





























































































































































































































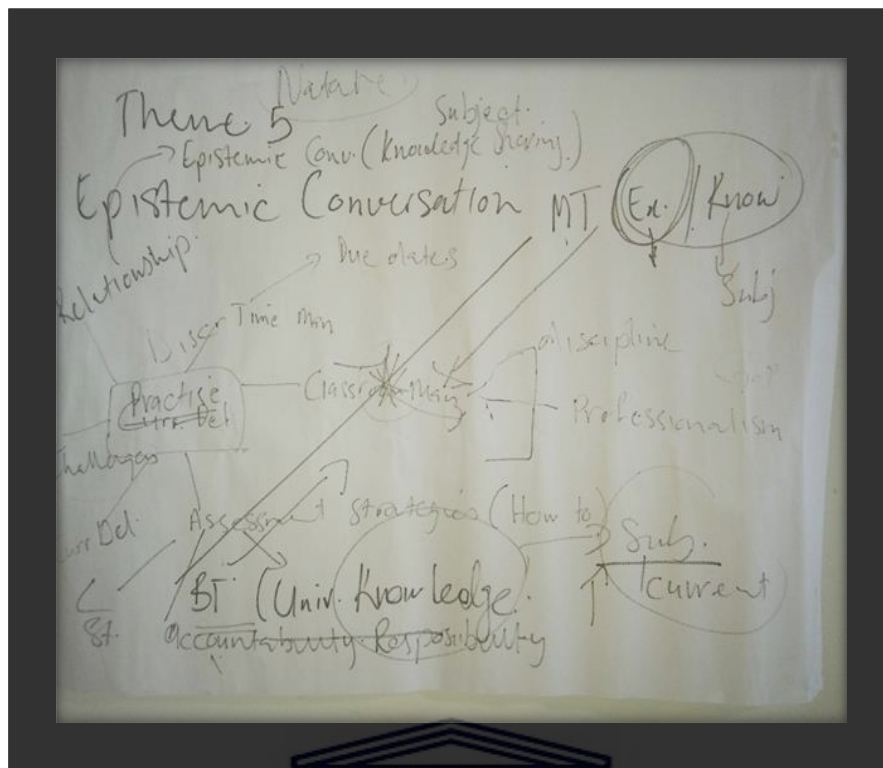
*young and then also perhaps if you socialize together as well. Socializing and finding that okay I'm your mentor now ...I'm your friend now. So that, I was in a situation where, I said this is the mentor mask, this is your HOD, I'm speaking to you with regards to work.*

### **5.1.5 BOUNCING-OFF EACH OTHER- THE ROLE OF KNOWLEDGE IN MENTORING INTERACTIONS**

When reading across the data presented in chapter four, one is exposed to instances or learning episodes where talk, in mentoring interactions between the mentors and beginner teachers, is used for the purpose of learning or knowledge building. I want to highlight two such „learning episodes“ to illuminate the role of knowledge in mentoring interactions.

**Learning episode 1-** the data shows that the mentor enters the classroom of the beginner teacher to do the needs assessment that will inform the BT's personal development plan. In Vygotskian language the mentor in this mentoring interaction assumes the role of the knowledgeable other working with the BT as the less knowledgeable peer. For Van der Westhuizen (2015) this one way mentoring approach is in line with institutional norms where the mentor is the knower and the mentee the learner. For Van der Westhuizen (2015, p. 119) “one would expect mentoring interactions to be dialogical and interactive”. Therefore, one assumes that the mentor is the knowledgeable other, favorably positioned, because they possess certain qualities: ‘a passion for teaching’, ‘professional work ethic’, ‘being focused’ and ‘having a proven track record of curriculum delivery’, whereas the beginner teacher is viewed by the principal as ‘highly qualified’ (coming into this mentoring conversation with strong content knowledge) but deficiently positioned as having professional inadequacies (see section 5.2.1) and not being able to deal with the realities of schooling and is therefore seen here as less knowledgeable.

