they require to be successful on the whole during their first years of teaching. A deliberate support programme will also make it possible for novice teachers to articulate and reflect on areas in which they are struggling.

Furthermore, participating beginner teachers intimated that in spite of being well-prepared during their years at university, they would have preferred more practical experience in schools where they would eventually be appointed and not schools they have selected themselves to complete their practical component. Most of the beginner teachers stated that preparation or induction programmes at schools were non-existent and that they were "thrown in at the deep end", sometimes having to teach subjects that they have not studied or were not familiar with. This once again highlights the importance of a beginner teacher's school support programme backed by an ongoing mentorship programme.

Beginner teachers also identified the areas in which they would have preferred more support and development as induction into the school programme and protocol, the school's code of conduct, administrative tasks of teaching and learning, assessment practices, classroom management, and dealing with socio-behavioural challenges of learners. Any form of teacher preparation needs to be of reasonable duration that provides enough time and opportunity for self-study, reflection and involved engagement with the full spectrum of the educational process, i.e. engagement with learners, the school ethos, classroom and pedagogic activities, theoretical study and administrative duties.

Teacher preparation as a developmental process requires intuition, imagination and improvisation (Darling-Hammond & Bransford, 2007). This should ultimately have as main objectives the aspirant employee's efficient performance of duties and application of characteristics and attitudes suitable for the ever-increasing demands in the world of work. Implementing a deliberate and focused school support programme, incorporated alongside an existing in-service training model of a higher learning institution, could change aspirant teachers' attitudes, modify their classroom management skills and behaviour, and improve their students' learning. Any process of training should assist the student in realising his or her individual goal within the parameters and boundaries stipulated for a specific discipline or career. It should cost-effectively and efficiently

facilitate opportunities for the acquisition and development of job-related skills and knowledge.

6 CHAPTER 6: DEVELOPMENT OF A MENTORING MODEL OF SUPPORT FOR BEGINNER TEACHERS

6.1 INTRODUCTION

The previous chapter dealt with the analysis and interpretation of data obtained by way of semi-structured interviews and document study. In this chapter, the focus will be on the development of a mentoring model in response to the research aim, which is to investigate what constitutes an effective school support programme for beginner teachers. For more than a decade, clear and consistent research has shown that the quality of teachers is the most powerful school-related determinant of student success (Barlin, et al., 2009).

Throughout history, South Africa has always been confronted with the challenge of improving the quality of education in our public school system, particularly in the light of increased global competitiveness, and the need for economic and educational reforms. This challenge, if not met, could have severe and potentially incapacitating consequences in the process of delivering better quality education. It seems to be a daunting task as many schools are deprived of resources, facilities and suitably qualified teachers. One possible reason for this predicament is the decision of government to restructure teacher training (Ramdass, 2009). The country's education system is often referred to as a "high-cost, low-performance" education system that does not compare favourably with education systems in other African countries, or in similar developing economies (Prew, 2012). Since education is a priority area for the South African government, more funds have been allocated to education by the Ministers of Finance over the years, in the hope that the education sector would improve (www.doe.org.za).

In the light of the above, some proposed and developed educational reforms have occurred over the past few years which involve sophisticated educational concepts that require better-skilled teachers than were produced in the country under the Bantu education system as well as better-resourced schools, which remain a huge stumbling block for the teaching community (Pandor, 2007). In addition to this, new developments are forcing the authorities to scrutinise new education policies much more rigorously than before (e.g., provisions for free and compulsory education and the language

policy), and school management and teachers should be guided to a process of excellence through efficient training and development initiatives.

In the light of the main and sub- research questions, which are to explore beginner teachers' perceptions of their competences in relation to education policy; identify the aspects of their capability sets which they find most challenging; investigate the nature of current school support programmes to enhance these capability sets; and investigate and find ways of developing an effective school support programme for beginner teachers a comprehensive literature study (see 2.2–2.8) and a qualitative method of data gathering and analysis (see 4.2–4.3) was conducted. During this process of exploration beginner teachers shared their views, opinions and experiences of their initial teaching years. In the context of this, the rest of this chapter will be dedicated to the introduction of a strategically designed mentoring programme of induction and ongoing development for beginner teachers which is based on sound scientific evidence and principles (see 3.4). By introducing this programme, it is hoped that it will guide beginner teachers through their initial teaching years to become the best teachers that they can become and to enhance teaching and learning in order to ensure an improved standard of teaching in high schools in the Western Cape and in the South African education context as a whole.
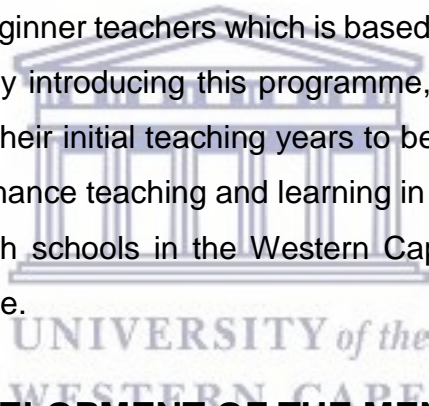
6.2 HISTORICAL DEVELOPMENT OF THE MENTORING CONCEPT

The concept of mentoring originated in ancient Greece in Homer's *The Odyssey* (Butler, 1900/1944). Odysseus left his infant son, Telemachos, in the care of a companion named Mentor when he began his famous odyssey. The mentoring relationship has originated as a process whereby a known, trusted and older person helps to counsel and guide a younger person. Subsequently, it has, however, evolved into a variety of programmes through which adults are recruited and trained to become mentors for youth in need of adult assistance.

The term mentoring is therefore defined as, among others, "the support given by one (usually more experienced) person for the growth and learning of another, and for their integration into and acceptance by a specific community" (Malderez, 2001, p. 157). It takes place within a particular mode of learning where the mentor not only supports the

mentee, but also challenges the mentee productively so that progress is made (Smith, 2007). Mentoring involves guidance and suggestion, as well as the development of autonomous skills, judgments, personal and professional mastering, expertise, trust and the development of self-confidence over time (O'Brien & Hamburg, 2014).

In the late 1970s, mentoring appeared to have been a sporadic and usually an informal phenomenon, which has transformed into a systematised and official level of organisation by the mid-1990s. It is said to have now turned into "localised schemes funded through short-term, non-core sources which swam against the tide of government policies in education and guidance" (Ford, 1999, p. 74). The past two decades have seen school-based mentoring becoming an increasingly important component of the training and development process of beginner teachers on a global scale. Apart from helping novice teachers learn how to teach, mentoring is seen as "complex social interactions that mentor teachers and student teachers construct and negotiate for a variety of other professional purposes and in response to the contextual factors they encounter" (Fairbanks, Freedman & Kahn, 2000, p. 103).

6.3 RATIONALE FOR THE IMPLEMENTATION OF A SCHOOL-BASED SUPPORT PROGRAMME

Good quality mentoring for beginner teachers makes an important contribution to developing the professional skills of new teachers and ensuring the best quality learning experiences for learners. The goal is not to create high quality mentor programmes as ends in themselves but rather to incorporate mentoring as part of transforming teaching into a true learning profession (Phillips, 1996). Mentoring should therefore rather be seen as a means to creating a strong, improvement-oriented profession in the education process.

The list below is a compilation of reasons why an efficient mentoring programme is essential for beginner teachers. This information was gained through the data collected in this study (see 4.1–4.3). An efficient mentoring programme will:

- Establish best practices on how to support beginner teachers in high schools in the Western Cape keeping in mind South Africa's unique context.
- Enhance and improve existing support programmes.

- Align theory, policies and practice.
- Improve the standard of instruction and learning.
- Help beginner teachers ease into the teaching and learning process.
- Assist beginner teachers in effective classroom management practices.
- Provide access to an informed second opinion, gaining insight into own practices.
- Assist novice teachers to identify personal development needs and opportunities.
- Provide opportunities to both mentor and mentee to mutually benefit from the mentoring process.
- Encourage and promote full and blended e-learning initiatives.
- Encourage lifelong learning among teachers.
- Foster a passion for the teaching profession in young teachers.
- Inspire beginner teachers to learn from observation, recordings, analyses and reporting.
- Guide beginner teachers to self-management and reflective teaching practices.
- Develop a sense of accountability and cooperation in the educational process.
- Assist beginner teachers in finding solutions to problems that threaten good educational processes.
- Encourage teachers to become researchers in the field of education and guide them to mastering of their craft.

6.4 A CAPABILITY-BASED MENTORING MODEL OF SUPPORT

There is a definite and deliberate divergence from the traditional in-person mentoring model as the sole method, towards a more modern approach of using a combination of one-on-one mentoring in conjunction with modern technology. This is believed to resonate more appropriately with the younger generation. Mentors must be willing and able to undergo a skills programme during which they will be trained in the various aspects of mentoring and in the use of modern technology as an alternative to face-to-face mentoring and other forms of traditional mentoring.

This mentoring initiative will be integrated with and should be seen as an extension to existing policies and programmes in order to transform support programmes in their current form of existence. It is hoped that the implementation of this programme will not just be viewed as a "nice to have", another new "HR initiative" or seen as "yet another

workshop", but rather as an instrument of school re-culturing and an effective change agent in teacher education in South African high schools.

The mentoring model (see Figure 6.1), being the researcher's unique contribution to the field of teacher education, is in support of the fourth aim of the study, which is to establish what constitutes a good programme of school-support for beginner teachers (see 1.5). The model is built on the following theoretical foundations, which will become evident and will be discussed as the various elements of the model are expanded on:

- developmental goal setting and career development;
- reverse mentoring;
- cognitive mentoring; and
- analytical and reflective practices.

6.4.1 The Capability Approach as theoretical basis of the model

6.4.1.1 The connection between the CA and the model

In this section the Capability Approach will be explored as the theoretical basis on which the newly developed capability-based mentoring model is built. The rationale behind utilising this approach as theoretical foundation is two-fold. Firstly, it is envisaged that the mentoring programme should impact the capability set of the novice teacher positively. These are also seen as the valued functioning (i.e. the required competences according to teacher education policy). Secondly, the beginner teacher should feel individually free enough to choose his or her path. This implies that the process of mentoring should assist them in attaining a feeling of accomplishment and competence as a teacher, regardless of whether they choose the valued functioning or not. By applying Amartya's Sen Capability Approach (Sen, 1997), we can explore the decisive factors that facilitate or impede development of novice teachers within the various education situations. This theoretical framework takes into account the individual's perspective on what "doings" and "beings" (Sen calls it functionings) they regard as valuable. Adopting this normative standpoint, action is evaluated in terms of supporting or hindering the development of beginner teachers' "capabilities", i.e. their effective freedom to achieve these valuable functionings. The CA also provides us with

instruments to distinguish those factors analytically, which make the educational process relatively successful and contribute to the opening of real opportunities for those involved.

All forms of mentoring and support provided for beginner teachers will be regarded as what Sen (1992) terms as "commodities", which refer to various goods and services, which in the instance of the capability-based mentoring model will be curricular and non-curricular. Based on Sen's emphasis on the use or application of these "commodities" by the mentees, it is important to note that how they will be used depends on individual and non-individual features, called "conversion factors" – someone's skills and knowledge, traits of character, social norms and legal framework of not only societal factors, but also current financial situation and other resources available to them. In his writings and teachings, Sen often explains it by means of simple life experiences, like the one of the availability, meaning, and ability of using a bicycle: the meaning that a bicycle will have for individuals and their freedom to use it, will be different in the case of someone who has the ability to ride it, than for someone who does not and it will vary from someone living in the city where there are bicycle lanes and where there are not, to the person living in a rural setting where the roads are inaccessible and difficult to travel. This relation between commodities and conversion factors has great value and relevance for the analysis of the programme: even in a case where all the participants (mentees) are presented with the same access to goods and services in its framework, their ability to use it depends on the interaction between various individual and non-individual conversion factors. When we view this in the background of a CA normative standpoint, the focus of the mentoring process will shift from the theoretical to a more practical basis where the practicality of what makes it easier or more difficult (or even impossible) for the participants (teachers) to use the said commodities to realise their goals which they may view as valuable.

For the purpose of empirical analysis, our general research question on capacitating and constraining factors was divided into three more detailed problems. Their formulation was simultaneously inspired by mechanisms described by Sen and Bourdieu as well as preliminary research findings.

There is no doubt that individuals' freedoms may be restricted even if their access to commodities seems fairly open. This assumption is confirmed by statements of teachers

(see 4.3) that novice teachers, when introduced to the teaching, generally have low levels of skills and knowledge and that there were significant inequalities between them, even those coming from the same tertiary institution. For this purpose the incorporation of a 'needs analysis' component was essential in the mentoring model in order to explore and verify to which degree beginner teachers' previous (formal and informal) acquisition of skills and knowledge would be able to equip them with the essential aspects that will enable them to use the commodities provided during the mentoring process and thereafter. While designing this model it was necessary to establish whether the mentoring programme itself is able to develop these skills and equalise the chances between individuals, by, for example, making them able to manage an ill-disciplined group of learners; equipping them to set their own goals and find the ways to achieve them; assisting the novice teacher to develop reflective practices and the ability to work together with various stakeholders in a multi-disciplinary and diverse education setting.

The inspiration and significance for the development of this mentoring model stems from the findings of the study. This revealed that the education authorities often demand from teachers, abilities and competences they do not provide support for. Ironically teachers who eventually manage to acquire the necessary skills and knowledge to enhance and master the teaching experience are not duly acknowledged and symbolically distinguished and rewarded.

Another appealing factor that attracted Sen's approach to support this mentoring model is that he pays attention to the process of adaptation of preferences and shows that people rarely aspire for something which they view as improbable to achieve, because of limitations such as norms socio, economic and political considerations, stereotypes, discrimination and other subtle forms of discrimination in the workplace. This phenomenon of self-limitation is usually not a matter of informed choices of individuals, but it is based on previous experiences and involves excluding options that are often "unthinkable" (Bourdieu, 1979). This means that often people will discard certain aspects of a learning or developmental process because they feel that it is either not for them or that it will not make a difference in their encounters and experiences or they think that it will not be of any value to them. It's from this premise that the mentoring model aspires to include all beginner teachers and turn the mentoring process into a non-invasive, ongoing process from which both mentor and mentee can draw strength from.

Bonvin and Farvaque (2007) along with Sen (1990) insist on the importance of institutions to create space for the beneficiaries' normative judgments on the life they have reason to value, which is called "capability for voice". They argue that in order to develop and individual's sense of freedom there needs to be a clear definition of effective possibility which co-defines criteria of assessment used during implementation of public policy (so called "informational basis of judgment") so that the individual can, without restraint or threat, voice their individual preferences, stand up against unfair treatment and prejudice in order to participate on an equal footing in the teaching process. In line with these writings, the mentoring programme wishes to focus on the way in which the voices of young teachers are framed in schools and to eliminate the factors that limit it and to rather expand those.

The findings of the study revealed that the competences as outlined in teacher education policy limit novice teachers' freedoms by being too prescriptive and specific, make beginner teachers feel that - given the huge administrative load, overcrowded classrooms, pressure to complete the curriculum in due time, etc. – that they will never be as competent and confident as their older, more experienced counterparts as well as their peers in more affluent and well-resourced schools. This makes this mentoring model all the more relevant and necessary due to the fact that it has clear interest in preparing novice teachers to become the best teachers they can be by focusing on creation of classroom management skills specific to the socio-economic community they find themselves in as well as equipping them with school governance knowledge and skills.

The assessment and evaluation criteria of the mentoring programme (as discussed later) will not be based on the same criteria as that of the education authorities. Because the programme is built on the premise of individual needs, choices and freedoms, novice teachers will be encouraged to be actively involved, motivated and self-reflective in all phases of the programme. Individually they have to adapt to the labour market by acquiring crucial skills, but labour markets also have to adapt to individuals and their rights should be respected as their abilities to do varies as much as their personalities and cultural, social and economic realities.

The application of the CA accentuates several important aspects concerning the study of mentoring programmes and initiatives that might not have been noticed otherwise.

First of all, the mentoring model is not concerned with a simple transfer of knowledge – what will be of vital importance is establishment of good rapport between mentors and mentees, that these relationships are based on trust and knowledge of their lived experiences and their individual approach to their needs and skills. Commodities, such as workshops and training sessions in themselves, are not enough as such to equip the beginner teacher with all the tools to 'comply' with the criteria of a 'good teacher'. It can therefore be understood and concluded that concentrating on measuring selected outcomes, such as the enhancement of capability sets of beginner teachers when focusing on the process of building capabilities, can widen access to valuable functionings that take place in the educational process.

Secondly the CA helps us in discovering some limitations in the teacher education policy in promoting capabilities. There is no place for negotiating criteria of assessment. Teachers' achievements are evaluated either against the academic performance of their learners or by means of the Department of Education's Integrated Quality Management System (IQMS). A good teacher is, therefore, someone whose attitudes, approaches and practices are consistent with the requirements locked up in these policy documents. As a result teachers are not really encouraged to choose the life they have reason to value, but the life which is valued according to external norms on which they have no influence.

6.4.1.2 The use of the CA to evaluate the model

Amartya Sen's capability approach is appropriate because, first, real (or substantive) freedom of choice, the goal of the mentoring programme, is at the core of Sen's approach. Teacher education is mostly interested in the way teachers are shaped by the school community, how it produces and reproduces quality teachers amidst social and other inequalities. The agency of teachers is not taken seriously into consideration. As was previously mentioned, too much emphasis is placed on how agency is determined by external forces, such as their position in the school or by their performance as an educator. Teacher education policies along with the assessment tools used, really do not focus on how teachers make choices, and how these choices change over time. National statistics, the completion of the curriculum, and the academic results of the districts, provinces and school communities form a seemingly complete

picture, while the individual teachers' freedom and development are left in the background. On the contrary, the capability approach fully recognizes the importance of teachers' freedom (agency) while continuing to evaluate concrete outcomes or achievements ('functionings', to use Sen's terminology). A capability is thus a kind of freedom: the substantive freedom to achieve alternative functioning combinations (or less formally put, the freedom to achieve various lifestyles)'. Thus, Sen revisits the notion of equality (1995), which does not assure everyone the same destiny, nor give everyone the same means, but rather guarantees that everyone will have the opportunity to choose freely between different valued possibilities. Sen's work was intended to deal with groups or countries in a state of development and this theory is designed to deal with how things evolved and developed over time. The evaluation of the model is also built around Sen's notion that freedom has an intrinsic value – we should value freedom for itself as a key factor for the successful development of the beginner teacher and that this freedom becomes instrumental in and as a crucial component for them to become the actor of their own career trajectory (Sen, 1984).

6.4.2 Elements of the model

6.4.2.1Recruitment and screening

Duration: three months

- **Project coordinator**

It is advisable that the project coordinator performs the role of managing, leading and coordinating the programme. He or she should be fully committed to the realisation of the programme and fully understand the project to guarantee the success of the programme. As and when the programme gains more momentum and recognition, and as more resources become available to widely implement the programme, the appointment of one or two more coordinators will be considered.
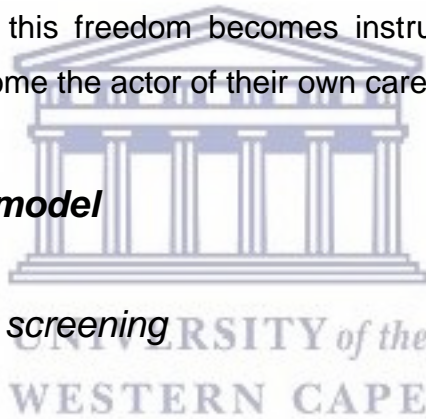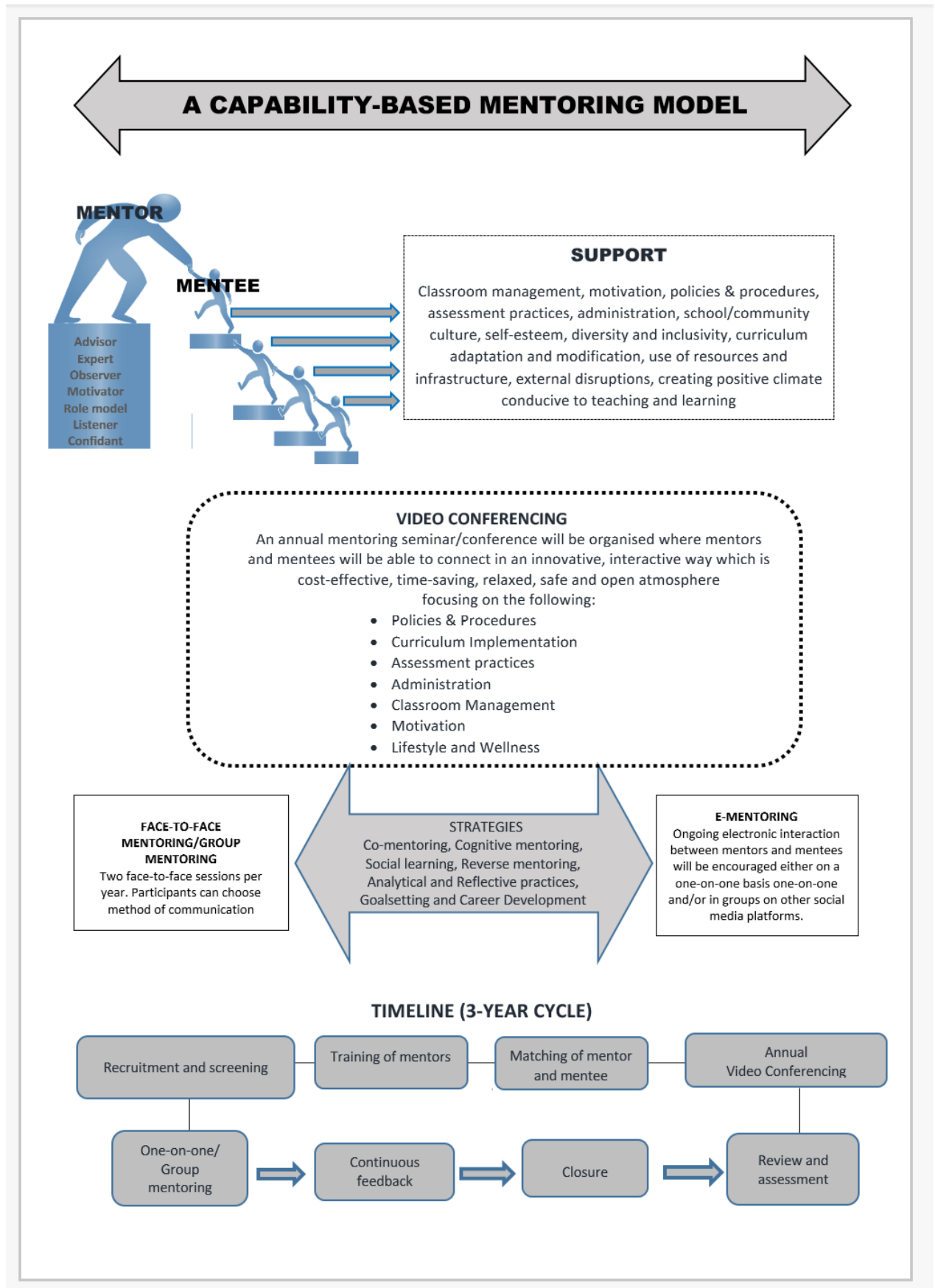
Figure 6-1: The Capability-based Mentoring Model

• **Mentors**

Mentors will be identified, recruited and invited based on their experience, skill sets, knowledge, expertise, professional attributes, development level and backgrounds, and should have a good understanding of the academic, professional, and social needs of new teachers (see Appendix G). Initially a group of five mentors will be appointed to serve the eight education districts in the Western Cape (see Figure 4.1). They will form a pool experts that mentees can tap into whenever they need guidance and assistance on various matters relating to, but not limited to, the following: facilitating reflective practice classroom management; motivation; policies and procedures; assessment practices; administration; school/community culture; self-esteem; diversity and inclusivity; curriculum adaptation and modification; establishing collaborative relationships premised on trust; collegiality and confidentiality; use of technology and other resources; creating long-term professional development plans for new teachers; creating a positive climate conducive to teaching and learning; and strategies to deal with external disruptions.

An encouraging contribution to the mentoring programme will be if mentors volunteer for the programme as this would be a clear sign of their level of commitment and involvement. Mentees might also have suggestions about whom they think will be best suited to mentor them, but not everybody will be as forthcoming as one would like to think and others might be hesitant to do this. In return for their commitment, mentors will be compensated per hour for their services rendered. Screening and recruitment therefore becomes an important element of the programme. Mentors will be carefully screened to determine their commitment to fulfilling the goals and purpose of the programme, their availability, and compatibility with personality types. Another important consideration for the success of the programme is to ensure the safety and confidentiality of mentees.

Recruiting and selecting mentors will be an important consideration since they will be the ones who will have to devote time and emotional commitment to the mentoring programme. However, it is important to point out that in the mentoring relationship, not only the mentee but also the mentor stands to benefit from the process in the following ways:

- Gaining recognition and respect as a "master teacher" for their years of hard work and commitment.
- Feeling validated in the sense by passing on experience and wisdom to younger colleagues.
- Getting a greater understanding of the barriers experienced by incumbents at the school.
- Enhancing their own mentoring skills and developing leadership skills.
- Getting involved in reverse mentoring where the mentee can teach the mentor about new trends in the latest technology as well as new perspectives and approaches to education.

- **Mentees**

Employees tend to react very enthusiastically to the prospect of being mentored (Allen, Finkelstein & Poteet, 2011). As established from the interview data collected during the empirical study (see 4.1–4.4), novice teachers felt that they could derive the following benefits from a successful workplace mentoring programme:

- the opportunity to take control of their own development as a teacher;
- enhancement of their capability sets;
- a broader, more comprehensive view on their career as a result of the mentor-mentee relationship;
- the opportunity to give and receive feedback and encouragement without being "judged"; and
- the opportunity to develop into specialists in their fields.