**In learning episode 2-** illustrated in the following snapshot taken from my rough notes (see figure 5.2)



**Figure 5.2: A sketch depicting an epistemic conversation**

The sketch in figure 3.4 shows a shift in roles especially as both the mentor and beginner teacher meet at the centre of this ‘epistemic gradient’. The sketch shows the initial positioning of the mentor and beginner teacher. At the one end of the ‘epistemic gradient’ (Heritage, 2013) the mentor is favourably positioned having experience in the real school context with strong pedagogical content knowledge, and being viewed as the „more knowledgeable“. At the other end is the beginner teacher (entering the profession) deficiently positioned as having professional inadequacies but qualified in terms of possessing strong content knowledge, thus the ‘less knowledgeable’. In Lave and Wenger’s (1991) language of description the mentor in this case is the „old-timer“ positioned at the centre and the beginner teacher the ‘newcomer’ positioned at the periphery. Heritage (2013) introduced the notion of ‘territories of knowledge’ which can be depicted in terms of an ‘epistemic gradient’ (as shown in figure 5.2) ranging from the more knowledgeable (K+ ) to the less knowledgeable (K- ) in terms of what status is presumed. Although they start off differently positioned there comes a point, where in the mentoring interaction and through an ‘epistemic conversation’ (Heritage, 2013) or through a ‘learning conversation’ (Van der Westhuizen, 2015), they both intersect at the middle to ‘bounce-off’

ideas from each other. Van der Westhuizen (2015, p. 1) refers to this idea of ‘bouncing-off each other’ as ‘turntalking’ since “mentoring interactions are essentially forms of talk-in-interaction (as described by Schegloff, 1997), and characterised by conversational practices of turn-talking, sequencing of utterances as social actions...” At the mid-point of the ‘epistemic gradient’ where the mentor and beginner teacher intersect roles change since the beginner teacher is now positioned as the knower –the newcomer has now gained legitimacy and is viewed as a full participant.

The above discussion highlights the interactional nature of learning and focuses on ways in which participants in this mentoring programme used their mentoring conversations to build knowledge. Furthermore, it afforded the newcomer (the beginner teacher) to gain legitimacy and move from the periphery to the centre which is ultimately the aim of a mentoring programme.

## 5.2 CONCLUSION

The purpose of this chapter was to offer an analysis and discussion of the findings that resulted from chapter four. From this analysis and discussion one can derive that beginner teachers enter the teaching profession with professional inadequacies which is as a result of their initial teacher training. They therefore come into the teaching profession insufficiently prepared to deal with the realities of schooling. It is then through various mentoring interactions in overlapping and multiple CoPs that learning or knowledge building takes place. Furthermore, the discussion illuminated the importance of mentor-mentee pairing in terms of willingness to participate and compatibility. Two different mentoring styles were uncovered each producing different results. Lastly, I also showcased the interactional nature of learning- how learning or knowledge building comes about through talk or dialogue within mentoring interactions which results in the beginner teacher moving from the periphery and becoming a full participant in the profession. In the final chapter, which follows, I offer conclusions, implications of the study and recommendations for further study.

## **CHAPTER SIX**

### **CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This chapter gives an overview of the study, summarises the findings in relation to the research questions and, considers the implications of the study and offers recommendations for further studies.

#### **6.2 AN OVERVIEW OF THE STUDY**

This dissertation sets out to explore the nature and consequences of an existing mentoring programme aimed at assisting beginner teachers make the transition from university graduates to school practitioners. The literature showed that research in SA on mentoring and mentoring programmes is fairly under-researched even though it achieved global attention. In other words, there is a strong knowledge base on mentoring and mentoring programmes especially in the UK and the US and this is not the case in SA. The main aim of this study was to explore the nature and consequences of an existing mentoring programme aimed at assisting beginner teachers make the transition from university graduates to school practitioners.

Methodologically, this study was situated in a qualitative interpretivist paradigm based on a single case study. The unit of analysis, the mentoring programme, comprised of three embedded cases: the school principal, two mentors and two mentees. Theoretically, the study is situated in both the psychological and sociological domain. The theories that underpinned this study both methodologically and theoretically were Vygotsky's (1978), Theories on Learning and Lave and Wenger's notions of Situated Learning. Both of these theories are situated in the domain of Social Learning Theory. Vygotsky's constructs: ZPD, mediation and scaffolding, and Lave and Wenger's notions of CoP and LPP, provided the conceptual direction for this study and allowed for a more nuanced understanding of how beginner teachers transition from university graduates

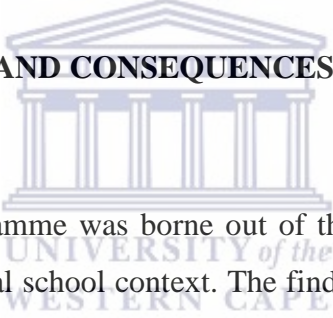
to the teaching profession through their engagement in a mentoring programme, which is the central focus of this thesis.