Even though the ideal situation would be for all beginner teachers to participate in this programme that has been created specifically around their developmental needs, there is no intention to enforce the programme on any person. It is believed that voluntary participation can lead to greater levels of commitment. Letters of invitation to participate in the mentoring programme will therefore be sent to beginner teachers in high schools across the Western Cape (see Appendix K).

- **Authoritative role players**

This mentoring model is built on the foundation that induction and initial support will be done as an integral part of development and improvement efforts within the school to efficiently impact the quality of training and development in its entirety, and the improvement of the country as a whole. For any mentoring programme to be successfully implemented, the whole school community needs to be in agreement with the implementation of a mentoring programme, and they need to relate to it as an essential tool and experience that can make a meaningful difference to the broader school community.

All the role players in the programme should be committed to making a difference in the lives of young people by way of supporting individual teachers and at the same time contributing towards building strong professional cultures of teaching in our schools, dedicated to improving teaching, learning, and caring. Requests for endorsement will be directed to the relevant representatives of the Western Cape Education Department. School management teams, labour unions and school governing bodies need to give their overt support and patronage to the programme (see Appendix J).

Mentors will be requested to stay well informed about the latest development in educational policies and procedures in the region by regularly liaising with circuit managers. In this regard, the WCED's approval and support of this programme will be of the utmost importance. Everybody involved should see the benefits of such a programme as it is built on solid mentoring objectives, standards and achievements, which taps into existing performance reviews on a continuous basis. Of all Fortune 500 companies, 96% have implemented some form of programme for mentoring in the workplace as part of their overall people and organisational development strategy (Allen, et al., 2011). It is important to demonstrate to school authorities the range of benefits that the school as an organisation, provincial education, and the South African teaching society can derive from subscribing to this mentoring programme, which include, but is not limited to:

- Increased levels of motivation and improved morale and professionalism of teachers.

- A decline in absenteeism and in the attrition rate.
- More efficient classroom management practices which lead to more effective learning.
- Enhancing of latent talent among mentors and mentees and an opportunity to enhance or develop it further.
- Development of leadership skills and attributes.
- More and better opportunities to communicate the school vision, mission and goals.
- The concept of reflective learning in development.
- Participants becoming aware of the importance of their physical and mental well-being, because aspects of wellness and health will be covered during the mentoring process.
- The prospects for beginner teachers to start their careers with a sense of ownership and school pride, which will lead to greater benefits for the education system in totality.

Opportunities will be created regularly to communicate examples of successful mentoring relationships gained from other mentoring initiatives and for other stakeholders to voice their concerns and fears, so that these can be addressed and not become obstacles later in the process. It must be clarified that this programme is not a "quick-fix" solution to the challenges of beginner teachers but that it will speak to their needs and slot into the school's existing structures of support, performance management, and development programmes.

The aims and objectives of the programme will be communicated to the stakeholders in an uncomplicated, transparent and realistic manner. Everybody will be made aware of the level of commitment, investment and determination required to make the programme work and to make it sustainable.

It is anticipated that people will be inspired to support the implementation of such a programme by reflecting on and remembering their own first professional experiences and those who made a contribution to their early career development. In many cases, this could have happened unintentionally, but these were people who guided them to

believe in themselves, helped them to develop their own skills, and moulded their personalities and philosophy of life into the professionals they have become.

6.4.2.2 Training of mentees and mentors

Duration: three months

Training of mentors will be focused not only on knowledge and skills to implement the mentoring process effectively but typically also on the organisational aspect of the school, classroom management, policies and procedures, diversity, and transformational aspects of the school community. Other aspects that will gain attention in the training of mentors are: goal setting; communication skills; reflective questioning; establishing rapport; developing and maintaining empathetic disposition; and providing constructive feedback.

The training of mentees will take place during induction and the mentoring process. Mentees will be briefed on the following aspects: setting goals and expectations; establishing good rapport with the mentors; respecting mentors' boundaries; developing reflective cognitive skills; openness to share weaknesses and strengths; dealing with constructive feedback; and embracing technology.

6.4.2.3 Matching and establishing mentoring relationships

Duration: one month

Before any mentoring relationship can be established, the following important considerations should be made when matching mentors and mentees:

- Matching should be based on personality factors, values and interests.
- Notable sensitivity and consideration should be given to gender, cultural and religious issues.
- Matching should also be based on the developmental needs of the mentee.
- There should be enough common ground and empathy between participants.

The recruitment and selection process of mentors will initially deliver a pool of approximately ten seasoned current and former teachers – specialists in their fields – and will increase as and when the need arises. Although this is a school-initiated support programme, mentors will not be physically based at schools as activities will all occur online. All mentors will participate at different times and phases of the programme, initially as part of the video conferencing session and later through continuous guidance and support sessions as and when required by mentees. Each mentor will focus on his or her own area of expertise. It is therefore important that mentees build a good rapport with all mentors and vice versa.

As this mentoring model lends itself to a combination of online, one-on-one, and group interactions, the matching process will require all mentors and mentees to build good mutual rapport as throughout the process mentees will have the freedom to identify and approach whoever they need at a specific time within the parameters of the mentorship agreement.

Opportunities will be created for mentors and mentees to establish a mentorship agreement, during which developmental goals and objectives will be determined as well as expectations, methodologies, confidentiality, logistical issues, evaluation criteria, feedback and closure of the programme. All of the aforementioned will be documented into a learning contract which will serve as a memorandum of agreement and understanding, and at the same time as a useful tool reminding participants about important aspects of the mentoring relationship.

A manual checklist system will be used as a mechanism to monitor contact time and online interactions between mentors and mentees. This will be useful in the evaluation of the progress and success rate of the programme and will assist in future improvement efforts. It will also provide the project coordinator with an overview of the various learning and mentoring styles of participants.

6.4.2.4Implementation of the model

(i)   Video conferencing/Webinar

Duration: one day

From the data gathered during the empirical study (see 4.1–4.4), beginner teachers need support and intervention that do not add to their already hectic school programmes and administrative workload. For this reason and for the reasons of being relevant to the needs of the modern teacher, most of the interaction of this model would take place via modern technology.

The decision to incorporate video conferencing in this mentoring model is grounded on the fact that it is time-saving and cost-effective, and novice teachers can relate to this method of mentoring more readily. Beginner teachers have expressed the fact that they often need to attend workshops and seminars after school hours, which often leads to exhaustion and apathy towards training and development efforts (see 4.1–4.2). Norman (2016) describes the use of integration of technology in education as ethical practices that facilitate more efficient learning, boosting capacity, productivity and performance, which can be used to inspire positive change in education. However, it is essential that both mentors and mentees should realise that they have a personal responsibility to keep up with the latest developments in technology used for the purpose of online mentoring and that the success of the process depend on their interactions.

The initial mentoring phase via video conferencing will be planned in close collaboration with the Western Cape Education Department as these one-day sessions will take place on an agreed date for each of the eight education districts. Each of the appointed mentors will have appointed time slots during which to present their topic of interest, which will address the pressing issues and challenges of beginner teachers (see 4.1–4.4) such as goal setting, classroom management, assessment practices, the importance of wellness and health, curriculum implementation, education policies in practice, evaluation and appraisal programmes, and motivational sessions. Because of the interactive nature of video-conferencing, time will be allowed for question and answer sessions, discussions and interactive group activities. Efforts will be made to

incorporate WCED staff to facilitate the on-site activities as far as possible and to upload the content on WCED's online portal (Western Cape Education Department e-Portal), which is a growing resource for learners, teachers, principals, parents and governing body members alike. The e-Portal (www.wcedeportal.co.za) enables the uploading and downloading of educational videos and advice on difficult topics, and it provides opportunities for parents to be more involved in their child's education (see Appendix O).

Clear goal setting is a crucial element of the process to effectively implement the various phases of the mentoring model. The importance of articulating clear goals and expectations for the mentoring program cannot be overemphasised (Dahlhaus & Janas, 1996). Over and above this, the specific functions that the mentor has to fulfil should be clearly stated and plans must be developed to successfully carry out these functions. Mentees will be made aware of which mentor to approach for the various challenges they might be facing. Without careful planning, support and goal setting, formal mentoring programs are "destined to fail" (Huling-Austin, 1989).

(ii)   One-on-one, reverse mentoring

Duration: three years

One-on-one mentoring will happen as per agreement between both participants. This type of interaction serves as an effective relationship that is based on mutual respect and will be a "risk-free zone" for the mentee to examine options and brainstorm strategies (Bey & Holmes 1992). It is said that we "talk our way to understanding" when we are given freedom and encouragement to express our creative thoughts without fear of judgement (Freedman & Jaffe, 1993). Such a relationship lends itself to attentive listening, re-negotiation, reflective learning and reverse mentoring.   Mentors and mentees should agree on a suitable format, meeting times and venues which are mutually convenient and conducive to focused and confidential discussions.   The meeting space should be neutral and non-threatening to the safety and security of the mentoring relationship. One element of one-on-one mentoring that can be included in the meeting time is observations. There are certain situations that cannot be recreated virtually and therefore should rather be experienced first-hand. Mentees might therefore feel that they need immediate guidance or input from the mentor, for example, while

teaching a specific subject or dealing with a specific aspect of classroom management or discipline issues.

Reverse mentoring will inadvertently occur during one-on-one mentoring. Reverse mentoring happens when there's a professional relationship between a novice and experienced worker where both exchange skills, knowledge and understanding (Quast, 2016) as in the case of teaching the older, more experienced teacher how modern technologies can improve teaching and learning in the classroom. It ensures that multigenerational staff work together in an effort to achieve goals. Fallon (2016) refers to the benefit of reverse mentoring as "empowering younger staff to voice their observations as paving a fruitful path for millennials for when management positions become a reality". This is echoed by the Greek playwright Aeschylus (524-456 B.C.) in his quotation: "Learning is ever in the freshness of its youth, even for the old".

(iii)   e-Mentoring

Duration: continuous

In line with the latest technology and in accordance with the latest communication trends, the component of e-mentoring in this model will find great relevance with the beginner teacher and their development needs. The model provides for the mentee to exercise the option of who of the mentors to consult depending what guidance, information or support is needed at a specific time. A "cohort" or pool of mentors will be available online at any agreed time to provide mentees with the necessary support and guidance. This will at first be initiated through existing channels of online connectivity, such as e-mails, instant text messaging and other secure social media and discussion forums.

An added feature to the above-mentioned will be for mentors to provide audio and visual recordings in the form of instructional audio and video clips, blogs, vlogs (video blogs) and podcasts. As soon the mentoring programme is approved and endorsed by all stakeholders, a request will be lodged with WCED to incorporate the e-mentoring into their e-Portal webpage (see Appendix I).

6.4.2.5Reflective and constructive feedback

Duration: Continuous from first mentoring session until closure

It is during this phase that cognitive mentoring will be encouraged. This is the process during which mentees honestly reflect on their strengths and weaknesses and communicate that to their mentors. The model of cognitive coaching was developed by Costa and Garmston (2002, p. 124) and defined as "a set way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem-solving capacities". Mentors thus act as intermediary between the mentees and their thoughts about their own skills and abilities. Based on what transpires from this process, further guidance and support will be discussed. These and other types of discussions are essential to ensure the continued development and support of beginner teachers. Feedback will be constructive and appropriate to the needs of the mentee and should not be dominated by the opinion of the mentor as mentees should feel free to openly discuss their developmental needs without fear of being judged or marginalised. Feedback should be descriptive, specific, in the mentee's interests, useful, given at the right time, clearly formulated and correct (Meyer & Fourie, 2013); it should be conveyed openly and honestly and guaranteed to be non-threatening and non-judgmental and should relate to specific developmental needs and lead to improved performance in skills, techniques and behaviour.

6.4.2.6Closure

Duration: dependent on participant but preferably after three years of mentoring

A successful learning contract is only completed on evidence that all the learning included in the contract has been acquired and that mentees are able to apply the knowledge and skills acquired. At this stage the participants in the process should prepare to assess the effectiveness of the programme which will be determined ultimately by evidence of positive outcomes for the mentee. Consequently, the mentoring relationship will be brought to an end.

6.4.2.7Measuring and review

Duration: at the end of the three-year mentoring cycle

Monitoring of the different aspects of the online mentoring process becomes imperative at this stage as close attention needs to be paid to how effective mentors and mentees interact and to determine the effectiveness of the programme. Monitoring of the programme will be an ongoing process which will constantly reflect on the following aspects:

- meeting of programme objectives;
- functioning of the programme;
- efficacy of administrative procedures;
- necessity and helpfulness of processes in the programme;
- relationship dynamics;
- difficulties experienced by mentees and mentors;
- extent to which all the developmental needs of the mentees are covered; and
- appropriateness of communication strategies.

Measuring the outcomes of a mentoring programme is never an easy task but there are certain standards that the short to medium-term success of the programme will be measured against. This includes:

- the level of feedback from participants about the efficiency of all aspects of the programme;
- how effectively goals were achieved;
- the achievement of required knowledge and skills
- the quality of teaching and learning;
- improvement of future IQMS results; and
- mentors' perceptions on the efficacy of the interactions and progress of the mentee.

The long-term successes of the programme will be evident in the decline in the number of young teachers leaving the teaching profession, the achievement of performance review indicators and positive feedback from principals, HODs and peers concerned with the career development of beginner teachers involved in the programme (see Appendix M).

6.5 FINANCIAL CONSIDERATIONS OF THE MENTORING MODEL

All efforts will be made to keep the start-up and running cost of the programme as low as possible, but in order to ensure the smooth operation of the mentoring programme and its sustainability, financial assistance will be required. Requests will therefore be made to principals of participating schools, SGBs and WCED for their endorsement and sponsorship of the programme (see Appendix J). A three-year budget will accompany correspondence to these stakeholders (see Appendix L). Should this exercise render fruitless, attempts will be made to partner with businesses involved in educational development.

6.6 ADVANTAGES OF THE MENTORING MODEL

While this mentoring programme can definitely provide many positive outcomes, the human element involved makes it prone to fallibility and therefore there is no illusion that there will also be a few downsides. In this section, the advantages of the mentoring model will be discussed.

- The mentoring model is relevant to the new generation of teachers and it encourages the use of technology in education.
- Beginner teachers will be able to relate better to this model as it speaks to their current need for instant gratification.
- The programme makes accessibility easy. Mentees can get in touch with a mentor at anytime and anywhere.
- The fact that there is a pool of mentors means that mentees can get in touch with anyone of the mentors at any given time (as agreed upon) as and when they need guidance.
- It is cost-effective and flexible as it eliminates travelling and the costs related to it.
- It saves time. Mentoring does not necessarily infringe on teaching time. Mentees can contact mentors when it suits them.
- E-mentoring can be beneficial to mentees who are reluctant or find it difficult to relate on a one-on-one basis with mentors.

- Online communication lends itself to "buying time" to consider various options of problem solving.

- The fact that mentors are trained and open to reverse mentoring means that they also get to benefit from the mentoring relationship.

- Mentees stand to learn from their peers in online and social media group mentoring sessions.

- Group mentoring facilitates a greater sense of camaraderie amongst mentees and mentors.

- Mentees will get an opportunity to meet education district and/or circuit staff on a different level than during the normal school visits.

- Mentors who might not have had opportunities to prove their "worth" for many years, will now feel more valued and develop a sense of worth in their skills and abilities.

- Although technology is at the forefront of this model and because there is an awareness that some people might still find it difficult to build rapport using the various methods of online communication, the model is aptly designed to cater for mentees and mentors to revert back to the face-to-face component of the model.

- At the same time that the model makes provision for novice teachers to exit the mentoring relationship as soon as they feel that they no longer need to be mentored, it also allows for mentees to remain in the system for as long as three years, after which closure is deemed as a natural progression of the mentoring relationship.

- Mentors will receive a monthly monetary reward for their willingness to be involved in the programme.

6.7 DISADVANTAGES OF THE MENTORING MODEL

It is important that all participants should view the programme as a learning experience and all efforts should always be directed at improving all elements of the programme and especially those that might present obvious challenges. Some of these challenges are discussed below.

- Finding existing and former teachers who will be committed to the vision of the mentoring model and share their time, skills, knowledge and expertise might be problematic.
- Because there is little to no face-to-face interaction, it might be easier to abandon the "virtual" relationship than with face-to-face interactions.
- The older, more experienced mentors might not readily and willingly embrace and incorporate phases of the programme where modern technology is involved and revert to the one-on-one component of the mentoring model.
- Training of mentors might take longer and be more costly than expected.
- There might be hesitation from education authorities to endorse the programme and become involved.
- Internet connectivity challenges might hamper the flow and success of the programme.
- Whilst more comfortable with virtual technologies, the younger generation may need more structure in the mentoring relationship than their older counterparts (Moyers & Houck, 2011).
- When the mentee feels that he or she has outgrown the mentor, it might become a delicate matter that requires sensitivity and good communication from both parties as well as humility and understanding on the part of the mentor to accept the *status quo*.
- The e-mentoring component does not provide for the intimacy that normally exists in a one-to-one mentoring relationship.
- The wrong choice of mentor and the incorrect matching of mentor and mentee can be detrimental to the success of the programme.

6.8 CONCLUSION

The South African education sector is constantly changing to cater for the needs of a progressively diverse and often complex society, and there can be no doubt that teachers are one of the most valuable resources in education to facilitate this much needed change. It is therefore essential that beginner teachers get the best support and guidance to increase performance levels from the very first day they set foot in the classroom. There is plenty of evidence to suggest that mentoring programs for beginner

teachers deliver sustainable improvements and enhance career development (see 2.1–2.7).

It is the aim of the study to provide this kind of support in the form of a well-designed mentoring model based on strong research principles. It is hoped that this mentoring model will play a critical role in the way induction and development of novice teachers has been perceived thus far. The model was designed in such a way as to be an effective mechanism to advance teaching in South Africa and assist in giving schools a greater chance of transforming into vibrant learning communities, capable of facilitating the success of all teachers and students.

The mentoring of beginner teachers facilitates career development, and provides the tools and resources needed to guide beginner teachers to develop concrete goals and action plans and use reflection as a self-assessment tool. While the mentoring model does not create an expectation that these teachers will magically transform the teaching profession, it is hoped that they will use the acquired skills and knowledge gained throughout the programme to impact their sphere of influence and to foster the same critical thinking and exploration skills within their learners. In addition to this, these beginner teachers will play a key role in encouraging and promoting a mentoring culture in their own and other schools. By equipping beginner teachers with tools and resources for effective mentoring, there is a good likelihood that the entire school community will equally be transformed, supported and guided to make appropriate decisions concerning their own growth and development.

7 CHAPTER 7: SUMMARY, FINDINGS AND RECOMMENDATIONS

7.1 INTRODUCTION

The primary objective of the study is to provide answers to the main research question which is: What are beginner teachers' perceptions of school support to enhance their capability sets in relation to teacher education policy within the constructs of the capabilities approach? In this context and through analysing the data collected (see 4.1 – 4.4) the findings of the study revealed that beginner teachers do not feel that enough school support is provided and that therefore, the expectation to fulfil the norms and standards for educators should not be imposed on them. The findings have also revealed that those aspects identified as the most challenging by beginner teachers (see 2.5.1 and 4.3.1.3) can be overcome and or managed given that they are provided with adequate support stemming from a structured and deliberate mentoring programme. As to the sub-question of what the nature is of current school support programmes to enhance their capability sets; and their thoughts on what an effective school support programme beginner teachers constitutes, beginner teachers have expressed that in most cases no support programme is in place to ease their transition from students to professionals and that they therefore lack those essential traits of an effective teacher.

In an effort to give an account of the main research question as set out above and to clarify the rationale behind and the personal interest in undertaking the study, the first chapter provides an introduction which appropriately sets the scene for the rest of the study. The introduction thus highlights this by providing the motivation behind the study and elaborates on the status quo with regard to teacher education policy, the plight of issues plaguing our education system and the dilemma of beginner teachers' lack of competence in relation to teacher education policy requirements in South Africa. The purpose, main aims and objectives of the study, research questions, research design and methodology as well as the division of chapters are dealt with in the introductory chapter. In the literature study the following three sub-questions are dealt with by means of an in-depth literature study: what do beginner teachers identify as the most challenging aspects of their capability sets? What is the nature of current school support programmes to enhance beginner teachers' capability sets? What constitutes an effective school support programme for beginner teachers? Here an historical overview

of the provision of education as well as the impact of education policies in South Africa was provided along with global trends in teacher education, challenges of beginner teachers in South Africa and mentoring as a strategy of support. The interrelatedness between the CA, the education system and teacher education policies as well as the main inferences about the development of teachers' capability sets based on pre-2000 policies. To fulfil the aims of the study a qualitative approach to data collection was adopted in and from the sample population, 6 beginner teachers from three high schools were selected (see 3.2-3.3) as interviewees. The data extrapolated from these semi-structured interviews was used to focus on the report, discussion and interpretation of the data and identified key themes in relation to poverty and the Capabilities Approach where after an analysis of the data in relation to teacher education policy, the Capabilities Approach and capability sets was done. In response to the research questions a capabilities-based mentoring model of support for beginner teachers were developed. This speaks to the findings of the study which in essence revealed that beginner teachers do not feel that they are adequately equipped to deal with the reality of stepping into a classroom and being an effective teacher who can deal with the challenging situation as it is currently playing itself out at our schools in South Africa.

In this chapter the findings from both the literature study and the empirical investigation into the perceptions of beginner teachers of school support to enhance their capabilities in relation to the competences in teacher education policy will be presented. In addition to this, recommendations are made and the implementation of the capabilities-based mentoring model is suggested. These recommendations could serve as a guideline informing schools about the perceptions of beginner teachers regarding school support and the value thereof. There are also recommendations in terms of the Literature, the Methodology, the Mentoring model and the Capability Approach. The chapter summarises how the researcher has proven the thesis by answering each of the following research questions:

7.2 SUMMARY OF CHAPTERS

Beginner teachers often enter the classroom with great expectations, only to leave the profession all too soon when those expectations are not met. The purpose of the study was therefore to explore the perceptions of beginner teachers of school support to

enhance their capabilities in relation to the competences of teacher education policy. The study is significant in that it is geared at adding to the national understanding of new teachers during their first year(s) of teaching from the dimension of their perspectives on the support they receive to fulfil their roles and responsibilities as "competent" educators. It is anticipated that the findings will provide information to assist in preparing new teachers by supporting and mentoring them during their initial teaching years. Data were gathered by means of semi-structured, open-ended interviews which explored novice teachers' perceptions, feelings, and experiences regarding school support to enhance their capabilities during their initial year of teaching in relation to the teacher education policy document NPF (2006). This heterogeneous purposeful sampling (Merriam, 1998) consisted of six beginner teachers from three schools within three different education districts of the Western Cape. There are currently 339 secondary schools falling under the eight education districts of the Western Cape Education Department. Subsequently, the excerpt outlining the seven principles underlying the policy as expressed in the *Norms and Standards for Educators* (2000) were interrogated in an effort to measure whether these roles and responsibilities can realistically be achieved given the current levels of pressure experienced by beginner teachers. The literature study and data collection process have provided invaluable data which is summarised in this section. It is hoped that the findings and recommendations extrapolated and formulated from this data will benefit both the school community and policy makers alike.

Chapter 1 served as an introduction to the research study highlighting the purpose of the study as well as formulating the main research question and sub-questions. The design and methods of investigation were also explained.

Chapter 2 focused on the literature review during which it was discovered that there has always been an ongoing focus on teacher education and that it remains to be a priority in the education processes. The literature study also revealed how policy changes have always had some impact on the development of teacher education initiatives and perceptions. A meticulous study of the Capability Approach (CA) provided a holistic view on teacher education and development and offered valuable insight into the context and process of teacher education and development as it has been widely used as a quality educational measurement. The Capability Approach was also used as a

monitoring and a planning tool for educational development in an effort to find effective solutions to the challenges of school support programmes to enhance the capability sets of beginner teachers.

Chapter 3 provided a detailed description of the research methodology and paradigm of the research study. The research design, sampling, data collection methods, data analysis and interpretation, validity and reliability of the study, ethical considerations and limitations of the study were discussed. It also became clear how multiple data collection methods can be incorporated to provide evidence.

Chapter 4 presented the collected data and a discussion thereof by means of the theoretical framework established in the literature review with a specific focus on obtaining the results or data related to the main research question of the study.

Chapter 5 provided a detailed analysis of the data in relation to the capability approach, capability sets as well as policy relating to these.

Chapter 6 was dedicated to the proposed mentoring model to support beginner teachers to enhance their capabilities in relation to requirements in current teacher education policy. The elements of the model were discussed, which included the various phases of the mentoring process, the theoretical foundations that the model is built on, timelines, required resources, as well as the advantages and disadvantages of the model.

In the remainder of **Chapter 7** the most salient findings of the research study and recommendations in this regard will be discussed in full detail.

7.3 FINDINGS OF THE STUDY

The research findings of the study are divided into findings that are based on the literature study and those emanating from the semi-structured interviews. These are summarised and depicted by means of diagrams (see Figures 7. 1 and 7.2).

Findings from the literature study

Finding 1

Global trends in teacher education and the status quo in South Africa

- Many countries are facing the same predicament of guiding their teachers to become the best teachers they can be within the parameters of the existing school structures, while maximising their potential as active and competent contributors in the education process.
- Solmon (1986) asserts that the quality of education matters more in poorer settings and that the poorer the country, the greater the effect of school and teacher quality on achievement. Teachers therefore take responsibility for change, and progress depends on their own education, motivation

Finding 2

The development of teacher education policies and its impact on beginner teachers

- Education policy reform has become a priority in South Africa since the establishment of the Government of National Unity in 1994 and has played a key role in redressing the injustices of apartheid (see 2.4.–2.4.1).
- Teacher education policies and programmes in South Africa were linked to colonial and apartheid laws which have been racially determined from the time of mission schools and the establishment of the first teacher training colleges.