The following key findings emerged from the data collected. The findings are discussed in relation to each research question:

### **6.3 SUMMARY OF KEY FINDINGS IN RELATION TO THE RESEARCH QUESTIONS**

1. What is the nature and consequences of the mentoring programme?
2. How does the nature and consequences of the mentoring programme assist the beginner teacher to cope with the real school context?
3. How do the mentors experience the mentoring programme?
4. How do the mentees experience the mentoring programme?

#### **6.3.1 WHAT IS THE NATURE AND CONSEQUENCES OF THE MENTORING PROGRAMME?**



The need for the mentoring programme was borne out of the disjuncture that existed between initial teacher education and the real school context. The findings clearly show that the beginner teacher comes into the profession with a strong theoretical base in terms of content knowledge. However, they struggle to cope with the day-to-day realities of teaching (the pedagogical know-how – curriculum delivery and assessment, time management and dealing with ill-disciplined learners). The mentoring programme at Glendarme Secondary was instituted mainly to ‘fill this void’. Mentor-mentee pairing is crucial to the success of this mentoring programme. Mentors are selected based on the following criteria: ‘a passion for teaching’, ‘professional work ethic’, ‘being focused’ and ‘having a proven track record of curriculum delivery’. The mentoring process starts with an initial meeting between the mentor and beginner teacher (mentee) and is used to conduct a needs assessment and to develop the beginner teacher’s Personal Development Plan (PDP). The PDP forms the foundation for further mentoring engagements.

Various mentoring interactions between the mentor and beginner teacher will follow using one or other mentoring approach –one-on-one (dyadic mentoring approach) or a more collegial (multidimensional) approach –where multiple CoPs are in action. Learning and knowledge

building happens through incremental learning or scaffolding. The mentoring conversation forms an integral part of this programme since it is through talk, questions and ‘bouncing ideas off each other’ that learning happens.

Regular feedback meetings are held which comprises of the SMT (Principal and HODs) some of whom are selected mentors, and beginner teachers. These feedback meetings are used to monitor the mentoring of Beginner teachers, where their shortcomings are identified by the mentors and addressed collectively by the entire management team. Furthermore, the feedback meetings are also a way of ‘grooming’ beginner teachers for management since one of the unforeseen consequences of the mentoring programme is that teachers, after they have gained in confidence (gained legitimacy as full participants) they become marketable and the school might lose them to more affluent schools. To counter this, the principal has a management mentoring programme, aimed at identifying and grooming these promising beginner teachers for management roles.

### **6.3.2 HOW DOES THE NATURE AND CONSEQUENCES OF THE MENTORING PROGRAMME ASSIST THE BEGINNER TEACHER TO COPE WITH THE REAL SCHOOL CONTEXT?**

The key to answering this question lies within the mentoring interactions. Two approaches to mentoring are revealed in these interactions.

- 1) The dyadic approach (one on one) where the mentor assumes the role of the knowledgeable other working with the beginner teacher as the less knowledgeable peer. Furthermore, the mentor (the knower) is favourably positioned as possessing certain qualities: a passion for teaching, professional work ethics, being highly focused and having a proven track record of curriculum delivery. In this mentoring interaction, the beginner teacher is deficiently positioned as lacking in something and therefore, seen as the less knowledgeable. This one on one mentoring approach is in line with Vygotsky’s theories of learning. The dyadic mentoring interaction is needed to fill the shortcomings experienced by new teachers when they enter but it still does not explain how they are able to make the shift into the profession.



2) Is the multi-dimensional (collegial approach) to mentoring. Although beginner teachers start off differently positioned, there comes a point within the mentoring interaction, where the mentor and the beginner teacher intersect, they bounce ideas off each other since mentoring interaction is in essence talk-in-interaction. Furthermore, it is at this point, where the beginner teacher assumes the role of a knower, similar to that of the mentor. The newcomer has now gained legitimacy and can now be viewed as a full participant in the teaching profession. The latter is in line with Lave and Wenger's notion of Legitimate Peripheral Participation. In other words, it is here where mentoring interaction between the mentor and the beginner teacher is used for the purpose of learning and knowledge building. This new-found confidence, gained by full participation, results in improved teaching practices which ultimately improves the teaching and learning environment in the school as a whole.

### **6.3.3 HOW DO THE MENTORS EXPERIENCE THE MENTORING PROGRAMME?**

As mentioned, being an HOD and a mentor appears to put the mentors under tremendous pressure since, apart from mentoring beginner teachers, they also have their own teaching workload in addition to, curriculum, assessments and monitoring the deliverables of the rest of the team in their departments. In other words, time management (not finding enough quality time to mentor), is a huge problem. These mentors have however explored alternative platforms of mentoring through the use of technologies or social media (WhatsApp), subject suppers (subject meetings held after-school hours) and meeting during extra-mural activities (mentoring on the sports field). The mentoring style of the mentors is crucial since not all mentoring styles will have the desired outcomes. A mentoring style one which is characterised by openness, always being available to offer support, guidance and motivation, was essential to the overall emotional well-being of the beginner teachers. A mentoring style which is more authoritative where the mentor is seemingly insensitive and judgmental, somewhat distant or impersonal and unapproachable is often met with resistance. In addition, the mentors and mentees in this case are fairly young and close in age. There is, as mentioned, the risk of not being able to discern between roles given the fact that the MTs and BTs involved in this mentoring programme are close in age and at times socialize together. This could mean that mentors find themselves in a

situation of ‘having to wear two masks’- that of HOD/mentor (professional mask) and that of colleague and friend (personal mask).

#### **6.3.4 HOW DO THE MENTEES EXPERIENCE THE MENTORING PROGRAMME?**

Mentees (beginner teachers) welcomed the mentoring programme as a way of dealing with the professional inadequacies that resulted from insufficient pre-service teacher training programmes. The findings show that beginner teachers, especially in the first year, become overwhelmed, emotional and despondent but having the guidance, assistance and constant motivation from the mentor teacher helped them to grow in confidence. One of the huge challenges they faced was classroom management dealing with ill-disciplined learners, especially because of the age gap between the beginner teacher and some of the learners. They describe this time period as being ‘horrible’ and they often end up ‘crying’ finding themselves in ‘deep waters’. Through good mentoring (based on the mentoring style alluded to earlier) and constant mentoring interactions (asking questions and showing a willingness to learn) they were able to make the shift from the periphery to the centre. By gaining in confidence through good mentoring they were able to improve their teaching practices which in turn meant improved learner achievement levels.

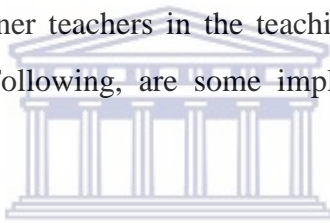
#### **6.4 LIMITATIONS OF THE STUDY**

For Wierma (2000) limitations are those issues over which the researcher has no control and which limits the breadth of the study. Following, I highlight some of the limitations which delineated the parameters under which the study was done. The study was limited to 1 principal, two mentors and two mentees. This sample size could be considered as small and not large enough to make an impact in this area of research. However, according to Masson (2010, p. 1) sample size in a qualitative study “are generally smaller than in quantitative studies since more data does not necessarily mean more information”. Due to the latter one cannot therefore claim that the study’s findings can be generalised. The aim therefore is not to generalise the findings but to extend the reader’s understanding of how a formalised mentoring programme could benefit new teachers’ entry to the profession to make the transition from university graduate to

school practitioner. In other words, allowing the readers who are from similar settings to read themselves into the study and take from it what applies to them. Furthermore, given the time constraints the study was limited to conducting interviews and drawing on document sources. It would have been richer to use non-participant observations of the mentoring of beginner teachers in action; observing interactions between mentors and beginner teachers in the different spaces where they were engaged in the mentoring process. Empirical studies using observations could be considered for further studies.