Finding 3

The Capability Approach and teacher education policy

- A sustainable education system is one that efficiently utilises and distributes its resources to the benefit and the needs of its current stakeholders whilst, at the same time, building capacity to cater for the needs of generations to come. Such an initiative needs to be propelled and coordinated by national policy.
- Beginner teachers need to have the freedom to advance their own personal conceptions of well-being, and although there may be overlap with some of Nussbaum's universal capability domains, this study is more interested in those capabilities that are quite

Finding 4

School support programmes

- To become a competent teacher intentional and determined effort is required. To avoid the loss of enthusiasm or static practice, there needs to be a focus on the continuous growth and development of beginner teachers.
- The myth that some people are born teachers needs to be dispelled since all beginner teachers need guidance, though in different ways and to different extents.
- Any process of development should assist the beginner teacher in realising his or her individual goal within the parameters and boundaries

and freedom to innovate (Beeby, 1986). • Teacher education in South Africa has not been a priority until after 1994; this is in sharp contrast with what transpired in other countries, even in the midst of radical political change and socioeconomic turmoil (see 2.2).	• Here policy in the form of curriuculum orientation was typically used to achieve political goals and as a tool to control the population. Such interventions included • Manipulation of content in order to prevent learners from acquiring certain knowledge and skills sets. • A biased perspective of certain content and skills at the expense of other contents and skills. • Organising learning in a way that cannot be easily understood. • Assessment and evaluation consumed a huge part of teachers' time, thus preventing teachers to achieve learning outcomes. • Rote learning and memorisation were encouraged as the acquisition of critical and analytical cognitive skills is complicated and time consuming.	specific and contextual to student teachers. • That said, investigating the functionings and capabilities that constitute student teachers' notions of well-being may not be straightforward, as social structures and cultural norms have the potential to affect their values and voice (see 2.5–2.6). Sen (1990) acknowledges this problem of adaptive preference when stating: "Adaptation of expectations and perceptions tends to play a particularly major part in the perpetuation of social inequalities".	stipulated for a specific learning area, which should be cost effective and efficiently facilitate opportunities for the acquisition and development of skills and knowledge (see 2.7).

Figure 7-1: Findings from the Literature study

Findings from the qualitative study

Finding 1	Finding 2	Finding 3	Finding 4
Embracing teaching as a career	**Challenges of beginner teachers in relation to the development of their competences**	**The impact of teacher education policy on beginner teachers**	**Beginner teachers' need for school support and mentoring**

Finding 1 — Embracing teaching as a career

- Even though teaching was not the first career option for most beginner teachers, they nevertheless embraced the idea of entering the profession because they have developed a "heart" for the young people who need them to impact their lives (see 4.3.1.1).
- Beginner teachers unfortunately are disillusioned by the heavy administrative workload; overcrowded classrooms; lack of resources to fulfil the competences as described in the NPF (2006); huge disparity

Finding 2 — Challenges of beginner teachers in relation to the development of their competences

- Beginner teachers felt they were not adequately prepared for the challenges in the classroom.
- Most of the respondents struggle to manage their classrooms.
- Some mentioned the fact that they are not trained to work with learners with extensive behavioural problems which lead to weak academic performance.
- Violence in and around the classroom, inappropriate sexual behaviours towards teachers were mentioned as some of the

Finding 3 — The impact of teacher education policy on beginner teachers

- Policy formulation and implementation remain contentious issues for beginner teachers. They feel that because they were not consulted in the process, policies are just being imposed "top-down" on them, without taking into consideration the current strain and under-resourced situation under which teachers are working. Some mentioned that the expectations raised with regard to teacher competences are unrealistic as teachers are not guided into

Finding 4 — Beginner teachers' need for school support and mentoring

- The overwhelming majority of respondents have not been through either an induction programme when they started teaching or any form of further support in order to assist them in their development as beginner teachers.
- They feel that they were not introduced to and informed about important issues pertaining to the specific schools' culture, assessment procedures, code of conduct for learners and teachers, management structures, and

between the practice teaching experience and the actual classroom experience; lack of discipline and respect from learners; the hectic pace at which they have to work to complete the syllabus; and an overwhelming feeling of being "thrown in at the deep end" in their initial year of teaching.	frightening realities beginner teachers are confronted with in the classroom on a daily basis. • Beginner teachers feel that because they were not trained as social workers and most do not even have children of their own yet, they are caught unawares to deal with those kind of challenges at such a young age (see 4.3.1.3).	mastering the "art of teaching" (see 4.3.1.2). • The capacity of teacher educators and teachers are not based on reality and therefore policy cannot be implemented on a universal basis. The policy statements are impressive to read in the abstract, but they do not sufficiently relate to the traditions and circumstances that exist in South African schools. • For many schools these are unachievable ideals in relation to the training and capacities of their staff, the working conditions that prevail, and the lack of equipment and teaching resources.	other general administrative requirements. Some of them have not yet met the school's governing body, even after a full year of teaching at the school. Some mentioned that they do attend subject-related workshops arranged by the Western Cape Education Department but that they seldom attend workshops aimed at enhancing their skills and knowledge as teachers. • Workshops are often held outside of the normal school hours when teachers are overloaded with marking, administrative work as well as extramural activities. • Novice teachers are desperate for support and are willing to pay people to mentor them as some are struggling to cope with the demands of her new role as teacher (see 4.3.1.4).

Figure 7-2: Findings from the qualitative study

7.4 REALISATION OF THE AIMS AND OBJECTIVES

7.4.1 Objective 1: To explore beginner teachers' perceptions of their competences in relation to teacher education policy

This objective was achieved by the literature study (see 2.5–2.7), an analysis of the data collected from beginner teachers' responses (see 4.3.1) and an analysis of the NPF (2006) policy document (see 4.3.2). The Capability Approach (CA) provides a way to conceptualise and evaluate both individual and social well-being, poverty and inequality in this instance. Though the approach is not able to explain these factors, applying CA to issues concerning education policy for improved social change will often require additional explanatory theories. Conceptualising education as an investment in human capital has different policy consequences than understanding education as a tool to expand people's capabilities.

7.4.2 Objective 2: To identify the aspects of their capability sets that beginner teachers find most challenging

The process of meeting this objective involved a literature review (see 2.2) and an analysis of the NPF (2006) policy document (see 4.3.2) and data collected from the beginner teachers' responses. Not having enough teachers in schools means overcrowded classrooms, overworked teachers, and pupils receiving instruction in some subjects from teachers who are not experts in the particular subject fields. Newly appointed teachers also find the deteriorating status of the teaching profession and the fact that the public and media constantly refer to teachers as "incompetent" as a disheartening aspect of their career of choice. The following were revealed as the most challenging aspects of beginner teachers' capability:

- classroom management;
- overcrowded classes;
- administrative burden;
- assessment practices;
- dealing effectively with learners' socio-behavioural issues; and
- lack of resources.

The collected data also revealed that effective teaching is an acquired talent and that there are no "born" teachers, and beginner teachers are often disillusioned on the first day of teaching as they feel that they have to "swim or sink". Most of the time, the situation is so bad that many often doubt whether they are in the right profession. Beginner teachers believe that their passion for their subject matter and their compassion towards their learners are often the only attributes that carry them through the day.

7.4.3 Objective 3: To investigate the nature of current school support programmes to enhance beginner teachers' capability sets

This objective was met by reviewing the responses of beginner teachers (see 4.3.1) who feel that they cannot fulfil the high expectations set by their parents, principals, head of departments, and policy makers without sufficient support. Beginner teachers feel that the IQMS system of evaluation is often done only to comply with departmental requirements and really does not add any value to their development or improving the process of teaching and learning. They feel isolated in their classrooms and are often given little help. At the same time, they also alluded to the fact that even if their dedicated, more experienced colleagues were to offer their services as mentors, these colleagues would not be able to do so since they have no time to devote to mentoring novice teachers. The data extrapolated from the empirical study furthermore revealed that beginner teachers are ill-prepared to deal with the ever-changing landscape of learners' social challenges and that they struggle to cope with the harsh realities of social and political injustices, the degradation of the family support structure, and the absence of established social norms and values.

7.4.4 Objective 4: To investigate what constitutes an effective school support programme for the growth and development of beginner teachers

The process of achieving this objective was obtained by means of a data analysis of responses through semi-structured interviews with beginner teachers during which it became clear that novice teachers often view the transition from student to teacher as

extremely strenuous and difficult (see 4.3.1). This corroborates Berliner's (2004) statement that beginner teachers concede that the transition from initial teacher education to the field is often difficult, with no clear path from survival to success towards expertise. All of the respondents perceive that a "good" teacher is the key to the academic and overall success of their learners and therefore feel burdened to perform their jobs to the best of their abilities. New teachers therefore feel that to be effective in their career they need to be thoroughly prepared and guided through preparation programmes and ongoing support and development initiatives by the school. The analysis of the collected data revealed that all but one of the participating schools has a programme of induction in place which is not a structured programme, but one operating on an "as and when needed" basis. In the light of this, beginner teachers identified the following aspects as the most integral factors of a support programme:

- efficient allocation of resources targeted to establish induction programmes and development initiatives for beginner teachers;
- support programmes should be offered at reasonable duration and one which caters for development in the full spectrum of education;
- support programmes should not be seen as separate to the school programme, but as an extension of the teacher education programme;
- a well-researched programme based on a needs analysis should be devised; and
- an efficient mentorship programme should be carefully planned and incorporated into the school programme.

7.5 RECOMMENDATIONS

The primary focus of this study was to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy in order to make recommendations that would assist school communities and policy makers to make the transition from student teacher to educator as smooth and efficient as possible. The recommendations are based on the findings (see 4.3.1–4.3.2).

Recommendation 1: This relates to the literature study that was conducted and to this effect more research needs to be done on the South African context of schooling and

with more emphasis on the transition of beginner teachers from universities into the classroom.

Recommendation 2: Closer collaboration between universities and the Department of Basic Education is recommended as to ensure that there is coherence in what skills, knowledge and values are expected when students enter the teaching profession and that which is being taught at universities.

Recommendation 3: Even if there if clear evidence of Sen's lack of endorsing a clear set list of capabilities, I would nevertheless recommend that teacher education should be regarded as an essential capability by the Department of Education and that, in collaboration with student teachers, existing teachers, school management, various education districts and school governing bodies, a clear set of capabilities should be identified. This will establish not only a level of best practice but also a set criteria and determined expectations beginner teachers can aspire to as the norm. Evaluation, measurement and monitoring of teachers can then be done against this set of criteria.

Recommendation 4: It is recommended that educators be involved in policy processes in order to be able to endorse and take ownership of the content of teacher education policies. It is the responsibility of WCED to put strategies in place that would review the policy documents periodically so as to highlight shortcomings of the system and allow for input to adapt the content of such documents to suit the ever-changing landscape of the modern classroom. This will serve as a great source of accountability and motivation to teachers as well as the policy makers.

Recommendation 5: It is recommended that the policy implementation should be based within the Capabilities framework since functionings and capabilities differ from person to person. The Capability Approach is useful in policy formulation and implementation, especially with regard to beginner teachers' competences because their voice and values represent a broader understanding and analysis of well-being. This can ultimately either directly or indirectly have a bearing on beginner teachers' competence or lack thereof as an educator (see 4.3.1.3).

Recommendation 6: Schools should take the responsibility to create an awareness and interest in policy matters and the implementation thereof. School management make assumptions that beginner teachers would have been trained at higher education institutions about important policies and their implementation (see 4.3.1.3). It is often the case that teachers develop a lack of interest because they feel that there already are too much other administrative tasks that they have to perform – so often policy issues are brushed aside, sadly at the cost of teachers' own functionings and efficiency. Each school should therefore have workshops on policy issues and its implementation. Every member of the school community should be acutely aware of what his or her mandate is, how it contributes to the implementation of the policy, and what the risks are of not adhering to policy. However, the rewards of adherence to policy should also be highlighted in an effort to motivate teachers to comply.

Recommendation 7: The process of monitoring and evaluation of teachers' competence should be the responsibility of WCED, done on a regular basis and not just as a matter of procedure. In order to ensure a more effective system, the Western Cape Education Department, through the education district offices, should conduct effective monitoring and evaluation. Beginner teachers are often perplexed as to the expectations and lack of monitoring of their development, which leave them without knowing how they are performing (see 4.3.1.2). Effective monitoring with feedback after every evaluation should be performed. The process of evaluation should be as non-threatening as possible and should be introduced in such a way that teachers understand that they are not being judged, but that it is done to further their own growth and development as teachers. Schools should be given feedback after every evaluation to be aware of teachers' performance in order to design school improvement plans that are based on their identified shortcomings.

Recommendation 8: Schools strategies and improvement plans need to be in alignment with those of WCED in order to enhance the capability sets of beginner teachers. School support programmes and development strategies should ensure efficiency and accountability by all the parties involved: educators, SMT, SGB, principals and education district officials. The nature of training provided should be of such a quality that it does not compromise standards set, and qualified facilitators should be used in training the educators. Training should be intense and cover a specific topic per training

session, and not incorporate everything into one training session. District officials should provide the necessary support to educators whilst also tracking the implementation process. Monitoring of the process should be strengthened. Time management issues should be addressed by either lightening the workload of beginner teachers in the classrooms or by extending the evaluation period (see 4.3.1.2).

Recommendation 9: An induction programme should be implemented in every school through the establishment of learning communities within schools. These induction programmes should be designed to enhance both teaching skills and the value of beginner teachers' execution of their tasks. Induction programmes should be purposefully implemented to introduce and orient new teachers to all aspects of the school community. Initiatives such as these should be geared at supporting beginner teachers into their new role as teachers and to support them to identify and access resources, to establish classroom rules and routines and to develop classroom management skills (see 4.3.1.3).

Recommendation 10: A mentoring programme should be implemented, which will guide new teachers in reflecting on practice for the purpose of their growth and development. A research-based mentoring framework should be formalised by WCED for all new teachers. It should be guided by a clear and intense purpose that recognises it as an integral part of the growth and development of teachers and of the education profession itself. A mentoring programme should be purposeful, structured, sustainable, and continuous; it should meet policy expectations and should be able to lead the mentees (beginner teachers) towards self-reflection, independence, self-confidence, and self-reliance which will ultimately lead to pride in their work (see 4.3.1.4). Both mentors and mentees should embrace the process of mentoring and realise the value that is locked up for them. Mentors should be seasoned experts in the field and should lead, guide, support and monitor beginner teachers, rather than to instruct, evaluate, and assess their performance. Mentors should be seen as catalysts for change and role models who can bring out the best in mentees as they grow to their full potential and become effective and highly functioning professionals. A good mentoring programme should guide and assist beginner teachers in the following areas:

- lesson planning;
- assessment strategies ;

- instructional approaches;
- adhering to curriculum guidelines and standards;
- developing short and long-term goals;
- preparing for lesson observations;
- effective communication with parents;
- understanding and executing of administrative duties;
- acquiring time management skills; and
- importance of participation in extra-curricular duties.

Recommendation 11: Shifting from one-on-one mentoring to matching a beginner teacher to several different mentors, each of whom offers assistance in various specialised areas of expertise. Professor Ganser calls this a "mentoring mosaic", where the burden of mentoring is shared equally by a larger number of experts in their field (National Foundation for the Improvement of Education, 1999). Beginner teachers will then have the benefits of "capitalising" on the expertise of a more specialised team. This also allows for opportunities to observe different teaching styles and class management strategies. In this way, beginner teachers can draw from a wealth of experiences to develop their own unique style in the various aspects of teaching such as the use of technology, classroom management, and the everyday questions involving policies, politics, and procedures.

General recommendations: The South African public schooling authorities should work towards: lightening the administrative burden of teachers; finding ways to restore teacher authority; ensuring greater parental involvement; correcting the teacher-learner ratio to an acceptable level by attending to overcrowded classrooms; working in collaboration with the South African Police Services and other relevant stakeholders to reduce crime, gangsterism and bullying in schools in order to ensure the safety of learners and teachers; collaborating with big businesses and corporates to ensure funding for under-resources schools; making teaching as a profession an attractive option for young people; and valuing the input of students teachers and novices regarding policy issues and developing meaningful incentive programmes for training and development which will attract a good calibre of professionals into the teaching force and ensure professional growth and contingency.

7.6 LIMITATIONS OF THE STUDY

The empirical investigation was limited to the responses shared by the participants and the degree to which participants were comfortable expressing their thoughts and opinions. The findings of the study were delimited to a relatively small group of beginner teachers and for this reason these findings cannot be generalised to the broader community based on this study alone.

7.7 RECOMMENDATIONS FOR FURTHER STUDIES

The main aim of the research study was to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to teacher education policy. Many issues, however, still remain unanswered with regard to teachers' capabilities and competence, especially in relation to teacher education policy. A suggestion for further investigation is that an explorative study be launched into strategies for WCED, higher education institutions, and schools to partner together and work on strategies to ease the transition from student teacher to competent teaching professional.

7.8 CONCLUSION

The focus of the research study was to explore the perceptions of beginner teachers about school support to enhance their capability sets in relation to teacher education policy. What emerged from the empirical study were the views these newcomers to the profession have about the importance of mentoring during their initial years of teaching. While they are not in principle opposed and averse to adhering to teacher education policy, they hold the view that there should be greater consultation and participation by the broader teacher community when it comes to matters pertaining to their career and livelihood.

Within the sphere of teacher education and more specifically, support for beginner teachers, the capability sets represent those variables embedded within the CA used to explore and explain the perception of beginner teachers of support to enhance their capabilities in relation to teacher education policy. The CA has been widely criticised by
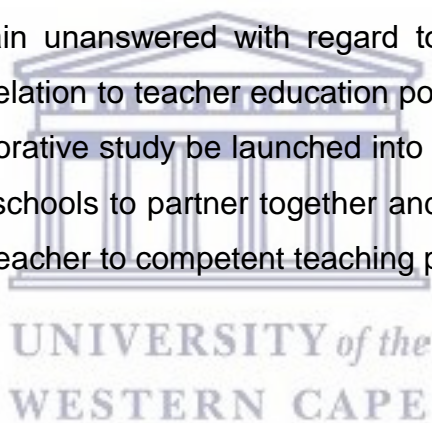
researchers for its lack of a standard set of capability sets and functionings (Nussbaum & Long 1988). Many scholars and policy makers believe that this method of interpretation and implementation creates a hindrance in the usability and validity of the approach (Robeyns, 2005 & 2008).

The implementation of a deliberate and focused support programme for beginner teachers, incorporated alongside existing in-service training models, can change novice teachers' attitudes, and enhance and modify their knowledge and skills, which ultimately would lead to improved teaching and learning. Such a programme should have as its main objectives the beginner teacher's efficient performance of duties and application of characteristics and attitudes suitable for the ever-increasing demands in the teaching profession.

My keen interest in the issue of mentoring beginner teacher stems from a very early stage in my career, both as a mentor and being on the receiving side of the process respectively. My experience as novice teacher, being "thrown in at the deep end" I felt, was almost excusable seeing that I could not find a position in my area of specialisation and I therefore thought that I just had to be grateful to have been appointed in a teaching position. Many years thereafter I, however noticed that this is a problematic, recurring phenomenon and this is what has lead me to identify a gap in the transition from student-teacher to classroom teacher. Eventually, this has developed into an intrinsic "burden", which has turned into a personal mission for me and since then I have purposed to make it my personal mission in life to get involved in mentoring newly-qualified teachers. This has ultimately motivated me to do research in this field. In addition to this, my previous studies focused on teaching strategies for learners with social behavioural challenges, and during that period of action research, my interest in teacher development was further ignited by the findings of the study which revealed the dire straits in which novice teachers find themselves in and their need for guidance and support in order to master the craft of their profession. This doctoral journey has enabled me to do deep reflection of myself as a student, teacher, project developer and academic. I am positive about my future growth and development and hope to make an even greater impact in my field of specialisation.

When I look back on why I started my research project and at the main research question that I have put forward to propel me further into focused research in the field of teacher

education, I can confidently confirm that I have managed to respond positively to the perception of beginner teachers that they do not receive adequate support to enable them to fulfil their calling as teachers. By conducting my study and by developing a capability-based mentoring model to support beginner teachers I am confident that I will be able to make a difference in the lives of newly-appointed teachers and that it has the potential to impact the development and progress of learners, management, administrators, policy makers and the broader school community. It is further hoped that this impact will not only be felt throughout our country but beyond our borders and that beginner teachers will remain committed to follow through with their decision of impacting the lives of those who need it the most – the children of South Africa.

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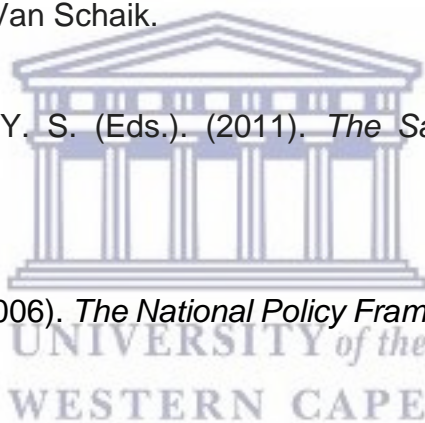
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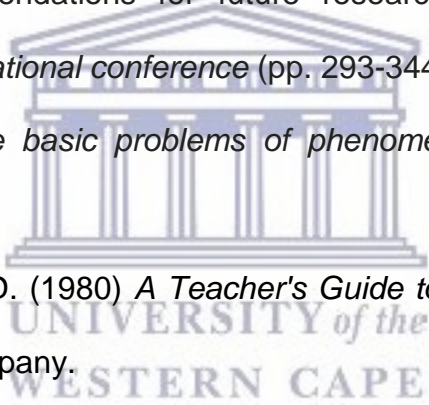
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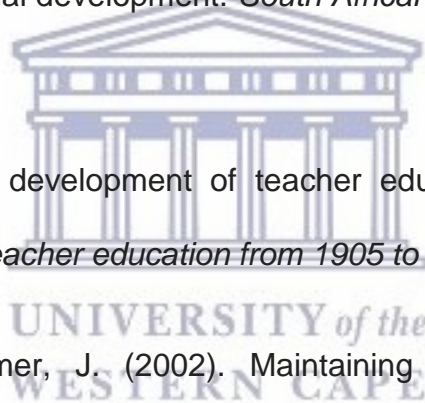
9   APPENDICES

Appendix A: LETTER TO WCED REQUESTING PERMISSION TO DO RESEARCH

P.O. Box 1253

Sanlamhof

7532

Western Cape Education Department

Directorate: Research

Private Bag X9114

Cape Town

8000

FOR ATTENTION: DR AUDREY WYNGAARD

Date: ………………………………

Dear Sir/Madam,

RE: Permission to conduct a research project at three WCED schools in the Western Cape:

I hereby request permission to conduct a research study at three high schools the Western Cape.

I am studying towards a PhD in Educational Studies at the University of the Western Cape (UWC). The title of my study is: **Exploring beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy.**

The purpose of the study is to two-pronged:

- To provide high schools and the Western Cape Education Department (WCED) with an empirically researched report on the perceptions of beginner teachers of school support to enhance their capabilities in relation to teacher education policy.

- To develop a framework for a comprehensive programme to support beginner teachers, in line with the findings of this study.

This research project seeks to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of the teacher education policy. To fulfil this general aim, the following specific objectives of the research are identified as follows:

1. To explore beginner teachers' perceptions of their competences in relation to education policy.
2. To investigate beginner teachers identify as the most challenging aspects of their capability sets.
3. To investigate the nature of current school support programmes at the school?
4. To investigate what constitutes an effective school support programme for the growth and development of beginner teachers.

The choice of the above-mentioned schools as my research field was intentional and purposeful fair representation of beginner teachers in high schools in the Western Cape region. For the purposes of this study

we will refer to the three areas as urban, rural and suburban groups. The findings of the study will help to provide information that will facilitate in support for beginner teachers in public schools.

I am interested in conducting interviews with two beginner teachers at each school, with the focus of my study being to explore these beginner teachers' perceptions of school support programmes to enhance their capabilities in relation to teacher education policy.

Once my request is approved I will seek consent from two identified teachers to take part in interview sessions that will be conducted after school at their convenience. Interviews will be audio-recorded and transcribed along with other collected data in a journal for the purposes of my dissertation.

I also wish to request access to official documents including educators' portfolios, attendance registers, timetables, work schedules, etc. which will provide more insight into the perceptions and understanding of their experiences, needs and expectations.

Participation in this research is voluntary and participants are free to withdraw from the study at any time without any negative or undesired impact. Participants' identifications will remain anonymous. All information shared in the session will remain confidential and will not be used for any other purpose, other than for the purpose of this research. A summary of the research findings will be made available to you on request.
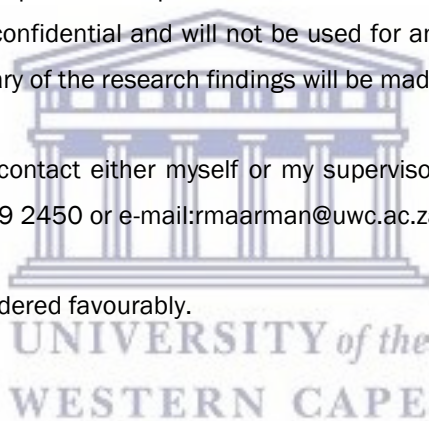
For more information feel free to contact either myself or my supervisor on the below contact details: Dr Rouaan Maarman on tel.: (021) 959 2450 or e-mail:rmaarman@uwc.ac.za

I trust that my request will be considered favourably.
Yours faithfully

....
Dorothy Esau
Student no. 9540964

Western Cape Government

Education

Directorate: Research

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REFERENCE: 20151209-6050
ENQUIRIES: Dr A T Wyngaard

Mrs Dorothy Esau
PO Box 1253
Sanlamhof
7532

Dear Mrs Dorothy Esau

RESEARCH PROPOSAL: EXPLORING BEGINNER TEACHERS' PERCEPTIONS OF SCHOOL SUPPORT TO ENHANCE THEIR CAPABILITIES IN RELATION TO THE COMPETENCES OF TEACHER EDUCATION POLICY

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1.   Principals, educators and learners are under no obligation to assist you in your investigation.
2.   Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3.   You make all the arrangements concerning your investigation.
4.   Educators' programmes are not to be interrupted.
5.   The Study is to be conducted from **13 January 2016 till 18 March 2016**
6.   No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7.   Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8.   A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9.   Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10.   A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11.   The Department receives a copy of the completed report/dissertation/thesis addressed to:

      The Director: Research Services
Western Cape Education Department
      Private Bag X9114
      CAPE TOWN
      8000

We wish you success in your research.
Kind regards.
Signed: Dr Audrey T Wyngaard

Directorate: Research
DATE: 09 December 2015

Appendix B: <u>LETTER TO PRINCIPALS REQUESTING PERMISSION TO DO RESEARCH</u>

P.O. Box 1253

Sanlamhof

7532

The School Principal

…………………………………….