## 6.5 IMPLICATION AND RECOMMENDATIONS FOR FURTHER STUDIES

Whilst this study focused on a single mentoring programme at a secondary school within a particular school context, the findings hold various implications for teaching in general, more specifically the retaining of beginner teachers in the teaching profession, which opens up the possibilities for further studies. Following, are some implications and recommendations for further study:



1. At the heart and soul of any mentoring programme is the mentor-mentee relationship. For the mentoring programme to have the desired effect the pairing of the mentor and mentee is a deciding factor.

**Implication:** Where mentors and mentees are incompatible this could have negative consequences as seen in this mentoring programme especially when mentors were faced with resistance.

**Recommendation:** Schools who decide to institute formal mentoring programmes should consider the selection criteria of the mentor and compatibility between the mentor and the BT. Pairing mentors with mentees in the same subject area would be favourable.

2. The findings show that beginner teachers enter the profession with professional inadequacies, brought about by variations in their initial teacher training at HEI.

**Implications:** Although they are viewed as highly qualified, having a strong theoretical base, this does not afford them full participation in the teaching profession, since they cannot deal with the realities of schooling, especially how to deliver the curriculum and deal with ill-disciplined learners. Beginner teachers often become emotional, overwhelmed and despondent and in certain cases opt to leave the profession.

**Recommendation:** The WCED should consider offering formalised mentoring programmes at all schools as a way of retaining young teachers in the profession. Furthermore, HEI could consider offering courses in ‘teacher well-being’ and ‘classroom management’ in the initial teacher education programmes.

3. Not all experienced teachers make good mentors. They must possess a willingness to participate, have particular attributes and adopt a particular mentoring style in order to be effective.

**Implications:** HOD’s, who are forced to be mentors, could do more harm than good. Those who are willing and able will be more effective. Furthermore, the findings show that a mentor with a more open-approachable mentoring style, one who treats the mentee with sensitivity, is nonjudgemental and is a motivator, will have the desired outcomes.

**Recommendations:** The WCED offers training and some sort of incentives to teachers who possess these mentor attributes and who show a willingness to mentor. This will not only help beginner teachers’ deal with the ‘reality shock’ of teaching but also add value to the school as a whole.

## 6.6 CONCLUDING REMARKS

This final chapter aimed at providing an overview of the thesis by revisiting the initial objectives, looking at the findings in relation to the research questions, highlighting the limitations to the study and providing recommendations for further studies. I came to realise that not enough is being done to retain beginner teachers in South African schools and that very little is known about mentoring programmes as a way of retaining teachers in their early teaching careers.

Reality is that the teaching profession is at risk as globally beginner teachers, opt to leave the profession. From this dissertation, a mentoring programme is suggested as a possible means of intervention to support the beginner teachers to be better prepared to deal with realities of the SA schools. Structured mentoring programmes for beginner teachers, could aid towards the holistic development of the beginner teacher resulting in a more pedagogically prepared educator less prone to abandon the profession, in essence, addressing the teacher attrition rate.



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## APPENDICES

### Appendix A: PERMISSION FROM THE WCED



## APPENDIX A

### APPENDIX A: PERMISSION FROM WCED

5 Aaron Figaji Street  
Glenhaven  
Bellville South  
7530  
16 March 2017

Directorate Research  
Dr Audrey Wyngaard  
Private bag x9114  
Cape Town  
8000

Dear Dr. Wyngaard

#### **RE: Request to conduct research at school**

I am a Masters student at the University of the Western Cape. My Thesis Title is "A case study of an existing mentoring programme for beginner teachers in a public school in the Western Cape" and hereby wish to request permission from the WCED to conduct this study at Goodwood College which is part of the EMDC North.

Subsequent permission will be requested from respectively the Principal of the school Mrs. V Africa as well as the Governing Body of the school before this data will be collected.

My appointed supervisor, Dr L. Du Plooy will be guiding me during this process to ensure that I follow the prescribed protocol.  
I trust that this application will be favourably considered.

Yours in Education

R.A.S. Daniels (Student Number 9045399)

Mobile: 0822155411

## Appendix B: PERMISSION REQUEST FROM THE SCHOOL AND GOVERNING BODY



### APPENDIX B

#### APPENDIX B: PERMISSION REQUEST FROM SCHOOL PRINCIPAL AND GOVERNING BODY

5 Aaron Figaji Street  
Glenhaven  
Bellville South  
7530  
16 March 2017

Dear Principal and Governing Body

#### RE: Permission to conduct research at your institution

I am a Masters Student (student number: 9045399) registered at the University of the Western Cape, in the Faculty of Education. My thesis is "A case study of an existing mentoring programme for beginner teachers in a public school in the Western Cape". I am currently conducting research as part of my study and hereby request permission to conduct this study at Goodwood College in Ruyterwacht.

The main purpose of the research is to explore the beginner teachers' experiences in being involved in the mentoring programme and how their involvement could possibly address the retention of teachers in the profession. My data production will be based on the mentoring programme which is being conducted at your school and will include the participation of the Mentors as well as the Mentees.

The method of data collection will include the following: Activity	Estimated time allocation	Proposed time frame	Format of Data collection
Participate in an individual semi structured interview Observation within a focus group	45 minutes	April- July 2018	Audio recordings and Written notes

- The interviews will be done over a period of four weeks during the month whilst collecting data at the school.





- Data will be gathered through interviews, Focus group interviews of mentors and mentees and principal.

The Data sourced will be used for research purposes only. The findings of the research aim to understand the dynamics of the process of mentoring in an attempt to understand the role which mentors and mentees play in the mentoring programme and how this will aid towards the enhancing in the professional lives of the educator. Permission is also requested of you to for the publication of the findings in my dissertation.

I..... grant permission the conversation conducted during this interview may be audio recorded for transcribing purposes	Yes	No
--	-----	----

Approval of this research has been requested from the EHD, WCED and the Governing Body of the school which I shall be conducting the research at.

The anonymity in terms of the participant's response, evidence and documentation used in the research will be guaranteed. Further to this, Pseudonyms will be used to protect the identity of all the participants. All Audio recordings will be secured in an encrypted file on the Google Drive and written documentation will be disposed of once the required period of time has lapsed.

Kindly complete the **DECLARATION OF CONSENT** form and return to the researcher (R.A.S Daniels) (see attached form). Withdrawal from the study will in no way result in any form of discrimination or disadvantage.

Should you have any queries or require further information, you may contact me at 0822155411.

Sincere thanks

R.A.S. Daniels (9045399)

Mobile: 0822155411

UNIVERSITY of the  
WESTERN CAPE

## Appendix C: INFORMATION SHEET



### APPENDIX C

#### APPENDIX C: INFORMATION SHEET

TITLE OF THE RESEARCH PROJECT: A CASE STUDY OF AN EXISTING MENTORING PROGRAMME FOR BEGINNER TEACHERS IN A PUBLIC SCHOOL IN THE WESTERN CAPE.

My name is **RUBEN DANIELS** and I am currently an M.ed student at the University of the Western Cape. My research, titled above, focuses on the transition which the beginner teacher makes from being a university graduate to becoming a professional entering the school and the effects which mentoring could bring about whilst they are in the transitioning process. It will be an honour for me to have you participate in this research project.

Please note that your participation is voluntary and you can withdraw from the project at any time. You will be asked to participate in one or more of the following processes:

- An interview
- To complete a questionnaire
- To be observed in the classroom

My research will not interfere in any way with the normal functioning of the school or with learning in the classroom. **In addition, the confidentiality and anonymity of both the school and all participants in the study is herewith guaranteed.** Permission to conduct the research will be obtained from the Western Cape Education Department. This will be to enhance the transition of graduate teachers as they enter the profession and is not aimed to negatively impact on the individual or the institution in any way.

Please feel free to contact me if you need any further information about this research project.

Researcher: Ruben Daniels  
Contact details email: rudaniels@uwc.ac.za  
Phone no: (021) 951 7656 / 021 9594524/0822155411  
Faculty of Education  
Institution: University of the Western Cape

## Appendix D: CONSENT FORMS

### *Annexe D1: Consent form for Principal*



## APPENDIX D

### D1 -CONSENT FORM FOR PRINCIPAL

#### APPENDIX D: CONSENT FORMS

##### **D1 -CONSENT FORM FOR PRINCIPAL LETTER OF CONSENT**

**RESEARCH TITLE:** A CASE STUDY OF AN EXISTING MENTORING PROGRAMME FOR BEGINNER TEACHERS IN A PUBLIC SCHOOL IN THE WESTERN CAPE.