…………………………………….

…………………………………….

…………………………………….

Date: ………………………………

Dear Sir/Madam,

RE: <u>PERMISSION TO CONDUCT A RESEARCH PROJECT AT YOUR SCHOOL</u>

I hereby request permission to conduct a research study at your school. I am studying towards a PhD in Educational Studies at the University of the Western Cape (UWC). The title of my study is: **Exploring beginner teachers' perceptions of school support programmes to enhance their capabilities in relation to teacher education policy.**

The purpose of the study is to two-pronged:

- To provide high schools and the Western Cape Education Department (WCED) with an empirically researched report on the perceptions of beginner teachers about school support to enhance their capabilities in relation to teacher education policy.

- To develop a framework for a comprehensive programme to support beginner teachers, in line with the findings of this study.

This research project seeks to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to teacher education policy.

To fulfil this general aim, the following specific objectives of the research are identified:

1. To explore beginner teachers' perceptions of their competences in relation to education policy.

2. To identify the aspects of their capability sets that beginner teachers find most challenging.

3. To investigate the nature of current school support programmes to enhance beginner teachers' capability sets.

4. To investigate what constitutes an effective school support programme for beginner teachers.

The choice of your school as my research field was intentional and purposeful as this is a fair representation of beginner teachers in high schools in the Western Cape region. The findings of

the study will help to provide information that will facilitate in support for beginner teachers in public schools.

I am interested in conducting interviews with two beginner teachers at your school with the focus of my study being on their perceptions of school support to enhance their capabilities in terms of teacher education policy.

Once my request is approved I will seek consent from the identified teachers to take part in interview sessions that will be conducted after school at their convenience. Interviews will be audio-recorded and transcribed along with other collected documents for the purposes of my dissertation.

I also wish to request access to official documents including educators' portfolios, attendance registers, timetables, work schedules, etc. which will provide more insight into the perceptions and understanding of their experiences, needs and expectations.

Participation in this research is voluntary and participants are free to withdraw from the study at any time without any negative or undesired impact. Participants' identifications will remain anonymous. All information shared in the session will remain confidential and will not be used for any other purpose, other than for the purpose of this research. A summary of the research findings will be made available to you on request.

For more information feel free to contact either myself or my supervisor on the below contact details: Dr Rouaan Maarman on tel.: (021) 959 2450 or e-mail:rmaarman@uwc.ac.za
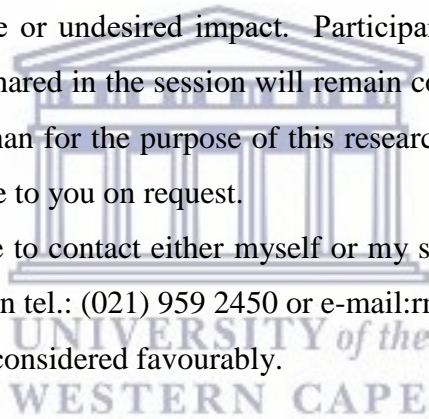
I trust that my request will be considered favourably.

Yours faithfully

....

Dorothy Esau

Student no. 9540964

UNIVERSITY *of the*
WESTERN CAPE

CONSENT FORM

I, headmaster of .... am
aware of the purpose and procedures of this study and hereby agree/grant permission to
Mrs Dorothy Esau to conduct a research study at our school. I am also aware that the
results will be used for course purposes only and that the identity of any of our staff
will remain confidential and that they can withdraw at any time, should they wish to.

....   2016 , 01. 21.

Signature   Date
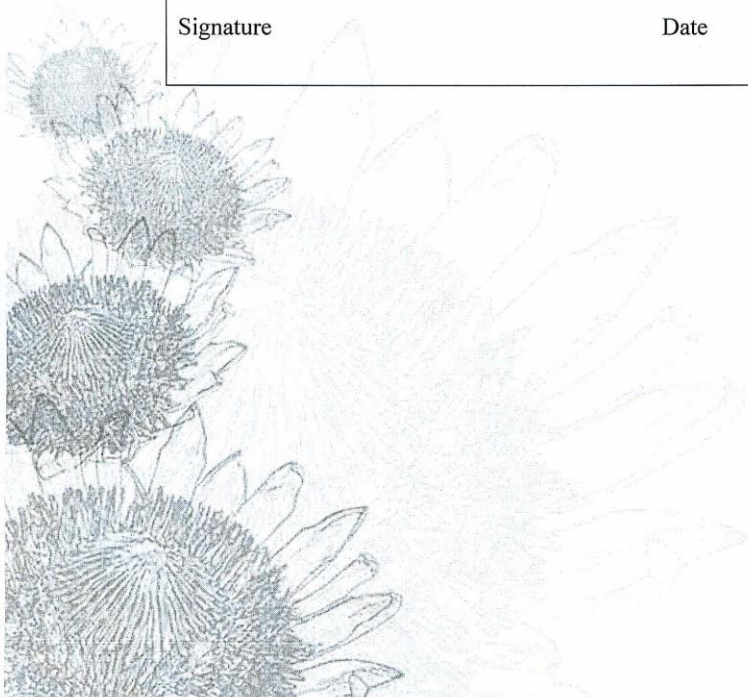
Appendix C: LETTERS REQUESTING CONSENT FROM BEGINNER TEACHERS

P.O. Box 1253

Sanlamhof

7532

Date: …………………………….

Dear Sir/Madam,

RE: <u>REQUEST TO PARTICIPATE IN RESEARCH STUDY</u>

I hereby request your consent to participate in my research study. I am studying towards a PhD in Educational Studies at the University of the Western Cape (UWC). The title of my study is: **Exploring beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy.**

The purpose of the study is to two-pronged:

- To provide high schools and the Western Cape Education Department (WCED) with an empirically researched report on the perceptions of beginner teachers about school support to enhance their capabilities in relation to teacher education policy.
- To develop a framework for a comprehensive programme to support beginner teachers, in line with the findings of this study.

This research project seeks to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to teacher education policy. To fulfil this general aim, the following specific objectives of the research are identified:

1. To explore beginner teachers' perceptions of their competences in relation to education policy.
2. To identify the aspects of their capability sets that beginner teachers find most challenging.
3. To investigate the nature of current school support programmes to enhance beginner teachers' capability sets.
4. To investigate what constitutes an effective school support programme for beginner teachers.

After being given an opportunity to familiarise yourself with the principles in policy document, you will be requested to share your experience and your views regarding the development of your capability sets in relation to this policy in an interview of approximately one hour. This will take place at a mutually convenient time and date. The interview will be recorded via cell phone technology and transcribed and will only be used for the purposes of my dissertation.

Please be informed that your participation is voluntary and you are free to withdraw from the study at any time without any negative or undesired impact. As a participant in this study, your identification will remain anonymous. All information shared in the interview will remain confidential and will not be used for any other purpose other than for the purpose of this research. A summary of the research findings will be made available to you on request

For more information feel free to contact either myself or my supervisor on the below contact details: Dr Rouaan Maarman on telephone number: (021) 959 2450 or e-mail:rmaarman@uwc.ac.za.

I trust that my request will be considered favourably.
Yours faithfully

....
Dorothy Esau
Student no. 9540964

UNIVERSITY *of the*
WESTERN CAPE

CONSENT FORM

I,.. .... am aware of the purpose and procedures of this study and hereby agree/grant to take part in Mrs Esau's research study.   I am also aware that the results will be used for course purposes only and that my identity will remain confidential and that I can withdraw at any time, should I wish to.

Dobsalau. ....   21 - 01 - 16..

Signature   Date

Appendix D: INTERVIEW QUESTIONNAIRE

TITLE: **EXPLORING BEGINNER TEACHERS' PERCEPTIONS OF SCHOOL SUPPORT TO ENHANCE THEIR CAPABILITIES IN RELATION TO THE COMPETENCES OF TEACHER EDUCATION POLICY**

This guide is to be used in the interview with selected beginner teachers. The information sourced during the interviews will be treated with absolute confidentiality and will be used for research purposes only.

INTERVIEW QUESTIONS FOR BEGINNER TEACHERS

1. When did you start teaching?

2. Why did you decide to become a teacher?

3. Do you feel that you have made the right decision and why do you feel that way?

4. Now that you have had a chance to study the principles in NPF (2006) policy document, do you feel that the competences for beginner teachers as outlined in the document, are in line with the support you receive to become a competent teacher . Why/Why not?

5. In your experience this far, what has been your biggest challenge to meet these requirements?

6. Mention one challenging situation in your initial teaching year(s) and how you handled it.

7. What aspect(s) of your personal development, do you feel need more improvement or further development?

8. Is there any support programme to support you in terms of your development as a beginner teacher?

9. If so, do you feel that this helps holistically or does it only focus on some areas of your development?

10. What improvement, if any, would you like to see in this programme or in way it is delivered?

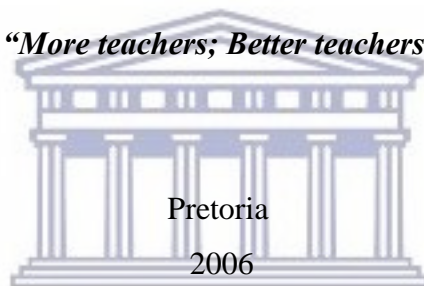THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.

UNIVERSITY *of the*
WESTERN CAPE

Appendix E: NPF POLICY DOCUMENT

Department of Education

The National Policy Framework
For Teacher Education and
Development
In South Africa

*"More teachers; Better teachers"*

Pretoria

2006

SCOPE AND PURPOSE OF THE POLICY

1. This policy for teacher education in South Africa is designed to develop a teaching profession ready and able to meet the needs of a democratic South Africa in the 21st century. It brings clarity and coherence to the complex but critical matrix of teacher education activities, from initial recruitment as a student teacher, throughout the professional career of a teacher. The overriding aim of the policy is to properly equip teachers to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance, and to raise the esteem in which they are held by the people of South Africa.

2. The policy draws strongly on the work of the Ministerial Committee on Teacher Education, which was appointed in 2003, and reported to the Minister during 2005. The Committee conducted a wide-ranging study and consulted extensively with key stakeholders, including the South African Council for Educators, the South African Qualifications Authority (SAQA); the Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA); national Teacher Unions; the Higher Education South Africa (HESA) Education Deans' Forum; and NGOs working in teacher education.

3. For purposes of analysis and planning, this policy will consider teacher education in terms of two complementary sub-systems: Initial Professional Education of Teachers (IPET), Continuing Professional Teacher Development (CPTD). It examines the condition of each and lays out the Ministry of Education's policy response to the issues.

PRINCIPLES

4. This policy speaks to the needs of the South African education system. It draws on our constitutional obligations, our own experience and local and international research.

5. It seeks to provide an overall strategy for the successful recruitment, retention, and professional development of teachers to meet the social and economic needs of the country. The objective of the policy is to achieve a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct.

6. The principles underlying the policy are the following, as expressed in the *Norms and Standards for Educators* (2000). which require a teacher to be:

   • a specialist in a particular learning area, subject or phase;

   • a specialist in teaching and learning;

- a specialist in assessment;

- a curriculum developer;

- a leader, administrator and manager;

- a scholar and lifelong learner; and

- a professional who plays a community, citizenship, and pastoral role.