**PRINCIPAL RESEARCHER: Ruben Daniels**

I hereby give my consent to participate in this study and to be interviewed by the interviewer. This is for the purpose of data to be collected by means of an interview to be used in the research study. Permission to record the interviews has been requested, and I am aware that I may refuse to have the interview tape-recorded.

I understand that participation is voluntary, that I may refrain from answering any or all questions which might make me feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect my identity.

I am assured that the information will be used for research purposes only and I am reassured that there are no risks involved in participation in the study.

I consent to voluntarily participate in this research study by completing this form.

Signed:.....on.....this day .....at .....





## *Annexe D2: Consent form for mentors and mentees and focus group*



### **D2-CONSENT FORM FOR MENTORS AND MENTEES AND FOCUS GROUP**

#### **D2-CONSENT FORM FOR MENTORS AND MENTEES AND FOCUS GROUP**

##### **LETTER OF CONSENT**

**RESEARCH TITLE:** A CASE STUDY OF AN EXISTING MENTORING PROGRAMME FOR BEGINNER TEACHERS IN A PUBLIC SCHOOL IN THE WESTERN CAPE.

**PRINCIPAL RESEARCHER:** Ruben Daniels

I hereby give my consent to participate in this study and to be interviewed by the interviewer. This is for the purpose of data to be collected by means of an interview to be used in the research study. Permission to record the interviews has been requested, and I am aware that I may refuse to have the interview tape-recorded. I also give my consent to complete the teacher questionnaire.

I understand that participation is voluntary, that I may refrain from answering any or all questions which might make me feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect my identity.

I am assured that the information will be used for research purposes only and I am reassured that there are no risks involved in participation in the study.

I consent to voluntarily participate in this research study by completing this form.

Signed:..... on.....this day.....at.....



FROM HOPE TO ACTION THROUGH KNOWLEDGE.



### *Annexe D3: Consent form for mentors and mentees*



## **D3-CONSENT FORM FOR MENTORS AND MENTEES**

### **LETTER OF CONSENT**

**RESEARCH TITLE:** A CASE STUDY OF AN EXISTING MENTORING PROGRAMME FOR BEGINNER TEACHERS IN A PUBLIC SCHOOL IN THE WESTERN CAPE.

**PRINCIPAL RESEARCHER:** Ruben Daniels

I hereby give my consent to participate in this study and to be interviewed by the interviewer. This is for the purpose of data to be collected by means of an interview to be used in the research study. Permission to record the interviews has been requested, and I am aware that I may refuse to have the interview tape-recorded. I also give my consent to complete the teacher questionnaire.

I understand that participation is voluntary, that I may refrain from answering any or all questions which might make me feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect my identity.

I am assured that the information will be used for research purposes only and I am reassured that there are no risks involved in participation in the study.

I consent to voluntarily participate in this research study by completing this form.

Signed:..... on.....this day.....at.....

**UNIVERSITY of the  
WESTERN CAPE**



FROM HOPE TO ACTION THROUGH KNOWLEDGE.

## Appendix E: INTERVIEW SHEET

### *Annexe E1: Principal interview sheet*



#### APPENDIX E: INTERVIEW SHEET E.1 PRINCIPAL INTERVIEW SHEET

1. Could you provide a brief history of your teaching career and include courses which you have completed that contributed towards your professional development.
2. Why do you think there was a need for a mentoring programme for beginner teachers at our school?
3. Describe the selection criteria used to appoint the mentors
4. What was the nature of training which the mentors received and do you feel that the training provided proved to be sufficient?
5. What was the support which the school received from the WCED and the district official towards the mentoring programme at your school?
6. How would you describe the benefits and challenges encountered by the beginner teacher whilst on this programme?
7. Would you recommend such a mentoring programme for beginner teachers to others schools within the District and elsewhere and why?
8. Your school having offered this assistance to the beginner teachers, what enhancements have you made from having offered this intervention since its

## *Annexe E2: Mentors' interview sheet*



### **E.2 MENTORS' INTERVIEW SHEET**

1. Could you provide a brief history of your teaching career and include courses which you have completed that contributed towards your professional development.
2. What were your expectations on entering the mentoring programme as a mentor and to what extent were these expectations met?
3. How would you describe your role and responsibilities as a mentor?
4. In your opinion, what competencies and knowledgeabilities should one have as a mentor?
5. From your experience having been a mentor, what are some of the common problems which you encountered whilst being involved in this programme?
6. With reference to the above question 5, which strategies did you apply when faced with these challenges or problems?
7. How important is compatibility between mentor and mentee to the success of such a programme?
8. What do you do when encountering resistance from mentees whilst involved in this programme?