7. This policy is underpinned by the belief that teachers are the essential drivers of a good quality education system. International evidence shows that the professional education and development of teachers' works best when teachers themselves are integrally involved in it, reflecting on their own practice; when there is a strong school-based component; and when activities are well co-ordinated. The national and provincial education departments are obliged to provide an enabling environment for such preparation and development of teachers to take place. However, it is the responsibility of teachers themselves, guided by their own professional body, the South African Council for Educators (SACE), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all opportunities made available to them for this purpose, as provided for in the Integrated Quality Management System (IQMS).
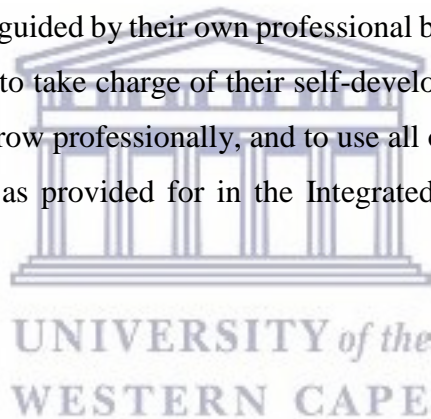
Appendix F: MINDMAP OF MENTORING MODEL
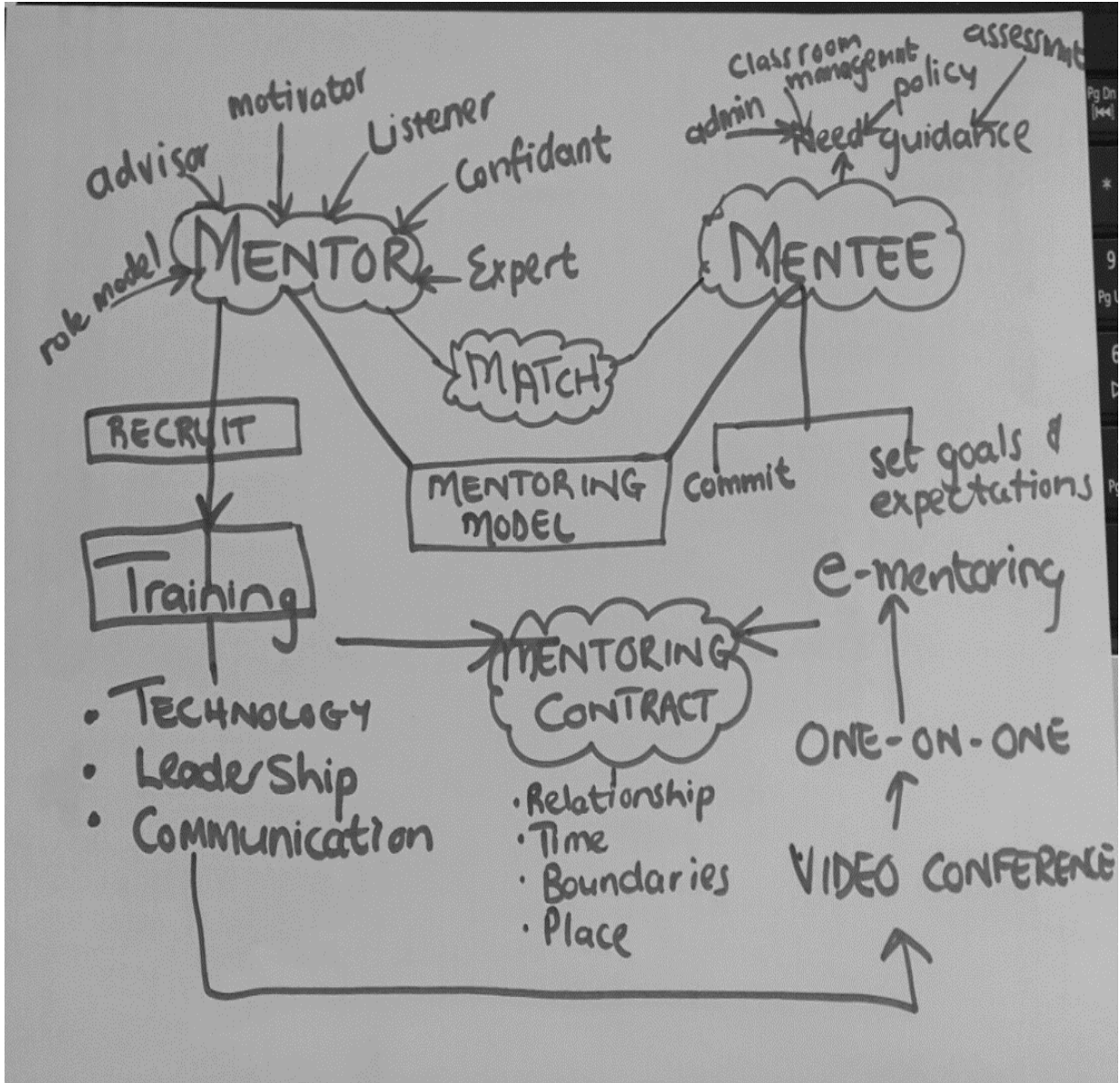
Appendix G: LETTER TO PROSPECTIVE MENTORS FOR PARTICIPATION IN THE MENTORING MODEL

Dear Sir/Madam

A recent visit to your (former) employer inspired me to reach out to you with a request for any professional guidance you might be willing to provide in conjunction with four other mentors to beginner teachers.

I am the creator and project coordinator of a mentoring programme (see attached the Capability-based Mentoring Model), a model designed to support beginner teachers during their first three initial teaching years. This model was designed as part of and in response to a recent study that I have conducted to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy (please refer to the attached Abstract of the study).

I find the confidence that was expressed in your teaching abilities, skills and specialist in your field of expertise, is hugely admirable and I was inspired by the reference provided in support for our request to approach you for participation in our programme as one of five mentors. These qualities stand us in good stead for making a success of this model to enhance the teaching and learning experience of our beginner teachers. The model consists of a combination of modern technology and traditional one-on-one mentoring based on the theoretical foundations of goal setting, career development, cognitive mentoring, reflective learning, reverse mentoring and co-operative mentoring.

I would like to invite you to a briefing session where the features of the programme and your role (should you agree) will be discussed in more details. Because I realise that you have a busy schedule, we would like to keep our meeting short and concise. Please let me know at your earliest convenience if you would be able to attend the briefing session on ……….*(date)* at……. *(time)* at ………………(venue).

I am looking forward to your positive response in this regard.

Kind regards,
Dorothy Esau
Programme Coordinator

Appendix H: MENTEES FOR PARTICIPATION IN THE MENTORING MODEL

Dear Sir/Madam

This letter serves as an invitation for your participation in a mentoring model designed to as part of and in response to a recent study that I have conducted to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy (please refer to the attached Abstract of the study).

The decision to develop a mentoring model transpired from data and findings from a recent study that I have conducted on the perceptions of beginner teachers about school support to enhance their capability sets in relation to the competences in teacher education policy. The model consists of a combination of modern technology and traditional one-on-one mentoring based on the theoretical foundations of goal setting, career development, cognitive mentoring, reflective learning, reverse mentoring and co-operative mentoring.

I would like to invite you to a briefing session where the features and benefits of the programme and your role (should you agree) will be discussed in more details. Because I realise that you have a busy schedule, we would like to keep our meeting short and concise. Please let me know at your earliest convenience if you would be able to attend the briefing session on ……….*(date)* at……. *(time)* at ………………*(venue)*.

I am looking forward to your positive response in this regard.

Kind regards,

Dorothy Esau

Programme Coordinator

Appendix I: LETTER TO WESTERN CAPE EDUCATION DEPARTMENT TO INCORPORATE THE CAPABILITY-BASED MENTORING MODEL AS A COMPONENT THEIR E-PORTAL WEBSITE

Dear Sir/Madam

I herewith wish to request for considering for the Esau Mentoring Model (see attached),to be incorporated as a component on your ePortal website. The have mentoring model was developed as part of and in response to a recent study that I have conducted to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy (please refer to the attached Abstract).

The decision to develop a mentoring model transpired from data and findings from a recent study that I have conducted on the perceptions of beginner teachers about school support to enhance their capability sets in relation to the competences in teacher education policy. The model consists of a combination of modern technology and traditional one-on-one mentoring based on the theoretical foundations of goal setting, career development, cognitive mentoring, reflective learning, reverse mentoring and co-operative mentoring.

Please let me know at your earliest convenience if you would be able to attend the briefing session on ……….*(date)* at……. *(time)* at ……………….(venue).

I am looking forward to your positive response in this regard.

Kind regards,

Dorothy Esau

Programme Coordinator

Appendix J: LETTER TO OTHER STAKEHOLDERS FOR THEIR ENDORCEMENT AND FINANCIAL SUPPORT OF THE MENTORING PROGRAMME IN HIGH SCHOOLS IN THE WESTERN CAPE

Dear Sir/Madam

I herewith wish to request your endorsement for a mentoring programme (see attached), that I have developed as part of and in response to a recent study that I have conducted to explore beginner teachers' perceptions of school support to enhance their capabilities in relation to the competences of teacher education policy (please refer to the attached Abstract).

The decision to develop a mentoring model transpired from data and findings from a recent study that I have conducted on the perceptions of beginner teachers about school support to enhance their capability sets in relation to the competences in teacher education policy. The model consists of a combination of modern technology and traditional one-on-one mentoring based on the theoretical foundations of goal setting, career development, cognitive mentoring, reflective learning, reverse mentoring and co-operative mentoring.

In addition to and the light of the above we would like you to consider financial sponsorship of the programme. We would greatly appreciate your initial consideration of this possibility. Kindly indicate your willingness to meet with me for to a meeting where the features and benefits of the programme, financial requirements and your role (should you agree) will be discussed in more details. Because I realise that you have a busy schedule, we would like to keep our meeting short and concise. Please let me know at your earliest convenience if you would be able to attend the briefing session on ……….*(date)* at……. *(time)* at ………………(venue).

I am looking forward to your positive response in this regard.
Kind regards,
Dorothy Esau

Appendix K: MENTORING CONTRACT – THE MENTOR

Date: …………………………..

I ………………………………., being the mentor, hereby declare myself committed, able and willing to enter into this mentoring agreement.

1. I agree to contact my appointed mentees at least ....times per week either in person or via online communication channels and spend quality time mentoring him/her in my field of specialisation, being………………..

2. I agree to abide by the guidelines regarding contact time and place as agreed upon during the initial mentoring meeting.

3. I agree to maintain a professional relationship with my mentees

4. I agree to encourage mentees as far as possible to pursue their goals while guiding them in the right direction.

5. I agree to respect mentees' unique personality traits and differences and further agree to cater in all the different learning styles.

6. I agree to never put any mentee in a compromising position or to jeopardise their safety by any actions of my own.

7. I agree not to use any mentoring relationship for self-enrichment or private advantage but to always put the development needs of my mentees first.
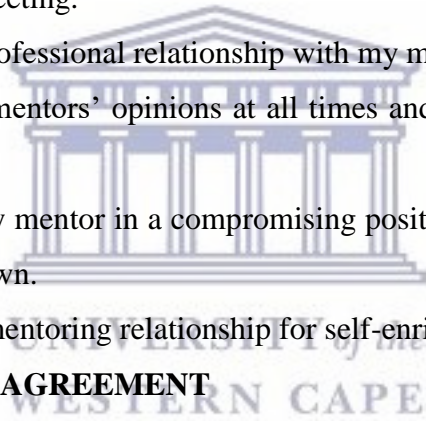
ACKNOWLEGEMENT OF AGREEMENT

……………………………………………..   ………………………………

Mentor's signature   **Date**:

Appendix L: MENTORING CONTRACT – THE MENTEE

Date:…………………………………………..

I…………………………………., being the mentee, hereby declare myself committed, able and willing to enter into this mentoring agreement.

1. I agree to respect my appointed mentors and promise to be attentive and use all guidance and support provided by them.

2. I agree to show a willingness to cooperate with my mentors and take full responsibility for my own growth and development in becoming a teaching expert

3. I agree to contact my appointed mentees at least ....times per week either in person or via online communication channels and to respect the personal boundaries of my mentors at all times.

4. I agree to abide by the guidelines regarding contact time and place as agreed upon during the initial mentoring meeting.

5. I agree to maintain a professional relationship with my mentors.

6. I agree to respect my mentors' opinions at all times and communicate differences in a civilised manner.

7. I agree to never put any mentor in a compromising position or to jeopardise their safety by any actions of my own.

8. I agree not to use any mentoring relationship for self-enrichment or private advantage

ACKNOWLEDGMENT OF AGREEMENT

…………………………………………….   ……………………………

Mentee's signature   **Date:**

Appendix M: BUDGET ITEMS FOR THE MENTORING PROGRAMME

Annual Budget for a Mentoring Programme	
Items	**R**
Remuneration of mentors	
5 part-time mentors - 3 hrs per day @ R100p/h for 20 days	360 000,00
Public relations, Marketing and Networking costs	10 000,00
Video conferencing requirements	
Technology	40 000,00
Adminstrative costs	20 000,00
Meals and refreshments	250 000,00
Traveling costs	100 000,00
	780 000,00

Appendix N: PROGRAMME EVALUATION FORM

Mentee:…………………………………..

Date:…………………………………

- *It is important that you have participated actively in the programme.*
- *Kindly mark your choice in the blocks provided.*
- *Please be as swift and honest as possible when providing feedback.*

Categories: **[1]**Poor**[2]**Fair**[3]** Good**[4]**Very Good **[5]** Excellent

Aspects of the Programme	1	2	3	4	5
Video conferencing					
One-on-one mentoring					
E-mentoring					
Allocated time					
Availability of resources to interact online					
Quality and relevance of content covered					
Quality of mentor(s interaction					
Overall assessment of the mentoring programme					

Using the space below, please summarise your experience with your mentor(s) with regard to interactions, personality, mentoring style, guidance provided, flexibility, honesty, etc. Please feel free to add any other comments you might deem as important to assist in the evaluation of the programme.

……
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Appendix O: THE WESTERN CAPE EDUCATION DEPARTMENT EPORTAL

Kindly click on the web link to WCED's ePortal: (https://youtu.be/b8IGrfun3fk?t=21