### *Annexe E3: Mentee interview sheet*



#### **E.3 MENTEES INTERVIEW SHEET**

1. Tell me about your background and the reason why you chose teaching as being your profession?
2. What were your experiences of entering the school from the university and in your opinion, did the university prepare you for what you encountered once you entered the school?
3. What were your expectations when entering the mentoring programme and to what extent were these expectations met?
4. Why did you agree to participate in this mentoring programme and from your experience, do think there is a need for such a programme for the beginner teacher?
5. What type of competencies did you acquire whilst being mentored and how did it add to our level of development?
6. In which way did this programme either facilitate or impede your entry into the profession.
7. Elaborate on your relationship with your assigned mentor teacher.
8. Having been engaged in this mentoring programme, would you recommend this intervention for all beginner teachers? Substantiate your choice of answer.

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WESTERN CAPE

FROM HOPE TO ACTION THROUGH KNOWLEDGE.



## *Annexe E4: Focus group interview sheet*



### **E.4 FOCUS GROUP INTERVIEW**

1. What coaching was given to you to become a mentor?
2. How would you describe the Programme which your institution follows?
3. In the school set-up, what would you describe as the limitations, if any which exist?
4. Is the mentoring approach a one-to-one approach or is a communal venture?
5. Could you describe the cycle of mentoring at your school focusing specifically on the mentee, ultimately becoming the mentor?
6. What would you describe as the best practice at Goodwood college and would it be effective in other schools or is its efficacy limited to the school?



FROM HOPE TO ACTION THROUGH KNOWLEDGE.

## Appendix F: ETHICAL CLEARANCE HSSREC OF UWC



OFFICE OF THE DIRECTOR: RESEARCH  
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535  
South Africa  
T: +27 21 959 2988/2948  
F: +27 21 959 3170  
E: [research-ethics@uwc.ac.za](mailto:research-ethics@uwc.ac.za)  
[www.uwc.ac.za](http://www.uwc.ac.za)

04 October 2017

Mr R Daniels  
Faculty of Education

**Ethics Reference Number:** HS17/5/24

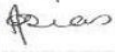
**Project Title:** A case study of an existing mentoring programme for beginner teachers at a public school in the Western Cape.

**Approval Period:** 04 October 2017 – 04 October 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

  
Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape

**PROVISIONAL REC NUMBER - 130416-049**

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

## Appendix G: ETHICAL CLEARANCE WCED



Directorate: Research

[Audrey.wyngaard@westerncape.gov.za](mailto:Audrey.wyngaard@westerncape.gov.za)  
tel: +27 021 467 9272  
Fax: 0865902282  
Private Bag x9114, Cape Town, 8000  
[wced.wcape.gov.za](http://wced.wcape.gov.za)

**REFERENCE:** 20170418-29  
**ENQUIRIES:** Dr A T Wyngaard

Mr Ruben Daniels  
5 Aaron Figaji Street  
Glenhaven  
Bellville South  
7530

Dear Mr Ruben Daniels

### RESEARCH PROPOSAL: A CASE STUDY OF AN EXISTING MENTORING PROGRAMME FOR BEGINNER TEACHERS AT A PUBLIC SCHOOL IN THE WESTERN CAPE

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 **20 April 2017 till 28 February 2018**
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: 24 August 2017**

Lower Parliament Street, Cape Town, 8001  
tel: +27 21 467 9272 fax: 0865902282  
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000  
Employment and salary enquiries: 0861 92 33 22  
[www.westerncape.gov.za](http://www.westerncape.gov.za)

## Appendix H: TURNITIN REPORT

1/30/2019

### Turnitin Originality Report



#### Turnitin Originality Report

A case study of an existing programme for beginner teachers in a public school in the Western Cape by Ruben Daniels

From Masters in Education (Masters in Education)

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